

In Memoriam – Isadore Newman (1942 – 2018)

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I am honored to have been asked to write this memoriam of Isadore Newman for *Multiple Linear Regression Viewpoints*. Isadore was an astute and innovative researcher and statistician, a wonderful person with a smile and sense of humor that always brightened your day, and an amazing mentor, teacher, and lifelong learner. Although I got to know him and some of his family members well over time, my experiences with Isadore were primarily as a junior colleague. We often crossed paths at the annual Mid-Western Education Research Association (MWERA) conference, as well as AERA and the Multiple Linear Regression–General Linear Model SIG.

Isadore left us with an astounding body of work which I can only broadly summarize. He published 12 books, and an estimated 120 to 150 research articles, and made over 300 refereed presentations. These included key works on linear regression and mixed methods research, many of which were collaborative with colleagues, students, and former students. He mentored countless

students and colleagues and helped over 500 doctoral students complete their dissertations.

Isadore obtained his Ph.D. from Southern Illinois University in 1971 and then took a position at the University of Akron the same year. He retired from the University of Akron as a Distinguished Professor in 2006, the first distinguished professor from the College of Education in history of the university. Isadore and his wife, Carole, then moved to Miami and he took a position as a visiting scholar at Florida International University, from 2007 through 2017. Some of his recognitions included: Outstanding Teacher, University of Akron, 1985; Outstanding Alumnus, Southern Illinois University, 1999; the establishment of the Isadore Newman Endowed Research Fellow for the Center for Urban and Higher Education at The University of Akron, 2005; the Miami Beach High School Hall of Fame, 2009; visiting scholar invitations at 11 universities; and, a lifetime achievement award from the Eastern Education Research Association. Isadore was also editor of *Multiple Linear Regression Viewpoints* from 1973 to 1992, and emeritus editor from 1995 until his passing in 2018.

When I asked Carole what Isadore was most proud of, she said, his family. Carole is a professor emeritus in education from University of Akron, and their sons, David and Matthew are both accomplished in their fields. Matthew is a software engineer; David followed in his father's footsteps and is an associate professor and statistician at Florida Atlantic University. Carole also mentioned Isadore's pride at being able to argue, discuss, and develop new research ideas and methods. He was especially proud of co-authoring, with Carolyn Ridenour (Benz), one of the first textbooks in the area of mixed methods, *Qualitative-quantitative research methodology: An interactive continuum*. He also took great pleasure and derived satisfaction from being able to guide learning and facilitate the development of new concepts with his students and colleagues. He really loved the work.

My Recollections

My first meet-up with Isadore was when he was an invited speaker to his alma mater, Southern Illinois University. At a time when I was writing my dissertation on multivariate analysis of variance, and Isadore was giving a talk titled, "There is No Such Thing as Multivariate Analyses." I would later understand that Isadore often took a unique or contrarian point of view in order to draw out arguments from others and to push the field in new directions. Needless to say, many hours of discussion ensued and our relationship of debating methodological issues had begun. I learned a lot from Isadore; he was a brilliant mind always teeming with new ways of thinking, and I was fortunate to be a sounding board for many of his research ideas from then forward. He often assaulted my linear way of thinking with a completely new perspective. Isadore knew I would defend my familiar assumptions and I think he viewed it as a challenge to convert

me to his way of thinking. Remembering the years of the great statistical debates at MWERA are some of my favorite memories of Isadore. The research methodology division positioned two scholars on opposite sides of an issue, allowed some debate time, and then audience participation. Whether Isadore was one of the debaters or in the audience, he always livened up the sessions by bringing up some controversial statistical or methodological issue and spurred us to think about it differently. I do not think anyone left those sessions without learning something new--often a result of Isadore's arguments. Some of Isadore's major contributions to the field that stand out in my mind are in general linear modeling; probably most well-known is the seminal textbook on the general linear model (GLM) that he co-authored with Keith McNeil and Frances Kelly in 1996 that elevated GLM into common statistical lexicon. Isadore and colleague's breakthrough concept of the Type IV error-- the mismatch between the research question and the analysis--emphasized the importance of always going back to the research questions. The Newman and Ridenour (Benz) mixed-methods textbook rocked the education research world and gave credibility to mixed methods as a unique methodology. Isadore challenged us to think broadly and question our assumptions, not to forget the basics, and always go back to our research questions--important lessons for all researchers.

