February 26, 2024

Dear Award Selection Committee,

It is our great honor to nominate our colleague, **Robin H. Lock**, for the *2024 George Cobb Lifetime Achievement* award. We know Robin as a patient and generous mentor who is tirelessly devoted to his students and to Statistics education. Over the course of his 40-year career at St. Lawrence University, Robin has given more than 130 presentations at regional, national, and international conferences; has co-authored popular statistics textbooks; has played leadership roles for sections within the American Statistical Association (ASA), served on editorial boards, and served on committees for the ASA and Mathematical Association of American (MAA); has built a vibrant undergraduate Statistics program at St. Lawrence; and has engaged in activities to promote and strengthen quantitative education at the high school level. In this nomination letter, we elaborate on these numerous and varied activities, and by the end, we hope you agree that Robin Lock is highly deserving of the *2024 George Cobb Lifetime Achievement* award.

As a leader in the statistics education community, Robin has consistently looked ahead for innovative ways to engage students in statistics. Through his scholarly activities since the mid-1980s, Robin has advocated for the use of technology and real data for teaching statistics. As early as 1984, Robin was writing papers on using computer simulation to teach statistics. Robin has highlighted how technology can be used to foster conceptual understanding of statistical ideas with presentations such as "Using Fathom to Promote Dynamic Explorations of Statistical Concepts" and "What is R^2? Using Dynamic Graphics to Illustrate Ideas in Regression" (the latter was named as the Dexter Whittinghill Outstanding Contributed Paper in Statistics Education in 2007 by the Special Interest Group on Statistics Education in the MAA). In recent years, simulation-based inference has featured prominently in his scholarly work. As further evidence of Robin's tendency to be forward thinking, one of his recent presentations at the Joint Statistical Meetings (JSM) was titled "Technology for Teaching Statistics – Can It Get Any Better Than This?".

Since the early 1990s, finding and using real data in the classroom has been a consistent theme of Robin's conference presentations and professional work. Two such JSM presentations – "Data Surfing on the World Wide Web" in 1996 and "Data Surfing on the World Wide Web – Part 2" in 2016 – were selected by his peers as recipients of the Outstanding Contributed Paper award given by the ASA Section on Statistics Education. When the *Journal of Statistics Education* was founded in 1993, Robin was on the first editorial board, fittingly as an editor of the "Data Sets and Stories" section. He wrote the inaugural article ("1993 New Car Data") that appeared in the first issue. He served on that editorial board until 2000.

Robin is a charismatic speaker with an amazing ability to make nearly any idea make sense. Over the course of his career, Robin has given **more than 130 presentations**, with at least one regional, national, or international conference presentation per year since the early 2000s. In addition, he has co-led **nearly 60 national/regional workshops** on teaching statistics. These include workshops at JSM, JMM, and USCOTS on teaching with simulation-based methods, BAPS (Beyond AP Statistics) and INSPIRE workshops for high school teachers of statistics, and a "Statistical Inference in the Common Core" workshop for local grade 6-12 teachers.

A summary of Robin's scholarship portfolio would not be complete without mentioning that he has co-authored several well-respected statistics textbooks, including Statistics: UnLocking the Power of Data and Stat2: Modeling with Regression and ANOVA. The "Lock[5]" textbook has become a popular choice for an introductory statistics text due to its innovative use of randomization-based methods to introduce

statistical inference, the support provided by the authors through workshops (18 since 2011) and webinars (10 since 2013), and the free online tool StatKey. Arguably, StatKey itself has transformed statistics education. It makes conducting simulation-based inference easy and intuitive, and even those who don't take a simulation-based approach to statistics can incorporate StatKey into their courses with ease as a tool for visualizing and working with Normal (and other) distributions. The statistics on StatKey usage are astounding – since it went live in 2012, StatKey has had over **two million** cumulative users and has been accessed by at least 100 devices in **88 countries**.

