



A Tribute to Dick Scheaffer
Recipient of the 2011 CAUSE-USCOTS
Lifetime Achievement Award
From the
Statistics Education Community

USCOTS 2011: **The Next Big Thing**



USCOTS logo designed by Kythrie Silva



Signing the CAUSE charter that he authored on March 24, 2006

December 31, 2010

Dear Dennis and committee members,

Over the past 30 years, no statistics educator has had a more substantial impact on the teaching of statistics than Dick Scheaffer, whom we nominate for the 2011 USCOTS Lifetime Achievement Award. In the following paragraphs we provide a glimpse of Dick's innumerable contributions, organized in four main areas: undergraduate curriculum, Advanced Placement (AP) Statistics, K-12 curriculum, and professional leadership.

1. Undergraduate curriculum:

Dick is the author or co-author of many important and widely used textbooks.

- *Introduction to Probability and its Applications* (3rd ed.)
- *Probability and Statistics for Engineers* (5th ed.)
- *Mathematical Statistics with Applications* (7th ed.)
- *Elementary Survey Sampling* (5th ed.)
- *Statistics in Action* (2nd ed.)
- *Activity-Based Statistics* (2nd ed.)

This extensive list testifies to the breadth of Dick's expertise and impact on the undergraduate curriculum. The last of these, *Activity-Based Statistics*, deserves special mention, because it resulted from an NSF-funded curriculum development project for which Dick served as Principal Investigator. This project has had an enormous influence on the willingness and ability of introductory statistics teachers to incorporate student activities into their teaching. In addition to writing the book *Activity-Based Statistics*, Dick and his collaborators wrote articles and presented many workshops to assist faculty implement activity-based pedagogy in their courses.

2. Advanced Placement (AP) Statistics:

As impressive and extensive as Dick's influence on the undergraduate statistics curriculum, Dick has actually had an even larger influence on the K-12 curriculum. One illustration of this is the AP Statistics program, which Dick championed from the outset in the late 1980's and early 1990's. Creating an AP course in Statistics presented an enormous challenge, one aspect of which required bringing together high school and college faculty to agree on a common syllabus (note that there still does not exist a uniform introductory college statistics course like for example, Calculus 1 and 2). Dick tackled this challenge masterfully, leading the development of a rigorous AP Statistics curriculum that, quite frankly, is a model to which most college courses can only aspire. Along with playing the pivotal role in creating this program, Dick served as the first Chief Faculty Consultant, meaning that he was responsible for developing the procedures and rubrics by which AP Statistics exams are graded. The first administration of this exam in 1997 involved about 7500 exams, a number which grew at a consistent and remarkable rate to more than 130,000 by the year 2010. The AP Statistics program has had a profound effect not only on high schools around the country but also for our entire profession, as it has introduced hundreds of thousands of high school students to our discipline. Many colleges and universities with undergraduate statistics majors are experiencing an increase in enrollment due in large measure to the success of AP Statistics. Our two universities are benefitting from AP Statistics and the positive impact on our Statistics departments. While many people deserve credit for the growth and popularity of this program, none deserves more credit than Dick.

3. K-12 curriculum:

As important and impressive as Dick's contributions to the AP Statistics program are, he has made even more substantial contributions to the rest of the K-12 curriculum. Since the 1970's, Dick has been

a leader in pushing for more emphasis on data and chance in the K-12 mathematics curriculum. He was a primary developer of the ASA's *Quantitative Literacy* project, which led to an emphasis on data analysis in the NCTM standards for K-12 mathematics curriculum. Dick was a primary developer of another NSF-funded project, the *Data Driven Mathematics* (DDM) series. Both the QL and DDM books are housed at the American Statistical Association (ASA), with the Joint ASA-NCTM committee overseeing and advocating the incorporation of these materials in the K-12 curriculum. A more recent project for Dick was serving as one of seven writers on the ASA sponsored *Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report: A Pre-K-12 Curriculum Framework*. This document, published in 2005 and 2007 (with revisions) has greatly influenced the statistics component of recent important national policy documents such *Mathematics and Statistics College Board Standards for College Success* (2007), the NCTM Document *Focus on High School Mathematics* (2009), and most recently, the *Common Core Standards* (2010). Dick has continued his K-12 efforts by serving as the primary statistics advisor and writer for the Common Core Standards. Through the years, he has written many influential articles on the importance of developing a quantitatively literate society, and he has been a tireless advocate for statistics education on countless panels and committees and commissions.

4. Professional leadership:

Dick served as President of the American Statistical Association in 2001, focusing attention of our profession on the importance of statistics education, particularly at the K-12 level. Dick created an infrastructure surrounding K-16 education which has helped maintain statistics education as one of ASA's top priorities. Dick's leadership has played a key role in many, perhaps most, of the important developments in statistics education over the past 20 years. He has given extremely generously of his time and talent to a large number of worthy projects, including the creation of CAUSE, the Consortium for the Advancement of Undergraduate Statistics Education.

In preparing this nomination, we were reminded of comments expressed by George Cobb's presentation at the first USCOTS in 2005. George said:

Dick's leadership is of a stealth variety: his radicalism tends to fly beneath your radar. He is invariably unassuming and friendly, never preachy. He presents radical ideas in the modest spirit of 'Here's something neat that you might want to try.' I'm convinced that this style of Dick's has had a lot to do with why it is that so many positive and important changes have been made in the way we teach statistics, without any of the divisiveness or rancor that has sometimes been part of the reform of introductory calculus, a rancor that has much too often been part of the attempts to reform the K-12 mathematics curriculum.

We agree completely with George's keen assessment of Dick's leadership and impact. For all of these reasons, we'd like to take this occasion to thank Dick for all he's taught us, for the inspiration he has provided us, and for the lifetime passion and dedication he's given to growing the field of statistics education.

Thank you very much for considering our nomination of Dick Scheaffer for the 2011 USCOTS Lifetime Achievement Award.

