



The University of Georgia

Department of Statistics

Jan 23, 2013

To the USCOTS 2013 Lifetime Achievement Award Review Committee:

It is our honor and privilege to nominate our friend and colleague, Christine Annette Franklin, for the 2013 USCOTS Lifetime Achievement Award in statistics education. This nomination letter, along with the attached letters of support, will demonstrate how deserving a candidate Chris is. Over an extended period of time, she has made lasting contributions with broad impact to the field of statistics education, benefiting undergraduate students, pre- and in-service teachers, and K-12 students, both in the U.S. and abroad. She was honored as an ASA fellow in 2004 for her significant contributions to statistics education and has continued to add to her already impressive list of accomplishments in the last decade.

Chris has been teaching undergraduate statistics for 35 years. During those years, she has not only taught 25 different courses, but also redesigned several courses for undergraduate statistics majors. She modernized the integration of statistics and computing in the late 1980s and more recently was instrumental in helping Nicole Lazar create an extremely successful capstone course for statistics majors at UGA. In addition, she developed three courses in statistics for elementary, middle and high school teachers in the early 2000s, which as Mike Shaughnessy reminds us, were the first of their kind in the country to be developed by a statistician. Her outstanding teaching at the undergraduate level has been rewarded on the local and national level. She was the 2006 winner of the Mu Sigma Rho Statistical Education Award and, on her fifth award of the UGA Lothar Tresp Outstanding Honors Professor in 2008, she was granted the title in perpetuity. Chris has served as the Undergraduate Coordinator for the Department of Statistics at UGA for the last decade, each year advising a growing number of undergraduate statistics majors as she has built the program from 15 students to the current enrollment of 70 majors.

Jeff Haberstroh, of ETS, writes about Chris' long association with the AP Statistics Program and her outstanding service and commitment to the Program as it grew more rapidly than any other AP program. What Jeff did not say is that, when Dick Scheaffer contacted Chris in 1997 to help with the organization and grading of the exams, Chris had such an immediate understanding of the importance of the AP Statistics Program to statistics education in the U.S. that she left her infant son in order to be part of the leadership team. Between 1997 and 2009, Chris moved through the ranks of AP leadership until she "retired" as the Chief Reader for AP Statistics. We write "retired" because although Chris no longer leaves her son at his birthday to attend the AP Statistics readings, she continues to serve on the working group responsible for developing the international forms of the exam. Another thing that Jeff did not mention in his letter is the widespread personal connections that Chris made within the AP Statistics community. A typical response from an AP Statistics teacher or faculty member associated with AP Statistics on hearing that we are faculty at Georgia is "Georgia? Do you work with Chris Franklin? Wow. That must be AMAZING!" And it truly is.

This personal connection is not limited to the AP Statistics community. Indeed it exists throughout the statistics and mathematics education community, at UGA, in Georgia, and nationally. While Chris is modest about her accomplishments, through her gentle personality and supportive nature, Chris has mentored many in our community, both formally and informally. This is perhaps her biggest strength and the foundation on which this nomination rests. In addition to her mentoring duties as the

Undergraduate Coordinator in our department, for which she was awarded at the College level in 2005 and at the University level in 2010, Chris serves as the chair of the mentoring committee of two teaching members of our faculty, sits on the mentoring committee of a third tenure-track faculty member, and is a mentor for the first two cohorts of UGA Teaching Academy Fellows. In the first few months after Jennifer Kaplan joined our department as a statistics education researcher, Chris was instrumental in helping her create connections to other researchers in the field. Chris was determined to help her new colleague succeed at the highest level. Nationally, Chris is currently serving as an advisor for two other assistant professors on their NSF funded projects: Tim Jacobbe at the University of Florida on the LOCUS project mentioned in Jeff Haberstroh's letter and Anna Bargagliotti at Loyola Marymount University on Project SET (<http://project-set.com>), which aims to develop innovative curricular materials to enhance the ability of high-school teachers to foster students' statistical learning. Chris' unassuming manner, excellent listening skills and balanced approach to providing feedback, both praise and constructive criticism, seem second nature to her. So it is no surprise that she excels in mentoring and is in high demand for such opportunities.