Robin has held numerous leadership roles within sections of the ASA, including Program Chair, Executive Board member, and Chair of the Section on Statistics Education (now named the Section on Statistics and Data Science Education); and Publications Officer, Program Chair, and Council of Sections Representative for the Section on Statistics in Sports. He has also been a member of several influential committees for the ASA and MAA, including the ASA-MAA Joint Committee on Undergraduate Statistics (as Chair in 2003-2004 & 2007-2008) and the MAA Committee on Reform of the First Two Years (2003-2008). Perhaps the most influential committee of which Robin was a member was that which produced the GAISE (Guidelines for Assessment and Instruction in Statistics Education) College Report in 2003-2004. The GAISE report, endorsed by the ASA in 2005, has transformed statistics education at the college level, as well as the PreK-12 levels. Many of the principles that Robin has championed throughout his career (including use of technology and use of real data) appear as recommendations in the GAISE report. In 2014-2016, Robin served on the committee that reviewed and updated the GAISE report.

While making all of these contributions to statistics education at the national level, Robin was simultaneously building a strong undergraduate statistics program at St. Lawrence. He started in 1983 as the only statistician in the Mathematics and Computer Science Department; we are now the Mathematics, Computer Science, and Statistics Department, with five (soon to be 6) statisticians and recently approved majors in Statistics and Data Science. St. Lawrence University is a school with about 2,200 undergraduate students, and since 2019, Statistics has been a "top 15" major (out of the 74 majors available at St. Lawrence) with 15-20 graduates per year and is consistently a "top 5" minor with 15-20 students graduating per year (prior to the Statistics major, the number of minors per year was closer 40). The introductory statistics course offered at St. Lawrence is one of the most popular courses on campus, with nearly 75% of St. Lawrence students taking the course before they graduate. There is also high demand for all of the statistics courses we offer. The popularity of these courses can, in part, be attributed to the culture that Robin has cultivated. Robin generously mentored all of the statisticians that have joined him at St. Lawrence. He is always willing to answer questions and provide advice, while at the same time respecting the autonomy of his colleagues and similarly seeking their advice.

Robin is a highly sought out mentor for senior capstone projects, having mentored **more than 50 independent senior projects** (at a typical rate of 2-4 per year). As with everything Robin does, the variety among these projects is astonishing, with topics ranging from sports (baseball, hockey, golf, horse racing, and soccer) to finance to environmental data to Shiny apps. Some of these student projects have even resulted in JSM/JMM presentations with student co-authors, including two which earned the Outstanding Statistics in Sports Poster Award (2007 & 2008) at JSM.

In all of his courses, Robin "practices what he preaches." Technology is at the foundation of all of Robin's courses. He has long since done away with paper tables in his introductory course, in favor of intuitive, visual tools like StatKey. He relies on RStudio in his regression and time series courses and even utilizes tools like WolframAlpha in his probability course so that students can focus on concepts over

calculations. Walking by his classroom on any given day, you might overhear mention of the "honey bee waggle dance" or ponder the question "Are mosquitos more attracted to beer drinkers?".

In recognition of his efforts at St. Lawrence, Robin was the first faculty member appointed as the Jack and Sylvia Burry Chair in Statistics in 2000, an appointment which he held for twenty years. In 2001, his commitment to St. Lawrence was rewarded with the J. Calvin Keene Award "in recognition of high standards of personal scholarship, effective teaching, and moral concerns." Further, because of his excellence in teaching, innovative scholarship, and broad impact on statistics education, Robin was the first recipient of the Waller Distinguished Teaching Career Award in 2014.

Beyond college statistics, Robin has actively promoted quantitative education at the high school level. He has been involved with **AP Statistics since 2001**, serving as a Reader in 2001-2002, a Table Leader in 2004-2018 and 2023, and a Question leader in 2019 and 2022. He has co-led several workshops targeted at AP Statistics teachers. Closer to home, for over 30 years, Robin has been the organizer of the Pi Mu Epsilon Interscholastic Mathematics Contest for high school students in our area. For this exam, which is attended by more than a dozen local high schools, Robin writes the exam (there are team and individual components), organizes the grading of the exams, and provides entertainment – usually in the form of short talks or math puzzles – for the high school teachers chaperoning their students. The highest scoring senior student earns a scholarship of up to $5,000 per year to attend St. Lawrence.