-- Christine Franklin and Allan Rossman



Activity-Based Statistics

Instructor Resources

THOMAS L. SCHAEFFER
JENNIFER L. MENDENHALL
J. WACKELY
J. WACKELY

STATISTICS

FROM DATA TO DECISION

David A. Garfield



Mathematical Statistics with Applications

2nd Edition



Statistics in Action

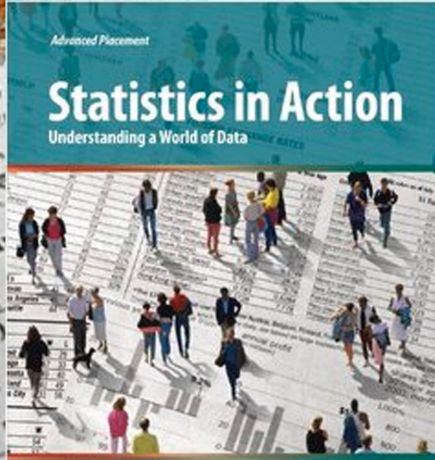
UNDERSTANDING A WORLD OF DATA



Survey Sampling

Richard L. Scheaffer
William Mendenhall, Jr.
R. Lyman Ott
Kenneth G. Satter

International Edition



Advanced Placement

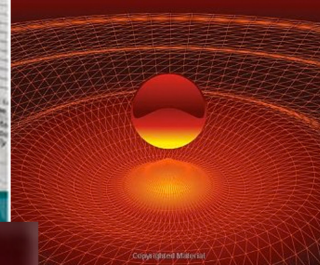
Statistics in Action

Understanding a World of Data

Probability and Statistics for Engineers

Fifth Edition

Scheaffer Mulekar McClave



Probability and Statistics for Engineers

Scheaffer Mulekar McClave

International Edition

Exploring Probability

Claire M. Newman • Thomas E. Dienerman
Richard L. Scheaffer

Quantitative Library Series



activity-based statistics

SECOND EDITION

wackely / mendenhall / scheaffer

MATHEMATICAL STATISTICS WITH APPLICATIONS

5th



Probability and Statistics for

ENGINEERS



Elementary Survey Sampling

SIXTH EDITION

Richard L. Scheaffer

Dear Dick –

Congratulations on your Lifetime Achievement Award from CAUSE/USCOTS. It is an award that is much deserved! I so enjoyed working with you on the revisions of your Duxbury books. Your kindness, patience, and trust was ever present and much appreciated. I learned much from your diplomatic and thoughtful manner!

With a full heart and warm smile, I send you all my best!

Fondly,
Carolyn

Carolyn Crockett

Dick,

Congratulations on being awarded the USCOTS Lifetime Achievement Award for 2011. I can think of no one more deserving for all that you have done for statistics education.

You were instrumental in making the AP Statistics course a reality. Your previous work on statistics reform in the 1980's with the ASA's Quantitative Literacy Project set the stage for The College Board to establish an AP Statistics Task Force to advise them on the feasibility of offering an AP Statistics course. When the course was approved by the College Board, and the AP Statistics Development Committee was appointed, your participation was crucial to the success of the program. You guided the committee as it established a course outline, the structure of the exam, and you designed the holistic scoring rubrics. Your service as the Chief Faculty Consultant overseeing the Reading of the first exam set the standard. You influenced every aspect of this success story.

It has been both a privilege and a pleasure to work with you.

With fond regards,
Rosemary

Rosemary Roberts

Dennis,

I hear that Dick Scheaffer has been nominated for the USCOTS 2011 Lifetime Achievement Award. I just wanted to add my voice to the many who are supporting this nomination. I bring not only a personal perspective, but the perspective from the leadership of the ASA. I served on the Board Of Directors when Dick was president, so I personally observed his leadership of and passion for efforts to promote statistical education. From my current perch, I've seen the on-going impact of his efforts. Much of what we are able to do easily now is because of hard work and determined leadership by Dick Scheaffer. As a recent example, the ASA has been sought out by the groups that brought about the Common Core Standards to provide input regarding statistics education. Our input was sought because of the impact of Dick's leadership in the Conference Board for Mathematical Sciences.

In addition to personal leadership, Dick encouraged others to be leaders and provided wise guidance and mentoring for many, many individuals. We have a strong statistical education community (including, thankfully, people like you) in no small part because of what Dick has done, and just as importantly, because of the kind of person he is.

Thank you for considering Dick for this significant award.

Best regards,

Ron

Ron Wasserstein

I support the nomination of Dick Scheaffer for the USCOTS 2011 Lifetime Achievement Award. I can think of no other individual who is more qualified to receive this award. Thank you.

Statistically yours,

Tom

Tom Short

Congratulations, Dick, on getting the CAUSE/USCOTS Lifetime Achievement Award. No one can match your record of accomplishment. If it happened in statistics education in the last thirty years, it happened largely because of you. The list includes AP Statistics, the ASA Education Center, the MET Report, the ASA-NCTM Quantitative Literacy Project, Data-Driven Mathematics, Activity-Based Statistics, the GAISE Report, and the Common Core State Standards. You gently guided these projects, keeping them statistically and educationally sound as well as politically viable by working collegially with those inside and outside of the statistics community. And all along the way, you let other people think they were providing the brains and the inspiration. I won't name the people who owe their careers to your generosity and guidance because I would miss someone important and because many of us undoubtedly think we did it all by themselves.

Ann



As a high school teacher that has been involved in AP Statistics since its inception, I have had the opportunity to work with Dick on many occasions. In each circumstance, I have found him to be not only extremely knowledgeable, but also humble, patient, and willing to spend enormous amounts of his own time helping to train high school teachers. Chris and Allan's letter detailed much of his work with AP Statistics, but I wanted to add at least one more observation. After teaching the course for 15 years and leading dozens of workshops training other teachers, I continue to marvel at how well the AP course was designed. While other AP courses have gone through many changes, AP Statistics has been held up as a model course—and much of this is due to Dick's hard work and vision for statistics education.

I have also had the opportunity to work with (actually, "learn from" would be more appropriate) Dick at several workshops and conferences. In each case, Dick's involvement was an act of service to the statistics education community, as I am sure he could have been spending his free time doing other things. His willingness to put in so much time and effort with high school teachers has been inspiring and empowering.