I was also fortunate to get to know Isadore as a friend. Thinking of Isadore's passion for statistics, one memory that stands out was of Isadore when I attended an off-Broadway play with Isadore, Carole, and some friends. While Robert Goulet was acting a short distance away, Isadore was continuing his thoughts from an AERA session earlier in the day and writing statistical ideas on napkins and sharing them with me--that is, until Carole stuck an elbow in his ribs. Isadore had a wonderful sense of humor, which I loved (sometimes). Soon after I met Isadore, I called him to ask some advice about applying for faculty positions. I happened to mention in passing, that I was lisping because I had knocked out my front tooth in a freak accident. He immediately said, "Send me a picture Janet." Not knowing how far Isadore would take this, I put on my best farmer jeans, put my hair in pigtails and took a picture of myself with my toothless smile. For many years later, Isadore would introduce me to his students and colleagues as that woman in the photo, in the farmer jeans, on his office door.

Over time, I came to know many of the colleagues and former students Isadore would bring to MWERA or AERA. Through these interactions, I saw how Isadore was upheld as a wonderful teacher, mentor, and colleague. It seems appropriate to not only recount my memories of Isadore and his impact on the field, but to also solicit remembrances from others who worked closely with him and knew him well. The following narratives are tributes to Isadore from several of his colleagues.

Tributes to Isadore

Isadore was a complete academic. He published all the time with many colleagues as well as with students. But he also supported and indoctrinated to the profession students of all color, religion, etc. He fulfilled my goal of accomplishing more than I had. Each faculty should have this goal by producing at least one student who does go beyond--otherwise how will a content area survive and grow? Isadore lived statistics, he talked them, argued them, connected them, breathed them, ate them, and I am sure that he slept them.

I visited Isadore and his very supportive wife (and Carole is a true professional herself) in Miami on several occasions. Once they took me to the Playboy Club. As soon as we sat down, Isadore took out his pen and started to talk and outline a paper that he thought we should coauthor. I am sure that we set a record for paying so little attention to what was going on around us. Isadore drove from the club to their place, continually talking and looking at me in the back seat. That was the most unnerving ride I have ever taken. I finally realized that Carole was giving him driving instructions with her fingers. Once I realized that, I was a little more comfortable.

One incident at the Eastern AERA was particularly indicative of Isadore's professionalism. The session in which Isadore had presented had finished, and his entourage decided to reconvene at the bar (although I never saw Isadore drink). Isadore did not make it to the bar with the group. After about 3 minutes, I decided to see if I could find out where he had made the wrong turn. When I got about halfway back to the room that we had left, I found him talking with a student about a problem she was having with her committee (maybe even her chair). Isadore and she had never met each

other, but she perceived that he might give her some advice. And he was giving her really good advice--to a student he had never met, from a university far away that he didn't have any specific knowledge of. He was helping her solve a problem that clearly was of concern to her. Since he had chaired so many dissertations and was a member of many others, he had, you might say, "seen it all."

My wife and I asked the Newmans to go on a cruise to Alaska with us, departing from Vancouver. Isadore was relying on a wheelchair at the time, so I wheeled him around Vancouver for several days, and then to the ship docked in Vancouver and then all the way to Alaska. We talked about regression all the time, partly because we had to make some decisions about the material in 2 or 3 chapters. But his focus was not on the scenery or experience, but on the far-ranging statistical discussions we had. In subsequent years I would ask him about an incident or a sight that we saw in Alaska, but he drew a blank, not because he was "losing it", but his memory was totally about our statistical discussions.

Keith McNeil, Professor Emeritus, New Mexico State University

I met Isadore in the mid-1970s at the University of Akron. As a new doctoral student, I sought a graduate assistantship and Isadore was seeking a new GA. Our paths crossed; I became his graduate assistant. We became academic colleagues; and, although chronologically the same age, we were at very different levels academically and professionally. Our academic collaboration grew even more after I completed my doctorate. Our collaboration became a friendship of nearly 45 years during which I met Carole, his loving wife and brilliant scholar, and sons David and Matthew - who I've known since they were toddlers – two smart, strong, gifted, resourceful, innovative, and successful professionals just like their dad. My husband, George grew to be a part of this extended family as well, publishing, too, with Isadore. I want to talk about only three of the many themes of Isadore's life; three themes that I experienced so deeply.