Chris' first foray to the national stage, in 1997, was her involvement with the AP Statistics Program. Another significant event in her career trajectory was to be co-chair of the TEAMS Conference, which was the ASA response to the Mathematics Education of Teachers (MET) report. Jerry Moreno, in his letter, reminds us that the idea to produce the Guidelines for Assessment and Instruction in Statistics Education (GAISE) was hatched by Chris and Joan Garfield at the TEAMS conference. Chris, therefore, went from leading the ASA's national recommendations for training K – 12 mathematics teachers to teach statistics to being the lead author of the GAISE K-12 document, a document that has had national and international impact on the teaching of statistics. It has informed statistics teachers and instructors at all levels and revolutionized the field of teaching statistics in much the same way that the 1989 NCTM Principles and Standards for School Mathematics did for mathematics. The GAISE report has unified the statistics community, and the K-12 document in particular has aided the incorporation of more statistics learning outcomes into the K-12 mathematics curriculum. In fact, it was through the TEAMS and GAISE projects that Chris became involved in the NCTM initiatives mentioned by Mike Shaughnessy in his letter.

In the last 5 years, Chris has facilitated over 25 workshops for teachers of statistics. These range from one-day workshops for teachers at the elementary, middle, and/or high school level, community college instructors or faculty, such as those at GVSU, to week-long College Board AP Statistics Institutes. These training sessions have taken her across Georgia and the Carolinas, with some of the sessions occurring at the Meeting within a Meeting (MWM) at JSM. In addition to presenting workshops, Chris is frequently called on to give evening talks to high school mathematics teachers and has been advising mathematics teacher groups in Georgia on a monthly basis since 2009. This work has led to appointments on the Georgia Department of Education Mathematics Advisory Board for transitioning the Georgia Performance Standards (GPS) to the national Common Core School Standards (CCSS) and the GA Department of Education and GA Council of Teachers of Mathematics Summer Academies in Statistics to prepare grades 6-12 teachers for the CCGPS. It is to these appointments that Denise Spangler refers when she writes of Chris' advocacy and passion for reshaping the Georgia State Standards in mathematics to include more statistics and reflect good statistical practice. Chris' immersion in the K-12 teaching world, along with her background in the writing of the GAISE, has also resulted in leadership positions on the national level, such as an appointment to the ASA-NCTM Joint Committee on Curriculum in Statistics and Probability and as the Statistics Content Consultant and member of the National Visiting Committee for the NSF funded project, Mathematics Specialists in

Middle Schools Partnership Institute to develop and offer programs for Virginia's teachers to become endorsed as elementary and middle school Mathematics Specialists.

Chris is the author of two successful undergraduate level statistics textbooks: *Statistics: The Art and Science of Learning from Data* (with Alan Agresti), now in its third edition and *Statistical Reasoning in Sports* (with Josh Tabor). Given that Chris was one of the principle forces behind the GAISE guidelines, it is no surprise that the texts are pedagogically based in the GAISE, as is mentioned by the faculty at GVSU in their support letter. In addition, Chris is mindful about incorporating the most recent relevant research on student learning into new editions. The GVSU faculty echo the theme of the personal connections Chris has forged throughout the statistics education community, noting the infectious nature of Chris' enthusiasm and how her visit and workshop left them with "renewed vigor" for teaching the introductory course. They are just one department of 75 colleges and universities in 30 states who use the text. This widespread use of the textbook is due in no small measure to Chris' renown in the statistics education community and what the GVSU faculty describe as a textbook extremely well suited for use with students of different learning styles.