Thank you for the opportunity to add my support to Dick's nomination,

Josh



I am writing to support Dick Scheaffer's nomination for USCOTS Lifetime Achievement Award. I have known Dick for almost 20 years and he has greatly influenced my teaching career. Having heard many teachers talk about him, I know that he has influenced careers of many more teachers at high school as well as college levels.

Dick has profoundly influenced the statistics education in high schools through his years of hard work in creating Advanced Placement Statistics Exam. It took him over a decade's worth of hard work to make a dream into reality. The first exam was given in 1997 to about 8,000 students and last year over 130,000 students took AP-Statistics exam. AP-Statistics grew faster than AP-Calculus. The seed that he planted has grown into a big tree. As the first Chief Faculty Reader, he managed to bring together a team of mathematicians/statisticians from around the nation to work on this project. Because of creation of AP-Statistics exam, the number of students entering colleges with the intention of studying statistics has also increased tremendously. Many colleges and universities have seen an increase in enrollment leading to creation of new departments or expansion of existing programs.

Besides AP-statistics exam, Dick also put tremendous amount of energy into getting more statistics in K-12 curriculum. For over 40 years he has pushed for more emphasis on data analysis in the K-12 curriculum. He brought members and officers from different associations such as NCTM, MAA, AMS, and ASA together to discuss his ideas and managed to convince them.

Dick was also instrumental in getting a group together to develop Guidelines for Assessment and Instruction in Statistics Education (GAISE) report. Many institutions are using it as a guide in developing their programs in statistics. He has also authored numerous teaching-related articles that emphasize importance of increasing quantitative literacy.

As an author/co-author of leading textbooks in Engineering Statistics, Survey Sampling Theory, Mathematical Statistics, etc. Dick has influenced teaching and learning of statistics at the college/university level. Through the help of funding from NSF, he (and three others) developed Activity-Based Statistics approach to teaching of introductory statistics and conducted workshops around the nation to disseminate his ideas and information about activities. Such pedagogy has become necessary for making introductory statistics courses successful. In fact, it has found its way successfully in the other statistics courses too.

Statisticians have recognized his achievements and influence and shown confidence in his leadership abilities by electing him as the President of American Statistical Association. As a leader he made statistics education a top priority on his agenda and successfully executed it. I believe, we must recognize Dick Scheaffer's accomplishments and influence in statistics education through this award and I whole-heartedly nominate him for it.

Sincerely,
Madhuri

Dick,

Congratulations on this much-deserved recognition. Your accomplishments in statistics education are extraordinary in their own right, but your impact is exponentially stronger when one considers the contributions from all who have been inspired by your example. Your focus on what's best for students and for society, your ability to move important work forward in the face of substantial obstacles, and your never-failing good nature have certainly inspired me. Best wishes in your retirement, and thanks again for all of your contributions and leadership.

Allan Rossman

Allan

I will never forget the time we traveled together in Morocco in 1994 for ICOTS. Remember the Garfield tour? The much delayed flight during a massive storm? The camels, palm trees, and hot cups of mint tea? And the post ICOTS tour of the Imperial Cities? That was the first time I got to know your lovely wife Nancy and enjoyed spending time with both of you. This photo shows our group on that tour and I think I see you and Nancy in the background.

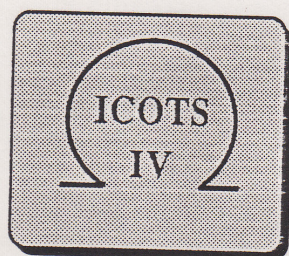
Joan Garfield

Dick, as everyone knows, you have been a remarkable leader and advocate for statistics education over the past decades, and I feel very fortunate to have had many opportunities to work with you. It was because of you that we were able to establish CAUSE, based on that first Strategic Initiative grant from ASA, when you were President. It was because of you many projects took off and so many contributions were made to improving the teaching and learning of statistics at all levels. Thank you for all you have done, thanks for all you have given, and thanks, personally, for your friendship and advice over the years.

Joan



Garfield Tours Presents:



in Marrakech



A Guide to the Unknown



Jim Landwehr

I write to offer my strongest and most enthusiastic support for the nomination of Dick Scheaffer for the USCOTS 2011 Lifetime Achievement Award. Chris Franklin and Allan Rossman sent me their nomination letter, and it really says it all. I have personally been involved with Dick in the K-12 Curriculum aspects of his work that they describe, and I can personally attest to Dick's effective, low-key, and very strong leadership. I think a lot has been accomplished since Dick took over as Chair of the ASA-NCTM Joint Committee about 30 years ago (!). As Chris and Allan say, many people have made strong contributions, but it wouldn't all have happened without Dick's leadership and persistence. And that's what a Lifetime Achievement award should reflect. Dick clearly deserves the award, and I feel that there is no one else who is more deserving.

Best wishes,

Jim

Katherine Taylor Halverson

Chris Franklin and Allan Rossman have nominated Dick Scheaffer for the USCOTS 2011 Lifetime Achievement Award. I served on the AP Statistics Examination Development Committee when Dick was the Chief Reader and I was impressed by his broad knowledge and his supportive management style. When I was invited to join the College Board's Mathematics Academic Advisory Committee, Dick urged me to accept, and when I joined the writing team for the College Board Standards for Mathematics and Statistics, Dick was always willing to help me deal with the objections the mathematicians had to adding statistics to the standards, and he read and commented on several drafts. I understand that he was just as supportive of the writers of the GAISE report. He has been even more active in supporting statistics in the Common Core Standards. I cannot think of another statistician who has been as committed to statistics education for as long a time as Dick, nor one who has had as significant an impact on the teaching of statistics to the widest possible audience.

I strongly support this nomination.

Best regards,

Katherine

Dear Dick,

You are the one individual who has impacted my career the most. You took a risk and hired me in 1986 as a relatively young faculty member at the University of Florida. You immediately took me under your 'wings' and inspired me to consider this new and slowly emerging field of statistics education as a career path. You even trusted me as your daughter's statistics professor. Once I moved to the University of Georgia in 1989, you continued to involve me in important statistics education endeavors. You never gave up on me. But even more important than your impact and mentorship on my professional career is the support and nurturing that you and Nancy have provided to me and my family over the years. We have been blessed knowing that we could count on both of you through good times and challenging times. We can never say thank you enough. And thank you for the impact you have made on the lives of so many individuals and your continued devotion to statistics education.