First, he was an intellectual giant.

Intellectual pursuits were his fun, his enjoyment. His mind was in constant motion, always questioning taken-for-granted knowledge, generating novel approaches to research methodologies and statistics. He played with ideas. Whoever was nearby was soon pulled in. As his close colleague, that was often me. But all his students succumbed, initially - either with or without enthusiasm. In either case, he never failed to pull them in. Everything I learned of lasting value about education research Isadore taught me.

He was a prolific scholar. Adding another publication, another presentation, another article, another book, was his oxygen, his lifeblood, his need. He was always seeking that intellectual fuel that energized him. He was never filled, never satisfied with what he knew. He never retired. He was never finished. His research never ended.

Second, students were his top priority.

Not power, not position, not conquest of someone else, but it was the students who were his priority. I think that's because he, too, had an insatiable hunger to learn. He'd grumble about faculty politics and the roadblocks in the university bureaucracy, but he'd never grumble about students. He preferred students to faculty. Always.

"Come walk with me" was as much an expression of the fact that he'd overcommitted himself as it was an invitation to learn. He'd encounter you in the hallway and say, "Come walk with me." Or he'd get up from his chair as you entered his office for an appointment and say the same thing, "Come walk with me." For students, this was always a little bit magical. He'd take us with him to community meetings where he was consulting on a research project, to social agencies or hospitals he was working with, down the street to a public school where he was helping with a research study. He'd introduce us as his colleague. Yes, he would! And it was always a rich learning experience and enlightening to us about our profession (and it slowly opened a window in our self-images - maybe even we can become part of the research world?) He had enormous pride in his students.

Nothing pleased him more or put a bigger smile on his face than finding out a former student had published an article, gotten a promotion to Associate Professor, or was going to present a paper at AERA. He'd call me to brag.

Third, he was unwaveringly authentic.

Isadore was absolutely without pretense. Absolutely without guile. He was consistently himself in whatever group surrounded him. He would tell the same cringe worthy joke to a world-renowned scientist or psychologist - out loud in public at a national conference - as he would whisper to a colleague in the hallway. If he ever had dinner with the Queen of England in her palace or was with you and your kids at McDonald's on a Saturday afternoon, in both places he'd ask for more ketchup.

He was delightfully, uniquely, and forever consistent in who he was. His lack of pretense, then, invited us, his students to trust him. What a strong bond trust is! Lifelong.

Finally, the questions determine the path.

In Isadore's research, it was always framed this way: "What did we learn from this research project and what new questions have arisen from our data and from our research experience?"

He taught us that we are always connected to our questions. And we're always led to new questions. To Izzy, it was always about the questions. It had to be because those questions led us. They were new pathways to follow to gain new understanding about the world and new understanding about ourselves.

In Isadore's world, one must keep asking questions – this is his greatest legacy.

Excerpted from Carolyn Ridenour's Eulogy to Isadore Newman,
10/5/2018, Professor Emeritus, University of Dayton

I first met Professor Isadore Newman in April 1998 at the American Educational Research Association (AERA) conference in San Diego. At that time, I was co-presenting a paper with another colleague. As he continued to do over the nearly next 20 years, Isadore provided us with invaluable advice regarding our paper. Interestingly, his ground-breaking mixed methods research textbook, co-authored with Professor Carolyn R. Benz, entitled "Qualitative-Quantitative Research Methodology: Exploring the Interactive Continuum," had just been published (January 29, 1998). To put this book in perspective, it was the first authored book directly focused on mixed methods research, and was only the second published book devoted to mixed methods research! And what is even more impressive is that Isadore informed me that their mixed methods textbook had been conceptualized more than 10 years earlier, during the height of the paradigm wars among competing purists representing the postpositivist, constructivist, and critical theory paradigms—thereby providing evidence that he was not merely a methodologist but a visionary methodologist! Even more notably, Isadore's textbook, provided me with the justification and some essential content to design one of the first mixed methods research courses ever developed that I first taught in 1998. Without his book, this course would not have been possible for me to design at that time. Thus, even though he did not know this, through his exceptionally written textbook, Isadore became my unofficial teacher and mentor! Evidence of the research leadership that his book has provided can be obtained from the more than 1,646 citations that this book has yielded to date.