Clearly having Chris provide on-site, face-to-face professional development for instructors and teachers optimizes the enthusiasm and learning that occurs for participants of such sessions, but with her full teaching load and advising duties on campus, her travel time is limited. Fortunately, Chris has found the time to publish books, chapters and articles in both NCTM and ASA journals and she has been a regular presenter at JSM, USCOTS and ICOTS since the late 1990s. Mike Shaughnessy provides details about this activity in his letter. What he may not know is that Chris' appointment at UGA requires no research; her appointment is divided between teaching and administrative duties. This means that the 54 publications, 31 workshops and 136 invited talks that Chris has listed on her current CV, a CV that would be the envy of any Full Professor, were all done on her own time and on top of her full-time job of Senior Lecturer and Undergraduate Coordinator. There is, of course, no way for Mike to know that as it is not something Chris would share. She is so passionate about the work she does, with teachers, students and colleagues, to improve statistics education writ large that the time is an aside to her. This is yet one more reason we hope the committee will act favorably on this nomination.

As the committee is likely to know, for each of the items mentioned in this letter and the letters of support that accompany it there are many more we were not able to highlight due to the page limit of this application. Nonetheless, the evidence that Chris is an exceptionally deserving recipient of this prestigious award is so overwhelming that we respectfully ask the committee to join us in its strongest support for this nomination.

Very Truly Yours,



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January 10, 2013

To the USCOTS 2013 Lifetime Achievement Award Review Committee:

It is my pleasure to recommend Christine A. Franklin for the 2013 Lifetime Achievement Award.

I have worked with Chris since the mid 1990s, primarily on the College Board's Advanced Placement Program (AP) in Statistics, and within the past year on the Levels of Conceptual Understanding in Statistics (LOCUS) project. As a part of the contractor's staff that develops and scores the AP examinations for the College Board, my experiences with Chris have primarily involved work on AP exam development committees and the AP exam grading sessions, although I know she has also been very active with AP teacher workshops as well.

During Chris' long association with AP, her unwavering focus on the quality of the exam's content, scoring processes, and overall learning experience for students in the AP classroom all speak volumes as to why she is especially deserving of this award. While the AP course is a first college-level statistics course, Chris has, through her continued focus and dedication to her AP work, been a central figure in promoting and very positively influencing the experiences of pre-college educators and high school students in the discipline of statistics. From 1997 through 2009, Chris served in leadership capacities of increasing responsibility within the AP exam grading sessions' structure. Starting with her initial association with the reading leadership team during the June 1997 reading, it quickly became evident that Chris would be an asset to the process. Her formal association with the program culminated with appointments as Chief Reader Designate in 2007 and Chief Reader in 2008 and 2009. Chris' outstanding service in these positions was marked by an especially critical period of increased growth in annual exam volume and significant shifts in grading conditions and practices by the program. Yet, through all of this Chris was able to maintain the stability required to stay the course of success that AP Statistics has enjoyed since its inception. As the public face of AP at that time for a legion of AP Statistics teachers, Chris' knowledge of the discipline coupled with her highly approachable and collegial style likely contributed to greater understanding of statistical content for scores of teachers, and indirectly for their students as well. AP was very fortunate to have had an individual with Chris' level of expertise serve as one of its chief readers.

More recently, over the past year I've also had the pleasure of working with Chris on the Levels of Conceptual Understanding in Statistics (LOCUS) project, which is aimed at developing assessments based on the GAISE framework. In this work Chris is chairing a subset of the project's test development committee that is charged with developing instruments for assessing early acquisition of statistical literacy concepts. When these instruments are made available publicly, they along with AP may help to strengthen further the general level of statistical knowledge of students graduating from the K-12 system.

Chris Franklin's many accomplishments and level of commitment on both AP and LOCUS clearly attest to the enhanced levels of understanding and awareness of the importance of statistics education by both teachers and students at the pre-college level, and potentially their impact on college level statistics education. According to CAUSE, this award "...is presented...to an individual who, over an extended period of time, has made lasting contributions, with broad impact to the field of statistics education..." and I believe that Chris Franklin epitomizes that goal.