Much to our dismay, the conversations about Robin's inevitable retirement are becoming more frequent. Even so, Robin shows no signs of slowing down; at the moment, he is actively involved in a National Science Foundation grant to create teaching modules and materials using sports data, is thinking ahead about new editions of his popular textbooks, and continues to mentor astonishing numbers of students. A recent accomplishment about which Robin will boast – and you do not hear Robin boast often! – is that he presented at his 10th consecutive International Conference on Teaching Statistics (ICOTS) in Rosario, Argentina in the fall of 2022; to our knowledge, no one else has attended as many consecutive ICOTS. Knowing Robin as we do, we imagine this was a particularly hard decision for Robin as he had to cancel class – something he loathes to do – to keep his streak alive.

In conclusion, Robin's contributions to statistics education are wide-ranging and long-lasting. Any small number of the accomplishments outlined in this letter would be impressive; the fact that he has done all of this, and more, is astounding. Robin is patient and generous with his time. Above all else, though, Robin is humble. He does what he does for his students, his colleagues, and the statistics education community not with the goal of recognition but out of love for the field and education in general. The remainder of this packet includes seven letters of support from individuals who know Robin in different capacities; we feel these letters emphasize Robin's truly wide-ranging impact on statistics education. When we solicited these letters of support, a common response we heard was "How can I possibly sum up Robin's impact in a single page?!?". We agree; the scope of what Robin has accomplished in his career is beyond impressive. We cannot imagine a more deserving candidate for the *2024 George Cobb Lifetime Achievement* award than **Robin H. Lock**, and it is our great honor to nominate him.
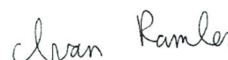
Sincerely,

Dr. Jessica Chapman
Cummings Professor of Statistics

Dr. Michael Schuckers
Charles A. Dana Professor of Statistics

Dr. Ivan Ramler
Burry Associate Professor of Statistics

IOWA STATE UNIVERSITY

OF SCIENCE AND TECHNOLOGY

Statistical Laboratory and
Department of Statistics
1121 Snedecor Hall
Ames, Iowa 50011-1210
Phone: (515) 294-3440
Fax: (515) 294-4040

February 26, 2024

Dear Committee for the George Cobb Lifetime Achievement in Statistics Education Award,

It is my pleasure to write in support of Robin Lock for the 2024 George Cobb Lifetime Achievement in Statistics Education Award. Robin has been active in developing teaching methods, developing curriculum, and promoting undergraduate education for over forty years. In addition to many other presentations and publications, he has been an active contributor to the efforts of ICOTS and USCOTs to promote high quality undergraduate education in Statistics. He is co-author of some well-known textbooks and has presented numerous workshops for college and high school teachers. He is especially interested in developing innovative uses of computers and promoting the use of simulation methods in introductory Statistics courses.

As a long-term participant and former Chief Reader for AP Statistics, I am particularly familiar with Robin's long-term contributions to the operation and development of that program which now enrolls about 250,000 high school students each year. Robin has contributed to scoring free response exam questions at the AP Statistics Reading since 2001. He served two years as a Reader, seventeen years as a Table Leader, and two years as a Question Leader. Part of his duties as a Table Leader and Question Leader was to participate in training several hundred readers to score handwritten responses to free response questions accurately and consistently. This included refining scoring rubrics with a small group of other Table Leaders and demonstrating the proper use of those rubrics in presentations to rooms of several hundred Readers, including both high school and college readers. Robin is a master in getting a diverse group of readers to consistently apply a scoring rubric. Robin has frequently volunteered to speak at evening sessions at AP Readings that provide teachers with opportunities to gain experience with innovative practices for teaching statistics. Through these sessions, his conversations with high school teachers at the AP Readings, and the resulting relationships he developed with high school teachers, Robin has had a tremendous impact on elevating the level of instruction provided to high school students in AP Statistics.