I cannot overstate the influence that Isadore's mixed methods research book has had on the field of research in general and the field of mixed methods research in particular. Indeed, this textbook helped to legitimize the field of mixed methods research at a time when it was on the receiving end of the so-called paradigm wars and was struggling to obtain national and international recognition, visibility, and credibility. As someone who has studied the history and landscape of mixed methods research, I can declare that this textbook has a prominent place in the history of research methodology.

At the AERA 1998 conference, I felt privileged to talk with Isadore about his seminal book. And, of course, at this time, he was already nationally/internationally renowned in the field of statistics, having co-authored books such as "Testing research hypotheses with the general linear model" with Professor Keith McNeil and Dr. Francis J. Kelly; and "Conceptual statistics for beginners," with

his brilliant co-author and wife, Professor Carole Newman. Therefore, I was excited to “pick his brain” on statistical issues. It was at this conference that I learned that he was an extremely deep thinker—in fact, the deepest thinker that I have ever had the pleasure of knowing.

Over the next 18 years, I continued to enjoy meeting up with Isadore (and Carole) at the AERA and Eastern Educational Research Association (EERA) conferences. ... I recall one occasion when he had invited me to deliver a workshop at Florida International University (FIU). Carole and Isadore had kindly invited me to stay at their home the night before. Well, despite the fact that my workshop was scheduled to begin at 8 am the next morning and that we had planned to leave his home at 7 am, Isadore and I, who started debating about philosophical assumptions underlying mixed methods research in general and about post-positivism in particular around 8 pm that evening, continued our debate through 2 am, and would have continued it until even later if Carole had not come back to the living room and order us to go to bed so that I could get some rest before my workshop. As always, I learned so much from Isadore that night. In fact, the knowledge that I learned from him then has led me to the realization that post-positivism is a multi-dimensional research philosophy, so much so that I am currently writing a research essay on this topic—thanks to Isadore! Now, after my FIU workshop, Isadore and I walked on Miami beach, where we discussed a variety of research topics and issues. While walking on the beach, out of the blue, we came across two young men who were shadow boxing. On seeing them, Isadore, a former undefeated boxer, approached them and immediately started to show them physically how to box more effectively (e.g., how to improve posture and stance, how to position their gloved hands to defend themselves better, how to jab, how to block a jab). Therefore, in this social (i.e., non-academic) setting, Isadore was still serving as a teacher.

Isadore had great charisma, touching the lives of everyone who had the fortune to meet him. Above all, Isadore was the most non-racist person whom I have ever met. Moreover, in a post-truth era that has seen an increase in racism in the social and political discourse in the United States and beyond, it was always refreshing to observe Isadore embracing students and scholars who represented all cultures and nationalities and treating them with respect and dignity.

With regard to academic settings, whenever Isadore talked, scholars/researchers listened—whether they be beginning, emerging, or experienced scholars/researchers! Most impressively, when Isadore spoke—whether formally or informally—he spoke from the perspective of the “bigger picture.” In fact, on many occasions, I observed him making some of the most well-known quantitative researchers and mixed methods researchers speechless because he asked them a question that they had never considered or problematized an analytic practice.

I always made sure at conferences to introduce my students to this academic icon. Indeed, over the years, many of my students were fortunate to meet him, and whenever they did, they always were excited and surprised about how much interest he showed in their research. Thus, the academic lives of many of my students—not to mention the hundreds of his own students and students of other faculty members worldwide—have been directly and immeasurably enriched by their formal and informal contact with Isadore. More specifically, he helped more than 500 doctoral students complete their dissertations. As such, Isadore had a lifelong impact on countless students.