Sincerely,

Jeff Haberstroh
Principal Assessment Designer, Assessment Division



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

January 17, 2013

To the USCOTS 2013 Lifetime Achievement Award Review Committee:

This is a letter of support for the nomination of Professor Chris Franklin for the USCOTS Lifetime Achievement Award in Statistics Education.

I have known Dr. Chris Franklin for nearly fifteen years now; I first became acquainted with Chris through various committees and task forces of the American Statistical Association (ASA) and the National Council of Teachers of Mathematics (NCTM). In my forty year career in mathematics and statistics education I have never met anyone as dedicated as Chris is to helping classroom teachers understand and experience success in learning statistics themselves, and in helping their own students to learn and like statistics.

Chris is probably the very first statistician to develop a special course in statistics for prospective elementary teachers at her university. This is a monumental accomplishment because the politics of the preparation of elementary teachers puts up all sorts of barriers to asking them to take *more* statistics or mathematics. Most colleges and universities fold any statistics into the math for elementary teachers course, and statistics can get short shrift, or sometimes even be ignored in that course. On top of her statistics work with prospective teachers at UGA, Chris has spent huge amounts of her time doing outreach professional development on statistics for teachers in school districts all over Georgia. She was also the champion of getting strong statistics standards written into the newly adopted State of Georgia standards for school mathematics. As a result, Georgia now has one of the best sets of statistics standards in the country, especially at the elementary level.

Chris' work within ASA is very well known, she was lead author of the ASA *GAISE* documents, she has been a frequent presenter at the Joint Statistics meetings, at USCOTS, and at ICOTS. Chris also has also been a very active contributor to statistics education with her work for NCTM. She is currently serving a three-year term on the NCTM/ASA Joint Committee for the Curriculum in Probability and Statistics. She has been an author or co-author on a number of NCTM publications. Her NCTM publication work includes co-authoring the NCTM book *Navigating through Data Analysis Grade 9 – 12*, as well as a number of articles for classroom teachers on the teaching of statistics published in NCTM journals such as *Mathematics Teaching in the Middle School* and *Teaching Children Mathematics*. NCTM has often asked Chris to review planned or forthcoming publications in statistics and she has always provided critically important feedback and suggestions. During my time as President of NCTM I frequently went to Chris for help and suggestions for various NCTM initiatives.

I am so very happy to support the nomination of Dr. Chris Franklin for the USCOTS Lifetime Achievement award. I strongly encourage the awards committee to give Chris the highest consideration for this award. Chris would be a great choice for the USCOTS Lifetime Achievement, as it would recognize the multitude of her contributions over the years to the teaching of statistics, and her role as advocate for the value and importance of statistics to so many of our future classroom teachers. She is most deserving!

Sincerely,

A handwritten signature in black ink that reads "J. Michael Shaughnessy".

J. Michael Shaughnessy
Professor of Mathematics and Statistics, Portland State University
& Immediate Past President of the National Council of Teachers of Mathematics

January 7, 2013

Dear 2013 USCOTS Lifetime Achievement Award Committee.

This is my letter of support for USCOTS to honor Christine Franklin by awarding her its prestigious 2013 Lifetime Achievement Award. I am thrilled to support her nomination.

Statistics education has many outstanding teachers and innovators. Most assuredly among them is Chris Franklin. Although she always says that she looks to many others as her mentors, the truth is that we look to Chris for her creativity, perseverance, insight, and professionalism.

The idea to create the *Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report* was generated by Chris and Joan Garfield after an innovative TEAMS conference a decade or so ago held at the University of Georgia. Soon thereafter, Chris created, organized, and facilitated the group that wrote the *Pre-K-12 Curriculum Framework* document, a group on which I was privileged to serve.