I strongly recommend Robin for the George Cobb Lifetime Achievement Award.

Yours sincerely,

Kenneth J. Koehler
Professor Emeritus Iowa State University
Past Chief Reader for AP Statistics

January 18, 2024

To Whom It May Concern:

I am writing this letter in support of Dr. Robin Lock and I simply cannot overstate how much of a positive influence Dr. Lock has had on my life and how statistics has played a critical role in our relationship. Over the past 28 years our relationship has changed from professor/student to co-workers to collaborator/mentor, and all the while enjoying a common bond over statistics and sports. Dr. Lock is a fantastic teacher of statistics who has an ability to inspire those who take his classes to enjoy math in a way they may not have realized possible. He creates bonds with students that last a lifetime and relates to students on a personal level that demonstrates an exceptional caring for their future and well being. I believe Dr. Lock embodies everything the George Cobb Lifetime Achievement Award represents.

As a student in 1993 I happened to enroll in an Introductory Statistics course at St. Lawrence University with Dr. Lock. This class predated most of the technology we take for granted today when it comes to teaching and learning statistics. The computations were all still done on hand-held scientific calculators with the appendices of a textbook a necessary resource, and while the computations were necessary the focus was very much on the interpretation and description of the statistics. Class was fun! I enrolled in many subsequent mathematics classes with Dr. Lock and always with the same result, an engaging class with a focus on the students' learning.

After graduating from St. Lawrence University I worked at the University in two different capacities, first in Admissions, then as an Assistant Women's Hockey Coach. In each of my new roles I noticed that Dr. Lock continued to shine as an outstanding educator and asset to our school. As an admissions counselor I frequently asked him to participate in panel discussions for student visit days and open houses. As a hockey coach I requested he sit down with potential hockey recruits who were interested in the field of mathematics. No matter the request he was always willing to help. These interactions solidified his reputation in my mind as one of those select individuals who makes every interaction positive.

In the latest phase of my life, as a high school mathematics teacher, I have again had the pleasure of interacting with Dr. Lock. For many years he has run a Pi Mu Epsilon mathematics contest at St. Lawrence for high school students. While the students have the enjoyable experience of taking a test, Dr. Lock leads, or organizes, a panel discussion for all the chaperone mathematics teachers. About five years ago I was given the opportunity to teach an AP Statistics class in my high school. After conferring with Dr. Lock about the best way to prepare for teaching this class, he recommended an AP institute that was absolutely outstanding. In my first year of teaching AP Statistics I would occasionally email him for advice on various topics and the best method for delivering the instruction. His responses were always spot on. In addition to his email tips, the free online statistical package, Statkey, which he helped create, was a godsend. In a small school district with limited resources, this online tool, above any other technology, helped my students understand statistics. I rely on Statkey to help bring the richness of data exploration to life and I have Dr. Lock to thank for its existence.

In summary, Dr. Lock is an amazing educator who has dedicated his life to the teaching and learning of Statistics. I am certain that you have many deserving candidates for this award, but in my mind there is no better candidate than Dr. Robin Lock. Best of luck on the selection of this year's award winner.