Isadore was extremely prolific, authoring/co-authoring more than 17 books and chapters and more than 100 articles (making him what I call a centurion author), delivering hundreds of professional presentations, and serving as the evaluator on many grants that had been awarded millions of dollars. Just in terms of journal articles, using the findings from Dr. Elizabeth G. Creamer’s 1998 book (*Assessing Faculty Publication Productivity: Issues of Equity*; The George Washington University, Graduate School of Education and Human Development), his number of article publications indicates that he is well in the top 5% of the most published faculty members in the United States. And because of his status as a centurion author, as Co-Editor of *Research in the Schools*, I invited him to contribute an article, alongside other centurion authors, in a 2016 special issue that provided tips and guidelines for publishing works. Isadore’s article, entitled, “A Retrospective on What to Consider When Publishing Scholarly Work,” is exceptional! In this article, he outlined six overarching themes that will facilitate the researcher in thinking through the process of preparing, developing, and submitting a scholarly article for publication—a must read for authors.

His knowledge of so many topics related to research methodology, together with his enthusiasm for these topics and his capacity to convey that enthusiasm to students and faculty members alike, are qualities that enabled him to stand out in the research community. Moreover, I have never met anyone who enjoyed collaborative work as much as did Isadore. I was extremely fortunate to establish an enjoyable and rewarding professional partnership with Isadore.

I have had the pleasure of meeting and working with hundreds of scholars at six universities over the last 25 years, and I can unequivocally state that I have yet to meet a more dynamic scholar. Indeed, his significant and scholarly accomplishments position him as one of the outstanding leaders in research methodology in general and quantitative research and mixed research methodology in particular. His impact worldwide is supported by the numerous scholar invitations that he received at universities across the United States, as well as by the numerous awards and distinctions that he received over the years. I value Isadore as a research leader for his extraordinary ability to teach and to motivate other authors, his work ethic, his impressive productivity as a scholar, and his dedication to excellence. However, most personally, I value him for motivating me as an author. Although he had given so much to the field of education and beyond, he had planned to give so much more. However, as sad as his passing makes me, I am thankful that I had the fortune and pleasure to have known him for 20 years. And whenever I get sad thinking about our loss, I have to remind myself that he will live on through his writings and creative works, and, even more importantly, through his wife (Carole), his two sons (David and Matthew), and the numerous people whose lives were touched by this personable and dynamic teacher, educator, researcher, author, mentor, motivator, leader, humorous, and humanist role model.

Isadore, thank you for the memories! Rest in Peace!

Tony Onwuegbuzie, Professor, Sam Houston State University

I first met Isadore in 1983 at AERA in New York. We were both waiting in line to attend a training session on meta-analysis. We started up a conversation, which is so easy to do with Isadore, and discovered we both received our doctorates at Southern Illinois University and we knew many of the same people. I was attending this session because I was starting dissertation work on a meta-analysis topic, and although at the time he said he was jaded and didn't expect to learn much new, he was attending in hope of learning something anyway. The session turned out to be informative and interesting, and he enjoyed the workshop after all. Of course, our conversations led to our publishing an article analyzing effect sizes in a regression framework. This was the typical course of conversations with Isadore. They started out with questions or things to learn, continued by thoroughly examining the topic, and then framing the idea and writing about it.

I recently was going over some notes I had from a conversation with Isadore from 4 years ago. These notes were about a comparison of developing research questions from a regression framework and HLM, which argues that research questions are not clear and specific with HLM as they are with regression. This conversation led to an article which was one of three on HLM which Isadore wrote with several people. The concept of knowing what your research question is was always central to his thinking. One of his lifelong sayings was, "The research question dictates the research methodology." T-shirts with this saying were made for one of his birthdays. This saying was later expanded to first contextualize the problem by asking "why" you were doing the study in the first place and what your purpose was.

Isadore conceptualized all statistical techniques as being related to and variations of canonical correlation, which he called the "grandfather of them all." This overall model was flexible and could incorporate continuous and categorical variables as dependent or independent variables, repeated measures, multivariate analyses, and could control for some variables while testing for others and non-independence. Another scholarly advance which he thought of was to code qualitative data and then to use those codes in a regression model, thus creating a truly mixed methods model.