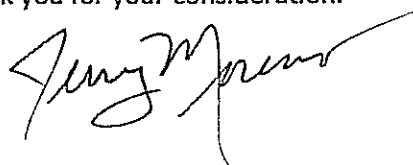
The K-12 GAISE project has had a tremendous impact on school statistics education. The authors of the new Common Core State Standards in Mathematics currently adopted by 45 states were informed by GAISE and used its model to write the standards in data analysis, statistics, and probability for grades 6-12. For example, the very first statistics standard in grade 6 involves defining a statistical question – the first step in the GAISE four-step model. Emphasizing this first step is absolutely crucial in school statistics for without GAISE, it is almost certain that statistics would continue to be viewed in schools in the traditional interpretation as simply a set of tools and graphs and not what it is, as a problem-solving process. GAISE is a tremendous foundational resource for those of us who serve as workshop leaders for the professional development of teachers throughout the country, as well as curriculum writers both here in the United States and abroad. Chris deserves all the credit for her vision in having such an influential document created.

Chris' inspiration has had international impact as well. At the 2007 IASE conference in Lisbon, Portugal, I was the discussant for a session on "Preparing Teachers of Statistics." Session speakers were from Brazil, Spain, the United Kingdom, and USA. GAISE was barely born at the time, but was discussed with enthusiasm in that session and elsewhere. More recently, New Zealand has featured the GAISE Report as an important resource in its nation's school statistics curriculum through the CensusAtSchool program. new.censusatschool.org.nz/resource/gaise-report/

GAISE is also having an influence on disciplines outside mathematics. For example, a current ASA/NCTM Joint Committee task force is writing a set of high school science laboratory experiments whose analyses are being based on the GAISE model. A future project will address activities in school social studies.

Based on her leadership in the GAISE project and its far-reaching national and international impact, with enthusiasm I wholeheartedly encourage that Chris Franklin be chosen as the recipient for the 2013 USCOTS Lifetime Achievement Award. She is an incredibly deserving candidate who is so very highly respected in the statistics education community. Thank you for your consideration.

Jerry Moreno, moreno@jcu.edu
Department of Mathematics and Computer Science
John Carroll University





Department of Mathematics and Science Education

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January 15, 2013

Dear Members of the Awards Committee:

It is my great pleasure to support the nomination of Christine Franklin for the USCOTS Lifetime Achievement Award. I have had the good fortune to be a collaborator with Chris on several statistics education projects, so I can attest to her contributions to the University of Georgia, the State, and the national mathematics education and statistics education communities.

Within the last decade mathematics educators at UGA have become more aware of the work that Chris and her colleagues nationwide are doing and of the importance of including statisticians in the local and national dialogue about preK-12 education and teacher education. In addition to raising awareness of the work of the statistics education community, Chris designed and taught 3 statistics courses for teachers (secondary, middle school, and elementary) and has taught these courses onsite in school districts. Teaching classes at remote sites is an extra burden but one that Chris took on willingly because she places such importance on teachers understanding the value of statistics for their students' learning.

Students and teachers praise her classes, and it is obvious when we see them in later classes that they have developed a strong conceptual knowledge of the statistics that they will be teaching. She helps them value statistical thinking and perhaps most importantly, she sparks their enthusiasm for statistics. As evidence of her excellent teaching, Chris has received several prestigious teaching awards. Having team-taught with Chris, I can say that she is very deserving of these awards. Chris brings a passion to her teaching that easily rubs off on her students, and she is extremely skilled at bringing statistical concepts to life through the use of real-world data, hands-on experiences, and technology. Students appreciate the lengths she goes to in order to present the material in an interesting, conceptual, and understandable manner. Her effective teacher preparation has led to good statistics courses in local school systems and a quick growth in the number of students taking the AP exam in statistics.

Chris has been an advocate of infusing statistics into the Georgia mathematics curriculum for K-12. She has been a passionate and driving force in the reshaping of the state standards to reflect more attention to statistical ideas. Through this process, she has gained the respect and has opened the eyes of many teachers, mathematicians, and policymakers across the state.