Chris

Christine Franklin

Closing session of USCOTS 2005



I have had the great pleasure of working with Dick on many issues over the past 12 years and I would like to add a few words in strong support of this nomination. I first got to know Dick during development and publication of the CBMS book on *The Mathematical Education of Teachers*. He was the statistician on the steering committee and his thoughtful insights, not only on the role of statistics, but also on the education of teachers more generally, gained him the deep respect of the authors and the others on the committee and had major influence in promoting the discussion of statistics in the book. Since then, Dick has been the key go-to-guy whenever CBMS has wanted expert advice on statistics education (on issues of content, people for various committees or jobs, etc.). Following his stint as ASA President, Dick was elected by his fellow math society presidents to a 4-year term (2005-2008) as Chair-Elect/Chair/Past-Chair of CBMS. This job requires someone who is very well respected by both the education and research communities and who can promote cooperation among the societies. (The four most recent chairs have been Jim Lewis, Dick Scheaffer, William McCallum, and Joan Leitzel.) This speaks to the high esteem in which Dick is held by the broader mathematical sciences community. I understand that this award is for "lasting contributions with broad impact to the field of statistics education." I would like to suggest that Dick's work with CBMS over the years has not only made lasting contributions to statistics education, but has caused many other leaders in the mathematical sciences community to become much more aware and supportive of the necessity of increasing and improving statistics education at the K-12 level. His influence on statistics education extends far beyond the statistics community. It would be most fitting to honor his lifetime of work with this award.

Ron

At its semi-annual meeting on May 5, 2011, the CBMS Council (the presidents of the CBMS member societies) enthusiastically adopted the following resolution:

"The CBMS Council sends our heartiest congratulations to Dick Scheaffer on receiving the CAUSE/USCOTS Lifetime Achievement Award in Statistics Education. We add our thanks for his many contributions and generous service to the broader mathematical sciences community."

I am writing to support the nomination of Dick Scheaffer for the Lifetime Achievement Award in Statistics Education to be presented at USCOTS. Dick has been one of my heroes in statistics education for about the last twenty years. His commitment to statistics education at all levels has seemed unsurpassed to me. My most vivid memory was our work together on behalf of ASA for the development of the 1999 NCTM Standards. The NCTM asked various allied professional organizations, including ASA, to form Association Review Groups (ARGs) to review and comment on various drafts of the Standards, leading up to their completion. I was given the privilege to chair ASA's ARG and Dick was one of the members on this committee of 5 or 6 folks. In a nutshell and most relevant to this note is that without Dick the work would have woefully less fun to lead and much less successful in producing a high-quality final report to NCTM, which I think that we did. Dick was perceptive and insightful in his reviews of all parts of the vast set of readings we were sent over (as I recall) a couple of years work. He was always punctual regarding any deadlines we set for ourselves and he commented on all my summaries to the group in helpful ways.

Many times I found myself just using Dick's own words to insert into my draft reports.

Dick saw clearly that the NCTM documents were fundamentally on the right track and he also understood that there were forces "out there" that might not agree with that assessment. Therefore, he doggedly offered us ways to sharpen rationales for various standards, suggest better examples or language, in short, suggest improvements at all levels. He wanted to go beyond encouraging NCTM, he wanted to make them impregnable to opposition. I think he did a lot toward succeeding in this goal, so that the Standards did reflect principles that, I feel, ASA would be proud of.

I have been in numerous ASA or Stat-Ed related meetings with Dick over the years.

Dick is always sensible, diplomatic, and passionate in his contributions. I have seen how strongly his statistics colleagues respect him; I am in the mainstream in my appreciation for all he does for the enterprise of statistics education. Dick has been committed with statistics education from K through collegiate; few others can claim this wide a range of interest. Dick has been almost equally active in ASA, NCTM, and the MAA. Few people have been so broadly involved.

I think Dick would be a marvelous awardee.

Tom

CAUSE meeting, March 24, 2006



CAUSE

Dear Dick.

After all of these years, it still seems funny to call you “Dick.” I first met you as “Dr. Scheaffer” in Fall 1973 when I entered the graduate program in Statistics at the University of Florida. In my second quarter, you were my professor in the only course I had with you, STA 608 – *Design and Analysis of Experiments II*. I remember you as a soft-spoken instructor whose presentations were well organized, thorough, and particularly lucid. After I received my master’s, I decided to continue toward a doctorate. However, I viewed the prospect of writing a dissertation with a great deal of uncertainty. The task seemed daunting and I had no idea of a subject area. I decided to talk with several professors about potential topics and their willingness to direct me. After deliberating for quite a while, I suddenly had a very strong sense that I should ask you to direct my dissertation. I believe that sense was Divine guidance. Because of the subject area (spatial time series), you wisely recommended that I have a co-advisor, Jim McClave. Your steady and knowledgeable guidance, coupled with patience, were very reassuring. As a seasoned researcher, you were able to instill within me a sense of confidence in my initial research effort. As I neared the completion of my dissertation, you provided valuable advice and insight about a career choice. You were never pushy, but always supportive. Although I was interested in both research university and industry positions, I accepted a research university position at the University of South Carolina. It was the right fit for me at the time. Your support and encouragement of me have continued throughout my career. When I told you in 1985 that I was following what I believed to be my true calling, to teach in a Christian college, and had accepted a position at Messiah College, you responded with a wonderfully affirming statement that I will never forget. The fact that I am in my twenty-sixth year at Messiah is sufficient evidence that I have found my niche.

Congratulations on receiving the 2011 CAUSE/USCOTS Lifetime Achievement Award! You are most deserving. I am proud of you and your many accomplishments. Your example has been an inspiration to me in my career. I have been blessed by your influence in my life and am very grateful for it.