To fully understand the extent of the progress made in the advances in statistics and computing which Isadore influenced, you would need to start with the nearly medieval situation around the late

60s and early 70s. At that time, Earl Jennings and Joe Ward ran AERA pre-session trainings on regression. Since no universities had any coursework on regression then and few had the computers to run even one regression unless it took a full day for the turnaround, these were well attended. After 3 or 4 years, Earl and Joe decided not to run these sessions anymore, and Isadore Newman and Keith McNeil started to run the 2-3 day sessions for years at the AERA conference. These sessions were cutting edge and very popular. They were even asked to present their material for the Government Accounting Office (GAO). The idea and membership base for the Multiple Linear Regression SIG sprang from those who attended these AERA regression pre-sessions. Early on, probably 1963, the only “text” on regression was a pamphlet written by Earl Jennings and Bob Bottenberg. Eventually the first real text on regression was written by Keith McNeil, Jack Kelly and Don Beggs who were all at SIU at the time, which is where Isadore was earning his doctorate. This book was rewritten by Keith and Isadore and went through many editions becoming more comprehensive each time. The journal of the MLR SIG, *Multiple Linear Regression Viewpoints*, was originally meant to be a place where “how to” articles, answers to interesting questions were answered, and articles on similarities between regression and other methods were discussed. Recruiting people to write typical journals articles was not the goal or purpose of the journal. Isadore edited the journal for around 20 years and kept it alive and vibrant by soliciting interesting pieces from AERA presenters and other scholars, having people debate a topic in a paired set of articles, and writing many pieces himself.

Susan Tracz, Professor, California State University Fresno

Five years ago, I made a list of the top five most influential people in my life. First, was my wife, second and third were my parents. Isadore was fourth.

I met Isadore on a job interview in 1998 and then once I accepted the job at University of Akron in 1999, he became a mentor. We had a team of three: he Jewish, Lou Trenta, Catholic, and me, the young Protestant. It was some of the most amazing growth years of my career, as we worked on education and administration and research, and talked about God and theology.

When I moved in 2005 to Andrews University where we did a lot of PhD dissertations, I immediately reached out to Isadore. He came to help give workshops, serve on dissertations and mentor faculty and students. Everyone loved him, for his authenticity, confidence, and his dedicated work ethic to raise our skills of research. His 10-year association with Andrews was a gift to our department. We will be eternally grateful. He served our students up until the month he died. His dedication was amazing.

Our talented and busy administrators loved working with him as a statistician/methodologist because he respected them, even as they knew they were naïve about methodology. They knew he knew they were naïve, and that made his respect even more special to them. He didn't let their lack of confidence keep him from using his confidence as a teacher to let them give up. They felt deeply affirmed. He was an amazing teacher—not the lecturing type, but the mentoring type.

When he asked me to critique an article he wrote, I gave so much feedback he made me a second author. It emerged within months as my most used and cited work. In fact, that single item is more used than ALL my 20 years of work combined. I should have published with Isadore earlier in my career like hundreds of others who did!!!!

AND THAT IS WHAT MAKES Isadore one of the most influential educational researchers of our time. This short professor from little old University of Akron raised the whole field, not by having an amazing standout theory or article, but by the sheer volume of his steady contributions and his ability to raise hundreds of others to new levels of research finesse.

Thanks Carole for sharing your amazing husband with us!

Duane Covrig, Professor & Chair, Andrews University

I started the PhD in Education at The University of Akron in the summer of 1995. I had no idea how that experience would change me forever at the time – how I think of research, of teaching, of being an academic and so much more. All mostly thanks to Isadore Newman.

Once I started the PhD program, just as I learned to do in undergrad and graduate school, I talked to those just completing the program to find out who the best instructors were in the program. Of course, Isadore Newman came up as the person to take for statistics. Thus, I made sure I took Isadore for the introduction to statistics course. I had taken upper-level statistics courses at my undergraduate institution, but I never understood statistics like I would once I met Isadore. After the introduction course, Isadore suggested I take his course on linear regression. After that, I took his advanced statistics course. I enjoyed all of Isadore's courses and his never-ending stream of bad jokes too. I learned so much – but not just about statistics (and bad jokes). Isadore had endless wisdom to bestow on his students like me. I learned more about teaching, about writing, about preparing to perform my dissertation research as well as the dissertation. I was so lucky to have had Isadore for these courses. Of course, after taking his statistics courses, I was gung-ho about doing a quantitative dissertation. I asked Isadore to be my methodologist and co-chair. Once again, I was so very lucky.