Through her excellence in the classroom, curriculum development, and devotion to carrying the banner of statistics education into K-12 arenas, Chris has helped raise awareness of the importance of quality statistics education. She has also helped develop an infrastructure—at UGA and in the state—to support continued attention to statistics education. Chris' influence on statistics education in the State of Georgia will be felt for many years to come through the many teachers whose lives she has touched. It would be difficult to overstate the enormous contributions that Chris has made at UGA, in the state, and nationally in statistics education.

Sincerely,

Denise A. Spangler

Professor of Mathematics Education



January 25, 2013

Dear USCOTS 2013 Lifetime Achievement Award Nomination Committee Member:

We are extremely pleased to provide this letter of support on behalf of Chris Franklin's worthy nomination for the 2013 USCOTS Lifetime Achievement Award. Specifically, we will speak to the usage at Grand Valley State University (GVSU) of Chris' textbook *Statistics: The Art and Science of Learning from Data*, now in its 3rd edition, which was co-authored with Alan Agresti. GVSU offers over 50 sections of STA 215 (Introductory Applied Statistics) each semester. Each section enrolls approximately 30 students and instructors use a common textbook. We have been using Chris and Alan's textbook since fall 2011; we began using the 2nd edition and switched to the 3rd edition fall 2012.

In the summer of 2011, Chris came to the GVSU campus to conduct a day-long faculty development workshop for all GVSU statistics faculty (including tenure-track, affiliate, and adjunct faculty). She did an outstanding job of getting faculty acquainted with the textbook. She highlighted the organization of the textbook and supplementary resources and shared her thoughts on how best to use the textbook and other materials, given the focus and time constraints of STA 215. Chris detailed ways in which the content could easily be adapted based on individual faculty teaching style. Chris is a gifted and dynamic presenter; her love of statistics and statistical education is infectious. Faculty came away from the workshop with a renewed vigor for teaching the course and for effectively making use of the many available resources.

Chris and Alan's textbook has been a good fit for GVSU faculty and the STA 215 course. Some of the specific aspects about the textbook that GVSU faculty appreciate and have commented on are the clarity of explanation (especially with the introduction of sampling distributions), the usefulness and instructiveness of the graphs and figures, the use of color coding throughout, its overall "user-friendly" aspect, the quality of examples and chapter questions, and the excellence of resources available (i.e., the PowerPoint slides and the test generator). Further, the text lends itself extremely well to different learning styles in providing descriptive narrative, step-by-step examples, graphical representations, and practice problems to be completed both with and without the use of computer analysis. Additionally, we are very impressed with how the text effectively incorporates the four GAISE components: formulate a question, design and implement a plan to collect data, analyze the data with measures and graphs, and interpret the results.

We appreciate the opportunity to write this letter in support of Chris Franklin's nomination for the 2013 USCOTS Lifetime Achievement Award. Chris has made lasting contributions to the improvement of statistics education in many ways, and she is fully deserving of being recognized for her efforts through receipt of this prestigious award.

Sincerely,

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January 25, 2013

Dear USCOTS Lifetime Achievement Award Committee:

Chris Franklin has been nominated for the USCOTS Lifetime Achievement Award. Chris is passionate about statistics education, and her energy and enthusiasm are contagious. I can think of no one more deserving of this award than Chris, and I am pleased to write this letter of support for her nomination.

Chris has made numerous contributions to the teaching and learning of statistics at the college level; however, her true passion is the statistical preparation of K-12 teachers. Chris has devoted much of her career to advancing statistical education in the schools, and I have been fortunate to work with her on a number of projects related to teacher preparation.

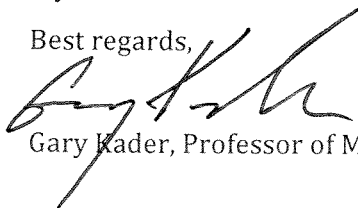
Chris has been a national leader in the movement to bring statistics into the school mathematics curriculum. Her contributions to statistics education are too numerous to list; however, following are a few.