With deepest appreciation and respect,

Marlin

I am writing to lend my support to the nomination of Dick Scheaffer for the USCOTS 2011 Lifetime Achievement Award. I am a mathematics educator who is quite new to statistics education. I was first introduced to the field by my colleague, Christine Franklin, who gave me the opportunity to be involved in the first TEAMS conference and the writing of the GAISE document. Both of these are activities in which Dick was heavily involved and for which he provide enormous leadership. I will admit that I felt a bit like a fish out of water when I first engaged with the statistics education community, so I did a lot of sitting and listening. It quickly became clear to me that Dick was a driving force in the work of this community, albeit a quiet and subtle one. Dick, too, sat and listened a lot, allowing others to take on leadership roles. But periodically he would pipe up with a comment, question, or suggestion that would put the group several giant leaps ahead of where we had been dabbling. Never pushy or rude, but also never content with the status quo, Dick often challenged us to be bold and brave in our efforts and to really stake a claim for statistics education. As a result of Dick's quiet but persistent leadership, I think both the TEAMS conference and GAISE were stronger.

More recently I have had a chance to see Dick operate on a national level within a community that is more dominated by mathematicians and mathematics educators, namely the CBMS discussions of the Common Core Standards. In this setting I have seen Dick vociferously (but with good humor) defend the place of statistics in the K-12 mathematics curriculum. I vividly recall serving on a panel in which one of the mathematicians presented a slide with some erroneous statistics on it. While the other statistics educators sat there and rolled their eyes and mumbled under their breaths, Dick calmly raised his hand and said to a roomful of about 500 people, "And THAT, my friends, is why we need statistics in the curriculum!" Point well taken.

I have come to value and cherish Dick Scheaffer as a colleague and friend from whom I have learned a great deal—about statistics, statistics education, and leadership. Having read the nomination letter prepared by Christine Franklin and Allan Rossman, I am absolutely convinced that Dick is deserving of the Lifetime Achievement Award. His track record in the field and his impact on K-12 and higher education curriculum and instruction is extraordinary.

Sincerely,

Denise

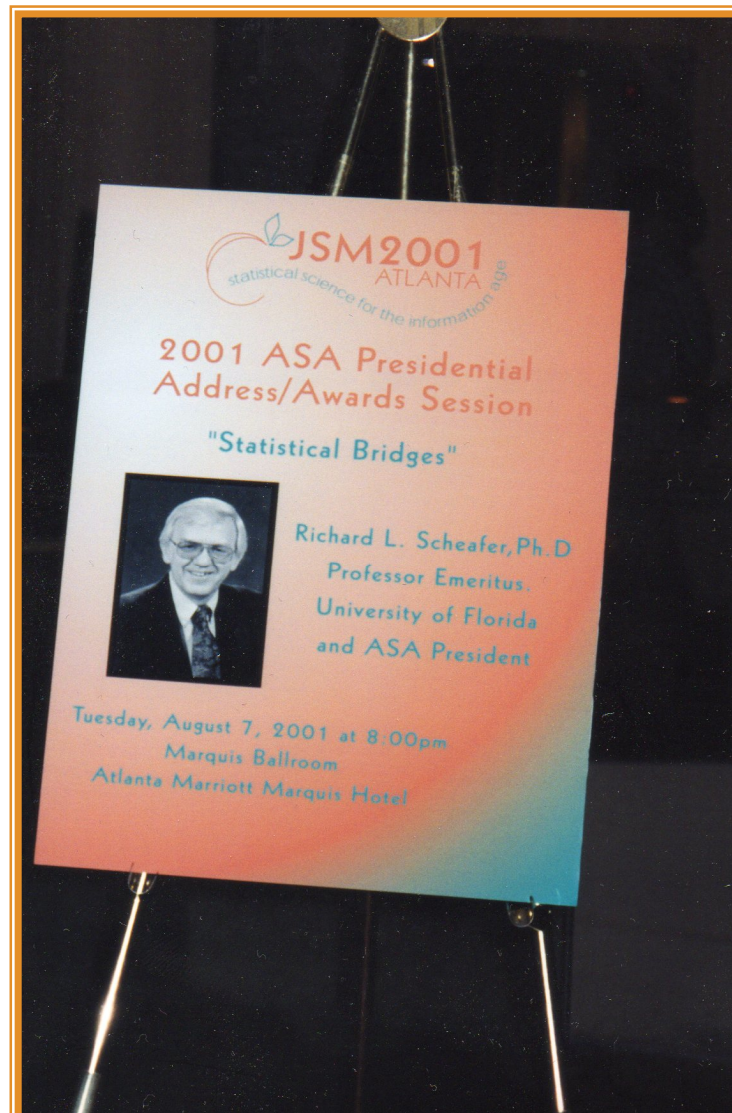
Dick Scheaffer has been a major influence on my career as a statistician. As my Ph.D. advisor, he was instrumental in my starting my research track, and my Ph.D. resulted in three high quality publications to jumpstart my academic career. He has been a lifelong mentor and advisor for me throughout my career and I can't begin to imagine how this would have unfolded without his guidance and support. I am thrilled to see him receive this award, as someone who has continually contributed in unselfish ways to the ASA and to our profession.

Congratulations Dick - well done and well deserved. I am honored to have worked under such a great person.

Best wishes,

Jim

Jim Lackritz





THE YOUNG PROFESSOR

MOUNT HOLYOKE

Mount Holyoke College
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tel 413-538-2401 gcobb@mtholyoke.edu

George W. Cobb
Robert L. Rooke Professor of Mathematics and Statistics

May 9, 2011

Dear Dick:

What a pleasure and a priviledge it has been to have had the opportunity to work with you and learn from you over the years!

Apart from possibly Bob Hogg, I know of no statistician who has been in the forefront of statistics education as long as you have been, through so many important changes. The forefront has kept moving, and you have somehow managed to stay at the forefront, as a continuing leader.

You were already in the forefront back when I began my teaching career in 1974, back when I knew you only as a famous name on the books you had co-authored with Mendenhall.

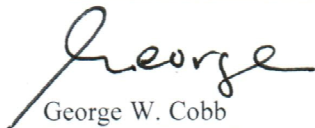
Years later you were still in the forefront when I had the priviledge to meet you in person, and see you in action, at the COMAP workshop we co-taught in Richmond, Virginia. (I'll always remember how good it made me feel when you said nice things about me there, and of course my teaching has benefitted ever since from seeing how you got the participants actively engaged in exploring and thinking about data sets.)