My dissertation committee, including the other co-chair, were not quantitative researchers. Isadore became my “Good dissertation guy” – like a dissertation superhero. He should have worn a cape at my dissertation defense. Isadore taught me so much about statistics but also about handling a tough crowd. I believe I was able to complete my dissertation because of Good Dissertation Guy. He was an amazing mentor. I try my best to do his memory justice in how I mentor coworkers, students, and friends in academia.

Isadore's influence has also led to my constant encouragement of graduate students to attend professional conferences. It is Isadore's “fault” that I attended the Midwestern Educational Research conference for the first time in 2002. Likewise, he encouraged me to attend the Eastern Educational Research conference starting in 2004. We jointly presented at American Education Research Association years later.

Certainly, Isadore urged me to publish articles including from my dissertation. He said I should have gotten at least three publications from the dissertation. I got one and then got “distracted” when I discovered Q methodology. Yet, even Q methodology was connected to Isadore for me - my first article on Q methodology was based, in part, on experiences I had in Isadore's advanced statistics course.

Isadore had experience with Q factor analysis and my new discovery offered us hours of conversations, mostly over the telephone, over the years. We had so much fun “arguing” and discussing research, mixed methods, and Q, especially Q versus Q factor analysis. These discussions led to Isadore inviting me to be his co-author on a book chapter for an upcoming volume on mixed methods research by Tashakkori and Teddlie. It was a big undertaking that culminated in the book chapter and several articles with Isadore and changed how I thought about writing research and my deeper interest in mixed methods and research in general, including ontologies and epistemologies. Isadore always had a way of getting us to think more deeply about research. When we wrote together, Isadore was already at FIU. He would dictate parts of our manuscripts to me over the phone. It was really an amazing process with lots of give and take regarding ideas, methodologies... it was just amazing. That's the only word I have. I had to get a headset for those conversations, so I could type more effectively.

I think of Isadore often. I miss our phone conversations. I think of him when I write, when I teach, when I have coffee with a graduate student or with other colleagues. I thought of Isadore recently when I found myself arguing with a colleague about mixed methods research. When I attend education research conferences there are still some who remember me as “Sue Rambo” thanks to Isadore. Isadore is still everywhere social science research is, at least for me. But I'm willing to bet there are more who join me in seeing him everywhere social science research is and will be.

I miss you my dear friend, Isadore.

Susan Ramlo, Professor, University of Akron

The purpose of my 2007 MWERA Presidential Address was “to explore the integral connection of mentors to scholarship, and more specifically, the critical nature of lifelong mentoring to the scholarship of teaching and learning.” Izzy was “THE” mentor to all of us. I was doubly blessed as he and Carole (Newman) co-advised my dissertation. Izzy taught, encouraged, cajoled, pushed, and supported me throughout my career. I am a better teacher and a better researcher because of his mentorship.

Isadore, I will be forever grateful for your mentorship, but most of all, for your friendship.

Sharon Valente, Director of Assessment, Evaluation, & Accreditation,
University of Hawai'i, West O'ahu

I first met Isadore at the AERA Annual Meeting in Chicago in 1991. It was my first attendance at AERA as I was finishing my doctorate at Iowa State University. I believe I have attended every AERA Annual Meeting since then and one of the activities I always looked forward to was the interaction with Izzy. He was always one of the most vocal contributors to the discussions of paper presentations, whether as the official discussant or as a member of the audience. I got involved in the Multiple Linear Regression General Linear Model Special Interest Group about that same time, where Izzy was always one of the outspoken contributors to every discussion. He seemed to know everyone and actively engaged with everyone as well.

Isadore always expressed a keen interest in my research and we often spent hours sitting in the lobby of a hotel talking about research ideas, underlying theory, applications to real world situations, and the like. He always made me feel important when he showed that interest in my work, but I don't believe there was anything special or earth-shattering about what I was doing. That was just Izzy's way. He seemed to be very well-versed about all aspects of statistics and research methodology and I believe he had similar interactions with a variety of individuals at every conference.