Sincerely,

Troy R. Creurer
Mathematics Teacher, Canton Central School

Kenyon College

**Department of
Mathematics and Statistics**

Rutherford B. Hayes Hall
Kenyon College
201 N. College Road
Gambier, Ohio 43022-9623

740-427-5405 phone
740-427-5573 fax

February 19, 2024
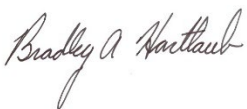
Dear Awards Committee Member:

I am writing to highly recommend Robin Lock for the 2024 George Cobb Lifetime Achievement Award in Statistics Education. I have known Robin for more than three decades. During that time we have worked together on conference presentations, AP Statistics rubrics and grading, technology tips and tricks, course materials for sports analytics, a major textbook project, mentoring materials for junior colleagues and numerous other projects associated with SLAW, a group that meets every summer to discuss everything related to teaching statistics at small liberal arts colleges. We shared rooms at conferences, ate meals together, took long hikes through fields in Iowa and the red rocks of Arizona, and enjoyed numerous sporting events, including fantasy leagues, and our conversations almost always turn to statistics and modeling.

When I think of Robin and the impact he has had on our profession, it is hard to pinpoint one major highlight of his career because he has been so successful in providing so many resources and such great advice to thousands of teachers and students. One might be tempted to focus on technology, since his efforts with Fathom, Minitab, RStudio, and StatKey have all had major impacts on the daily activities teachers are using in their classroom. Another statistician may focus on sports analytics and modeling, because of his continued success with student capstone projects, service and initiatives with the ASA Section on Sports, the way he integrates sports examples and exercises into textbooks and classroom materials, and the mentoring he has provided to his own son who is now working for the Buffalo Bills. A mathematician may focus on the impact of Robin's teaching a mentoring of mathematicians at numerous sessions and workshops to help them teach statistics by incorporating real data, active learning, and permutation/resampling tests that they never learned in their graduate courses.

Robin's impact on statisticians through ASA activities, mathematicians through MAA activities, and high school teachers through AP Statistics activities is incredible. Hopefully you will notice that I still have not mentioned the ongoing impact Robin has had on our friends and colleagues all over the world with his talks and workshops through AMATYC, ICOTS, IASE, and CAUSE.

Dedicated, caring, motivated, loyal, ideal colleague, netminder, technology guru, thoughtful, unusually astute listener, quiet, supportive, and family man are often used to describe Robin. A netminder is used to having pucks fired at him on a regular basis, but the way Robin applies that skill at conferences, workshops, and classes is amazing. While participants or students are constantly firing questions, he calmly responds with sound and thoughtful advice to help them understand the material. I had the privilege of listening to Robin and George engage in many spirited discussions as we debated how to present topics in our textbooks. There is no doubt in my mind that George would be proud to have Robin win this prestigious award. They both made me a much better teacher, and I hope you will acknowledge the incredible impact of Robin's career with this honor.

Respectfully,

Bradley A. Hartlaub

Bradley A. Hartlaub (Professor of Mathematics and Statistics)

Cornell College

January 19, 2024

To the award committee,

I would like to strongly recommend Robin Lock for the George Cobb Lifetime Achievement Award. I have known Robin for nearly 30 years and have considered him to be a mentor for all of that time. We are co-authors on Stat 2: Modeling with Regression and ANOVA, and I have accuracy checked all editions of Statistics: Unlocking the Power of Data (Lock5). I have also used both books in my relevant classes since they were in preliminary editions.

I like to think of Robin as a gentle giant of the statistics education world. Gentle because he is generally easy to work with: unassuming and unflappable, the voice of reason. Giant because he has done such great things for the field of statistics education.

I have worked most closely with Robin on the Stat 2 book. The first edition was very much a collaborative effort among the 8 named authors. By the second edition, we were reduced to a set of 5. Robin was an integral part in both editions. Unlike many multi-author books, we actually wrote this book by committee, breaking down into subcommittees for the various units, but all of us were still very involved in the whole book. We had many long conversations about not only the general direction the book should go, but also about specific, detailed issues within chapters and sections. We discussed, we argued, we compromised. Robin took an active role in all of these conversations, not afraid to argue for his point of view, but also willing to listen to the ideas of others. Our book was much stronger because of his voice. The exception to the "writing by committee" was the time series chapter/unit that we added in the second edition. When we decided that this chapter should be added, Robin agreed to take it on alone. While we all read and commented on the chapter, he is the sole author.