You were still at the forefront as PI of the immensely influential, indeed pivotal, NSF-supported project on Activity Based Statistics, another life-changing innovation that has not only made me far more effective as a teacher, but, more personally, has made teaching far more rewarding for me.

You may have retired, but you remain in the forefront more than a decade after ABS.

Despite your immense and enduring influence on our profession, I think of you as an "anti-Rutherford": C. P. Snow, in his *Two Cultures*, tells of Rutherford, on overhearing through a hedge, "Lucky fellow, that Rutherford, always riding the crest of the wave," trumpeting back through the hedge, "I made the wave, didn't I?" You've spent a career making a succession of magnificent and powerful waves, but you've always been generous in giving credit to the many of us who have been carried along on the tidal power of your innovations. As I have said before, your leadership is of a subtle and stealthy kind, modestly flying beneath the radar of ever claiming credit for yourself.

With immense admiration and enduring fondness,



George W. Cobb
Robert L. Rooke Profeser, emeritus, Mount Holyoke College
Vernon Wilson Endowed Visting Professor, Eastern Kentucky University

MORE THAN JUST AWESOME POWER!

Dick Scheaffer taught me about awesome power in 1997 at the very first AP Statistics reading. And in 1998, when he transferred that awesome power to me, I had no idea what a huge impact that the “power” and, more importantly, Dick himself would have for me professionally and personally over the years. Dick, being modest, would decline the credit, but we both know it is true! I want to thank Dick for being a professional mentor, a perfect role model, and a wonderful friend.

I can’t think of anyone who has had the impact that Dick has had on statistics education at all levels, from kindergarten to university. He used his awesome power wisely, and in doing so also taught me and others about awesome insight, awesome commitment, awesome respect for others, and awesome friendship.

Congratulations on this well-deserved honor!

MORE THAN JUST AWESOME POWER!

Roxy Peck



Dick with 'water seller' - 1997 ISI Conference, Istanbul

Thanks Dick for being the mentor of all of us who have tried to make a difference in k-12 statistics education starting basically with QL. Before that we were pounding on school doors with seldom an answer. You allowed us to get our foot in the door. What a ride it continues to be! Super thanks, dear friend, and congratulations on receiving the USCOTS Lifetime Achievement recognition you so richly deserve.

A handwritten signature in black ink, appearing to read "Jerry Moore", written in a cursive style.

Dear Dick,

Congratulations on being named the 2011 CAUSE/USCOTS Lifetime Achievement Award Winner! The impact that you have had on the lives of literally hundreds of thousands of individuals (administrators, professors, high school teachers, and students at all levels) is not measurable. Your tireless efforts to promote statistical education through authoring textbooks, writing journal articles, and teaching have been inspiring.

I will never forget when you called me about a week before the first AP Statistics Reading in 1997 to ask me to come to The College of New Jersey a few days early to be a Table Leader. I don't know if you remember that telephone conversation, but I told you that I really enjoyed working with you to initiate and lead professional development opportunities for teachers, but I had no idea how to grade with rubrics. Your response, in your typical casual style, was "neither do I, but will you come help me?" I am so glad that I accepted your invitation because you changed my view of grading and formal assessment forever.

Since we met at a Chautauqua Workshop in Memphis, I have enjoyed working with you on panels, CAUSE activities, ASA initiatives, K-12 initiatives, and AP events. The remarkable stability and growth of the AP Statistics Program is a tribute to your foresight and leadership ability. Along with Jim Armstrong, Jeff Haberstroh, and hundreds of dedicated teachers, you have built a program that our entire profession can be proud of.

It has been a pleasure working with you over the last two decades, and I wish you well with your future projects, including relaxation and enjoying your retirement!

Your Friend,
Brad

May I add my support for the nomination of Dick Scheaffer for the USCOTS Lifetime Achievement Award. I began working with Dick in the early 1980's when we were on the ASA Statistics Education board and have worked with him since as he lead the movement to develop a meaningful statistics curriculum in the US schools and then as he directed the development of the highly successful AP statistics program. I think we can properly designate him the father of statistics education in the US and clearly the most deserving of anyone I can think of for the Lifetime Achievement Award.

Mike Perry

Mike

Frankly, I doubt that my expression of support is needed, as it is hard to conceive of the fact that Dick has not yet been given the lifetime achievement award. The only explanation I can think of is that in the past everyone assumed that someone else was nominating Dick, but he was never nominated. As a nominee, I can't think of anyone (other than David Moore) who can hold a candle to Dick. I admire and respect previous awardees and other leading statistics educators, but no one has had the breadth and depth of impact on our field that Dick has had. From his early and ongoing textbook writing, to his important leadership in the QL project, to his central role in the launching of AP statistics, to his heading of the Activity-Based Statistics project, Dick has had a greater impact on more statistics students than any other pair of statistics educators I can think of.

Jeff Witmer

I hope to attend USCOTS, where I expect to hear people saying "You mean that Dick Scheaffer hadn't been given the Lifetime Achievement Award earlier? How can that be?!?" I look forward to seeing this oversight corrected.

Consistently, and I hope Sufficiently,

Jeff

P.S. I was tempted to use my standard closing of Unbiasedly, but in this case I am biased, having worked with Dick on ABS, QL, and other projects.

As a former high school teacher who was influenced by the outstanding work of Dick Schaeffer, I support the nomination of Dick for the USCOTS 2011 Lifetime Achievement Award. Allow me to provide some background to this connection. I was very fortunate to be selected as one of the project authors for a National Science Foundation (NSF) grant entitled Data-Driven Mathematics. Dick was the Principal Investigator of the project from 1994-1999. His leadership resulted in several members of the American Statistical Association writing and reviewing the curriculum resources we developed. A series of 11 modules were published as a result of the grant that continue to influence the teaching of high school mathematics. The modules were designed to complement high school mathematics curriculum with relevant lessons involving data. Although not a basal textbook series, the modules addressed mathematics topics by involving data and statistics in pre-algebra, algebra, geometry, advanced mathematics, probability, and pre-calculus.