Izzy was a people person – he always seemed to have a gathering of people around him. He would regularly organize dinner excursions after the day's activities of presentations, posters, meetings, etc., were winding down, and I had the pleasure of being included in many of those times. He seemed to have a kind of magnetism to his presence that drew people to him, and I believe that part of that “draw” was his ability to make everyone with whom he interacted feel that they were special. A few years ago I attended the Joint Statistical Meetings in Miami Beach. Isadore was living in Miami at that time. I made contact with him, and he and I and his wife Carole went out to lunch at a local café. It seemed to me that Izzy knew almost everyone in that establishment and he introduced me to numerous people as if I was one of his closest and dearest friends. That was Izzy.

Isadore lived for his work. He seemed to know everything about research methodology and statistics, with an understanding that had a depth that many of us see only a glimpse of. He authored several books and numerous journal articles in a variety of subject areas – virtually all with connections to some aspect of statistics and research methodology – that have been cited in the research literature, literally thousands of times. Most of these activities were co-authored with other researchers, many with Izzy as the second author. I suspect that, for some of these at least, these were articles that came out of his students' work. Perhaps my impressions are clouded by the fact that my involvement with Izzy was primarily limited to a few days each spring at the AERA Annual Meeting, but my sense was that he loved research, and his involvement was always to advance the field and the ability of researchers, both students and colleagues, to expand the knowledge base of research methodology and its use across a variety of specialties where its use could impact practice. It never seemed to be about Izzy, either as a person or as a professional.

This perception of mine is corroborated by conversations with colleagues that I have known through the years of attending conferences, who knew Isadore longer and more intimately than I did. One of those colleagues described him in this way, “Isadore was a very inclusive and positive person, and accepted and appreciated everyone as they were. He was demanding in a subtle way because his own brilliance elicited the best in others. He brought others along with him and amplified their finest qualities. He was always supportive of his students and colleagues. His feedback to them was

insightful, critical, and positive, and he was very generous with his time. His students adored him. He initiated them into academia by writing with them and taking them to conferences with him.”

Isadore published on a variety of topics, but my sense is that his greatest impact on the practice of research was in the area of research methodology itself. He was driven by a desire to make the basics of doing research and analyzing the resulting data as attainable by even the most novice researchers so their thoughts, hypotheses, and results could be accessible to as broad an audience as possible. As one of those “conference colleagues” shared with me about Izzy, “His mind was constantly in motion, coming up with creative ideas and fascinating applications of research methods, and his thoughts were anchored in a deep understanding of research, regression, and the general linear model.”

Much of his work was related to the premise that identifying research as either quantitative or qualitative was both artificial and unnecessary, and that it is better to view all research as existing somewhere along a continuum containing both perspectives individually as well as a considerable overlap that in a simplistic sense might be called mixed-methods research. He contributed to research bodies that encompassed the use of General Linear Model methodology, survey methods, factor analysis, and program evaluation to name a few, with a major component of his work related to the use of these procedures in practical, applied situations that spanned virtually the entire spectrum of fields of application. In a very real sense, Isadore was an applied researcher. His contributions to the broad field of educational research were as broad as he could envision them to be.

Many of you who are reading this tribute in the General Linear Model Journal, may have known Isadore. Some of you undoubtedly did not. Perhaps you are only familiar with his work which, like many of us hope for regarding our own work, will live on far beyond the end of his time here with us. That being said, we will miss him and his friendly, good-natured bantering that he was equally adept at receiving as he was at dishing it out.

***Isadore was unique, one of a kind. He was funny. He was a scholar.
He was a teacher. He was an encourager. He was a thinker. He was my friend.***

Dan Mundfrom, Professor of Statistics
Chair of the Department of Mathematics & Statistics
Eastern Kentucky University

It does not take a methodological expert to distill the themes in these heartfelt tributes to Isadore. He exuded passion in all he did. He was passionate about statistics, mixed methods, and research in general. He loved working with students and his former students are forever grateful for all the wisdom he imparted to them. Many went on to become noted scholars in various fields and attribute their success largely to Isadore. His authenticity was well known and appreciated; he knew who he was and you could count on him to be himself no matter who he was with. And probably most important, we were touched by his humanity and tremendous sense of humor that left us all with memorable stories of Isadore and a longing to be with him again.

Isadore, we are forever in your debt for what you taught us about statistics, mixed methods, humanity and humor. But we are lacking the skills to cope with another error, the research world without you.

Janet K. Holt
Professor Emeritus
Southern Illinois University at Edwardsville