- Chris organized the *TEAMS* Conference (2002), which brought together teams from school districts across the country consisting of a schoolteacher, a statistician, and a school administrator.
- Chris wrote the strategic initiative to the American Statistical Association for funding the writing of the *Guidelines for Assessment and Instruction in Statistics Education: A Pre K-12 Curriculum Framework (2007)*. This document has had a tremendously positive impact on defining the role of statistics within the school mathematics curriculum in the United States.
- Chris was instrumental in writing the statistical components of the recently revised Georgia Performance Standards (2011), and she designed workshops to prepare in-service teachers in Georgia to implement these standards.
- Chris helped develop the *Meeting within a Meeting* workshop for middle-grades teachers held annually at the Joint Statistics Meeting since 2007.

Chris' contribution to statistical education in the schools directly impacts undergraduate statistical education. Students' positive experiences with statistics in the schools lay the foundation for advancing their statistical knowledge in college.

Chris has an incredibly positive way of interacting with people. She is able to make others feel at ease, and this allows her to interact with a wide range of educators – elementary-grade teachers through college-level faculty. I believe this quality, more than any other, makes Chris the outstanding statistics educator she is. I feel fortunate to have collaborated with her, and to call her my friend.

Best regards,



Gary Kader, Professor of Mathematical Sciences



The University of Georgia

Department of Statistics

28 January 2013

Selection Committee
USCOTS Lifetime Achievement Award
RE: Nomination of Christine Franklin

Dear Selection Committee Members:

Chris Franklin has been the Undergraduate Coordinator for the Department of Statistics at the University of Georgia for over 10 years now. Her contributions to the undergraduate program have built it from about 20 majors, when statistics was considered an easy major that attracted weak students, to about 70 majors and 10-15 minors, the best of whom earn graduate positions in top statistics graduate programs such as those at Harvard and Berkeley.

Prof. Franklin has worked closely with the Graduate Coordinator, Lynne Seymour, in several capacities. In the Honors program, Prof. Franklin works with Dr. Seymour to design a program of study for students who opt for the joint BS/MS program and finish both degrees in five years. Prof. Franklin also works closely with Dr. Seymour to advise those undergraduate students who are interested in pursuing graduate work after completing their BS degrees in Statistics.

When Dr. Lazar had a proposal for a new undergraduate project course, based on a similar course she had redesigned and taught while on the faculty at Carnegie Mellon University, Prof. Franklin was one of the biggest supporters of the project. She was extremely helpful in improving the proposal and guiding it through the University's approval process. The course has been offered since AY 2007-2008, and has become one of the most valued classes in the undergraduate program. In its first years, the course was not required of our majors, but Prof. Franklin advised all of them to take it, to help ensure that it would continue to exist and thrive. Thanks in large part to Prof. Franklin's continued efforts, the Capstone Course is now mandatory for statistics undergraduate majors; some minors take it as well. The class is a year-long data analysis course, in which the students gain exposure to a variety of advanced topics that they might not get to see in their core. The students work in groups on real data projects provided by faculty members from around the University, giving most of them their first experience with real data in all of its messy glory. In recent years the course has also been part of the University's Writing Intensive Program, which has allowed the instructors and the TA to work closely with the students on improving their presentation skills; feedback from alumni makes it clear that the experience working with a real data set, and the emphasis on writing, are extremely useful when they get out into their jobs and in graduate school. From the start Prof. Franklin has been supportive of the instructors and the TA of the course, has suggested ways to make it better, and has been open to our own ideas on how to push the students more. Prof. Franklin is also always looking for opportunities that we can bring to the attention of this group of students -- internships, undergraduate research experiences, job fairs, etc. She always has the good of the students at the forefront, and the fact that this course has continued to thrive and grow, and is so popular with our students, is evidence of that.

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Nicole Lazar
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