I had the honor to work closely with Dick as a co-author of two modules within the Data-Driven Mathematics series, namely Probability Through Data and Probability Models. Dick was a patient, focused, and brilliant mentor for our team of authors. He not only guided our work as a leader of statistics, but also as an excellent teacher. Working with Dick was one of the highlights of my own career.

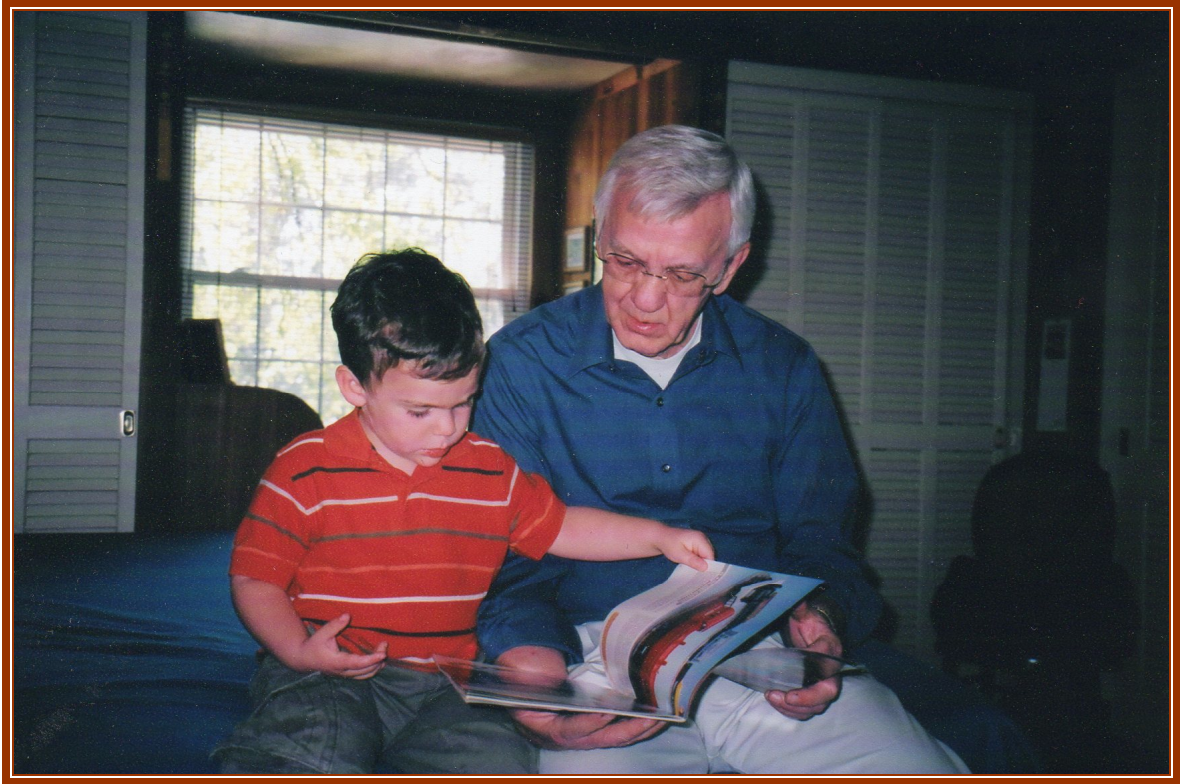
It is difficult to measure the impact of projects similar to Data-Driven Mathematics. Dick's influence across the country, however, generated many professional development opportunities for teachers interested in these resources. It is my opinion that several of these teachers have positively changed the way high school mathematics is taught. I am continually reminded that this work influenced several of the current mathematics reform curricula. It is also evident that Dick's leadership and writings were instrumental in the development of the Common Core State Standards (CCSS). The National Council of Teachers of Mathematics (NCTM) continually sought out Dick for his feedback regarding the integrity of probability and statistics that was included in several of the national standards initiatives.

Finally, I am currently a member of the National Assessment Governing Board (NAGB). Our Board is responsible for overseeing the administration of NAEP and the publication of the National Report Cards. Connected to each assessment is a Framework that guides the development of assessment items. Dick was a major leader and writer of the current NAEP Mathematics Framework that has recently been implemented in the NAEP assessments. Many of us on the Board are convinced that the new framework is instrumental in providing valuable insights connected to students' mathematics achievement and is an improvement over the old mathematics framework.

I thank you for the opportunity to provide my support in this nomination.

Sincerely,

Henry



Grampa Scheaffer educating grandson on trains - or the other way around?



Grampa Scheaffer hiking with son & granddaughters



The Nevada ASA Career Day 2005





Jeff Haberstroh

As a lead program administrator and assessment specialist at Educational Testing Service, I had the pleasure of working with Dick through the 1990s and occasionally since that time on the College Board's Advanced Placement (AP) examinations in Statistics. Dick played an instrumental role in the conceptualization of the AP Statistics course and examination frameworks, as well as in the initial designs of the course and examination. His vision, foresight, and leadership guided the work of the AP Statistics Steering Committee from 1990 to 1993 and subsequently the work of the first AP Statistics Test Development Committee from 1993 to 1998. During that time, Dick laid the groundwork for a forward-looking course and examination that today still retain the philosophy and spirit that were put into place then. Dick also assumed the position of the first chief reader in 1997 and 1998 for the centralized scoring of the examinations, and with it the daunting task of defining the initial performance expectations for students on the examinations. His work in that area established the standard for exam scoring in subsequent years.

Dick's influence in the AP community has been substantial and as testament to this, one need look no further than the approximately one million high school students who have completed AP Statistics examinations since their introduction in 1997. Certainly, as a result of Dick's tireless efforts in promoting the need for an AP course to the College Board long before the course and exam were introduced and then working during the 1990s to ensure a successful launch of the course and exams, many high school students have had the opportunity to experience and appreciate the study of introductory college level statistics. While this letter focuses on only one of Dick's many accomplishments and contributions to the field, his association with and achievements in AP have impacted so positively the statistics education of high school students and their instructors that I wanted to be sure that the Committee had this information as his nomination is considered for this well deserved award.

Yours truly,

Jeff

I am very pleased to write in support of the nomination of Dick Scheaffe for the USCOTS 2011 Lifetime Achievement Award. Dick has contributed significantly in undergraduate education, AP Statistics, pre-college math literacy and professional leadership and is very deserving of this recognition.