With respect to the Lock5 book, I honestly think it is the best intro book on the market. And I don't say that lightly as there are a number of decent/good books out there. I am intimately familiar with the Lock5 book, having carefully accuracy checked all editions. And I have used the book in my own classroom since the preliminary edition was first available. I applaud the insight that Robin (and the rest of his family) had in figuring out a way to incorporate both modern inferential methods and the traditional inferential methods into an intro course in a way that made the course, not only more modern, but also generally better for students overall. Students finish the course with a better understanding of what hypothesis tests and confidence intervals are. And they will be equipped to work with both traditional methods (which are still mainstream in a lot of places) and modern methods (which are gaining steam).

Robin is a very, very deserving candidate for this award. I hope you give him every consideration. Please do not hesitate to reach out to me if I can be of more help in your deliberations.

Ann Cannon

Ann Cannon
Watson M. Davis Professor of Statistics
Cornell College

Mount Saint Mary College

February 13, 2024

Dear USCOTS Lifetime Achievement Award Committee,

It is my pleasure to write a letter in support of Robin Lock for the Lifetime Achievement Award. I believe I can offer multiple perspectives into why he is deserving of this award.

As a mathematics professor who teaches statistics, I have attended numerous presentations or workshops given by Robin at events such as the Joint Mathematics Meetings, USCOTS, and even during the AP Statistics Reading, where he presented "An Introduction to R for AP Statistics Teachers". For each workshop I attended, Robin is extremely well organized, clear, and patient when answering questions. His talks are always relevant to what any faculty member would be teaching in the classroom.

At the AP Statistics Reading, Robin is quite well known and respected. While I have not had the pleasure of working directly with Robin, his knowledge and help was instrumental to a rubric team I served on in 2019. During that reading, my team was on "the bootstrap problem". To be honest, the team little background in bootstrapping. As luck would have it, Robin was at the table next to us. We called him over and he graciously explained and answered all of our questions. During the creation of the rubric, we had many "what if" questions. He patiently answered every question we had over the next few days. My favorite moment of the week was when Robin came in one morning and said, "So I went back last night and wrote a program in R and ran 1000 bootstrapping samples. Would you like to see the results?" After working all day on his rubric with his team, he went back and wrote a program for our problem and took the time to explain it to us, just because he could. That is who Robin is: always the teacher, and passionate about sharing his knowledge of statistics.

I am uniquely fortunate that I have not only interacted with Robin professionally; my son was a senior dual mathematics and statistics major at St. Lawrence University. He took four courses with Robin, three of them upper-level, and did his honors senior seminar in statistics with Robin. I have visited 'as a parent', and will say I was astounded when I saw the high piles of papers on his desk! Yet my son constantly told me how organized this man was. He was thorough and clear in his lectures, assignments graded immediately, and he held his students to high standards. I loved hearing stories about his classes. My son joked that he spent all semester trying to make a shiny app in R about predicting soccer team wins, and said, "Dr. Lock can probably do this in five minutes".

Like so many others, both my son and I have the utmost respect for Robin. As a professor for over 20 years, and a parent of a graduate who now earned a Masters of Science degree in Statistics thanks to Robin's influence, I can think of no one more deserving of this honor.

Sincerely,

Jennifer Bready

Dr. Jennifer Bready, Professor of Mathematics
Phone: 845-569-3268 | E-mail: jen.bready@msmc.edu

Dear Cobb Lifetime Achievement Award Committee Members,

In full disclosure, my family, the Nugents, has been "locked" in an epic battle with the Locks for what seems like centuries. Think Montagues and Capulets, Sharks and Jets, the news team fight scene in Anchorman 2: The Legend Continues…..it's a thing.

It all started when some of the academics in my family published a paper together and, feeling proud of themselves, commented at a holiday reunion meal that we might hold the record for the most family members on a published project. And that's when I had to tell them about the incredibly talented and prolific Locks. And all hell broke loose.