Robert L Taylor

I have personally taught from both his probability textbook and his sampling textbook and can attest to the quality and the impact of his textbook to undergraduate education in the mathematical sciences. He is credited as the father of AP Statistics. I continue to be impressed at the significance of his early work with AP Statistics in my work as Assistant Chief Reader, 2008 & 2009, and current chair of the AP Statistics Curriculum Development Committee. It was particularly impressive that he would return to the 2009 Reading in Louisville and work as a Table Leader. Dick has been a very modest and dedicated worker for AP Statistics. I am aware (but not personally) that his work with statistical literacy is equally impressive.

I did have the opportunity to observe Dick's excellent work as Department Chair of Statistics at the University of Florida. Under his leadership, the Department was one of the leading innovators in undergraduate education. Many of the faculty members whom he recruited are still significant contributions to statistical education. The Statistics Department at the University of Florida still remains as one of the leading programs in the nation.

Robert

I STRONGLY support Chris' nomination. I wish I had time to write more as his positive impact on my professional career has been immeasurable, but I'm sure others will be more eloquent and complete!

Beth Chance

Thanks,

Beth

I wanted to write a letter of support for Dick Scheaffer for the USCOTS 2011 Lifetime Achievement Award. Dick has been a mentor to me since I first met him in 1984 when he was an instructor and I was a student in a summer program sponsored by the Woodrow Wilson Foundation at Princeton University. At that time, the only way to describe my knowledge of statistics was that it was less than basic. I knew the definition of mean, median, and mode. Although I had 3 courses in probability and statistics as an undergraduate in college, I didn't have a clue as to what statistics was about. Not only was Dick a gentle and supportive teacher, he never made me feel inadequate. He encouraged me to fulfill a potential I never knew I possessed. Based on the experience I had at that institute, I continued studying and taking classes, and as they say – the rest is history. That was the beginning of my experience working with Dick. In subsequent years, I worked with him presenting ASA sponsored Quantitative Literacy workshops around the country. He always remained the gentle, patient teacher. As I learned more and more statistics, Dick and I continued to work together on several committees. He understood the need to have high school teachers participate in curriculum development and was always willing to hear about the special problems that exist in a high school classrooms that make the teaching of the subject a challenge. Dick encouraged me to mentor other teachers and to become a member of the College Board Test Development Committee in statistics. His guidance enabled me to understand the beauty of statistics and hopefully helped me pass this understanding to the students I have taught both on the high school and college level. As I mentioned before, I cannot think of a more deserving person than Dick Scheaffer to be awarded the USCOTS 2011 Lifetime Achievement Award.

Respectfully,
Diann

Still more strong supporters sending their best wishes:

Dennis Wackerly
Tim Jacobbe

Deborah Rumsey

Rob Gould
John P. Holcomb, Jr.

I would like to support the nomination by Chris Franklin and Allan Rossman of Dick Scheaffer for the USCOTS 2011 Lifetime Achievement Award. Their nomination letter states well the excellent case for this nomination. I'd just like to add that Dick also put his ideas about reforming the Statistics curriculum into practice very well during his 12-year tenure as chair of the Statistics Department at the University of Florida. Under his leadership, the introductory service courses were changed from rather old-fashioned, traditional courses to modern courses that emphasized concepts and active learning by students. The courses developed an outstanding reputation across campus, and several departments added one of them as a requirement for their undergraduate major. Dick also promoted the development of new specialized courses that could serve both as courses for undergraduate statistics majors and for graduate students in other disciplines who had already taken a basic service course in statistical methods.

Certainly there must be very few people nationwide who are as deserving as Dick is for this recognition. I am delighted to hear that he has been nominated for the award.

Sincerely,

Alan



I am writing to support the nomination of Richard Scheaffer for the USCOTS 2011 Lifetime Achievement Award. Dick is certainly deserving. He was the founder of the AP Statistics Exam effort. He has many textbooks, which provide the spirit and intuition of statistics at levels appropriate for K-12 students. He has also written innovative texts that are appropriate for college students as well. Looking at all the leadership positions that he has been in for statistics education, like Chair of the NCTM-ASA Joint Committee on Curriculum in Statistics and Probability, Chair of the Management Committee of the Center for Statistical Education of ASA, and Chair of the Education Section of ASA, to name only a few, it is clear that he has provided timely leadership when important statistical education issues were under consideration.

Dick is widely acknowledged as one of the major leaders in statistics education in our generation. I strongly support this nomination.

Sincerely,
Ron



1976 UF Statistics faculty. Row 1: Victor Chew and Frank Dietrich; row 2: Alan Agresti, Frank Martin and John Saw; row 3: John Cornell, Robert Smidt, and James Boyett; row 4: Mark Yang, Randy Carter, Larry Peele, and William Mendenhall; row 5: Richard Scheaffer, P.V. Rao, Ronald Marks, Andre Khuri; row 6: Dennis Wackerly, Ramon Littell



CAUSE MEETING IN COLUMBUS, OHIO MARCH 19, 2004



From beginning to end -
Teacher, mentor, scholar, friend.

For building bridges before others knew there was a stream to cross,
For being a leader but never a boss.

For doing stuff that matters every day,
For ABS and CBMS and ASA.
For QL and CAUSE and Common Core,
For AP and SMER and so much more

From beginning to end -
Teacher, mentor, scholar, friend.

--Dennis

Dennis Pearl



A young Dick Scheaffer decides it should be possible to be a Chair that is "just right" without falling all to pieces.



The CAUSE/USCOTS Lifetime Achievement Award in statistics education is a biennial award presented at the U.S. Conference On Teaching Statistics to an individual who, over an extended period of time, has made lasting contributions with broad impact to the field of statistics education.

The award committee is made up of the Director of CAUSE, the Chair of the CAUSE Board of Directors, the Chair of the USCOTS Program Committee, and all past winners. The 2011 committee (Dennis Pearl, Jessica Utts, Deborah Rumsey, George Cobb, Joan Garfield, and Roxy Peck) presented the award to Dick Scheaffer on Friday May 20th, 2011 in Cary, North Carolina