To a rival family who is full of academics but working in different disciplines, the damage has been incalculable. People tossing and turning at night muttering "The Locks" as they try to think about how to create a project combining people from public health, statistics, internal medicine, law, philosophy, and Latin. Food thrown across the room at Thanksgiving meals with my father shouting "Can I not get ONE MORE GRANDCHILD with a last name of NUGENT?". It has broken us.

It is within this context backdrop that I write this letter of recommendation for Robin Lock for the 2024 Cobb Lifetime Achievement Award. Although he has driven my father to his breaking point, there is no one else more deserving in our field. The man is gifted. The man is a gift.

Three years ago, we started putting together a multi-university team of statistics educators with interest in building and improving pipelines into statistics and data science through the use of sports to motivate students – creating a unique national network that supports educators around the country by providing open-source, pedagogically reviewed classroom materials. There are very few people in the Venn Diagram intersection of statistics pedagogical expert and sports analytics and even fewer in substantive leadership roles who really understand how to reach and connect with a diverse introductory-level population. It was clear we needed Robin Lock.

The NSF-funded SCORE (Sports Content for Outreach, Research, and Education) project was born. Luckily, Robin agreed to join as part of the New York network hub and has been a crucial source of advice as we build the foundation of this incredibly complex project (over $1M, multiple hubs, 90 collaborators in different industries around the country, several programming languages and platforms, layers of assessment, and deep connections to best practices in statistics education). At a time when he could be resting on his well-deserved laurels, Robin is continuing to contribute and lead the field in building the next, more diverse generation of statisticians and data scientists.

I cannot think of anyone more deserving of the 2024 Cobb Lifetime Achievement Award. Not just for the thousands of students and educators Robin has empowered over his career, but also for his vision and dedication to broadening and deepening the impact that data have over all of our lives. And truth be told, my father is also incredibly impressed with Robin's career and looks forward to seeing what's next. Just maybe from smaller groups of his relatives…..

Best Regards,

Rebecca Nugent
Head, Statistics & Data Science
Carnegie Mellon University

January 18, 2024

Dear George Cobb Award Selection Committee Members,

I write to nominate my colleague Robin Lock for the George Cobb Lifetime Achievement Award in Statistics Education. I am grateful to be a part of honoring his memory and legacy by recommending an outstanding candidate for this award.

I will focus my comments on his work with our association. Robin was a founder and one of the original members of the editorial board of the *Journal of Statistics Education* (JSE), a role he performed with distinction for eight years. These were the formative years of the journal, and his contributions leave a legacy in the journal as it is now in its 31st year.

Robin led the Section on Statistics Education for three years, serving as chair-elect, chair, and past chair of the section. As the leader of one of the ASA's most vibrant sections, Robin helped the section to be active, inclusive, and forward-looking. Those words continue to describe the section.

Robin served as a member of the ASA/MAA Joint Committee on Undergraduate Statistics for six years, chairing the committee for four years. His service here highlights a career-long commitment on his part to connect with and support teaching faculty in all types of institutions.

For six years he served as a member of the Best JSE Paper Award, chairing the committee for half of that time. In that role, he helped firmly establish this award as an opportunity to recognize outstanding contributions in statistics education research and in so doing promote and encourage such research.

I pause here to note that the four areas of service listed above are non-overlapping. They constitute 23 years of continuous service to the ASA.

But perhaps his most important contribution to the ASA and to statistics education was as a writer of the 2005 Guidelines for Assessment and Instruction in Statistics Education (GAISE) College Report. The original GAISE report, and its 2016 update (of which Robin was also a writer), have had enormous impact on how statistics is taught and how student learning is assessed at the undergraduate level. This report and the GAISE Pre K-12 Report are documents of towering influence in statistics education.

Others will no doubt focus on Robin's many other accomplishments and contributions, but his record as a statistics education leader in the ASA alone clearly makes him a worthy recipient of this wonderful award.

Sincerely,

Ron Wasserstein, Executive Director