

Part A. PERSONAL INFORMATION

First and Family name	Anthony J. Onwuegbuzie
ORCID CODE	0000-0002-4569-5796

A.1. Current position

Name of University/Institution	University of Cambridge
Current position	Senior Research Associate, Faculty of Education, University of Cambridge; Distinguished Visiting Professor, University of Johannesburg, Honorary Professor, University of South Africa, Visiting Senior Scholar, St. John's University, New York

A.2. Education

Degree/PhD	University
B.Sc. Joint Honours Mathematics, Statistics, and Economics	University of Kent, UK
Postgraduate Diploma in Statistics, Graduated with distinction	University College London, UK
Postgraduate Certificate in Education	University of London Institute of Education, UK
Certificate in Teaching English as a Foreign Language	Pilgrims, UK
Diploma in Teaching English as a Foreign Language	Institute of Communication Studies, UK
M.S. Statistics	University of South Carolina, Columbia, South Carolina, USA
M.Ed. Testing and Measurement	University of South Carolina, Columbia, South Carolina, USA
Ph.D. Educational Research	University of South Carolina, Columbia, South Carolina, USA

A.3. JCR articles, h Index, thesis supervised

Dr. Onwuegbuzie has secured the publication of more than 550 works, including more than 400 journal articles, 50 book chapters, and 6 books. His articles have been published in prestigious journals such as *The Lancet*, *Educational Researcher*, *American Educational Research Journal*, *Journal of Mixed Methods Research*, *Educational Administration Quarterly*, and *Educational and Psychological Measurement*. With his works being cited on more than 90,000 occasions and 107 of his articles each receiving more than 100 citations, his current h-index is 105 and his g-index is 300, which indicate sustained impact. According to Hirsch (2005), its developer, the h-index “provides a useful yardstick to compare different individuals competing for the same resource when an important evaluation criterion is scientific achievement, in an unbiased way” (p. 5). Further, Hirsch suggested that, “for physicists, a value for h of about 12 might be typical for advancement to tenure (associate professor) at major research universities. A value of about 18 could mean a full professorship, and 15-20 could mean a fellowship in the American Physical Society.” Moreover, Dr. Onwuegbuzie’s h-index of 105 is approximately two standard deviations higher than for physicists who have obtained Nobel prizes in the last 30 years

Part B. CV SUMMARY (max. 3500 characters, including spaces)

Dr. Onwuegbuzie's research areas primarily involve social and behavioral science topics, including disadvantaged and under-served populations such as minorities, children living in war zones, students with special needs, and juvenile delinquents. Also, he has conducted numerous research studies on factors that predict educational achievement at the primary, secondary, and tertiary levels. Additionally, he writes extensively on qualitative, quantitative, and mixed methodological topics applicable to multiple disciplines within the field of the social and behavioral sciences

Part C. RELEVANT MERITS

C.1. Publications (including books)

Carter, E., Leonard, P., **Onwuegbuzie, A. J.**, Rose, P., & Sabates, R. (2021). *Teaching quality in secondary education in Rwanda: Evidence from STEM teachers*. Leaders in Teaching Research and Policy Series, March 2021, REAL Centre, University of Cambridge. <https://www.educ.cam.ac.uk/centres/real/publications/Teaching%20quality%20in%20secondary%20education%20in%20Rwanda-%20Evidence%20from%20STEM%20teachers.pdf>

Carter, E., **Onwuegbuzie, A. J.**, Singal, N., & van der Velde, L. (2021, January 1). Perceptions of teaching quality in Rwandan secondary schools: A contextual analysis. *International Journal of Educational Research*, 109(2):101843. <https://doi.org/10.1016/j.ijer.2021.101843>

Carter, E., **Onwuegbuzie, A. J.**, Singal, N., & van der Velde, L. (2021). What makes a 'good teacher' and constitutes 'quality teaching': practitioner perspectives from Rwandan secondary schools. Leaders in Teaching Research and Policy Series, February 2021. Laterite, Rwanda and REAL Centre, University of Cambridge. <https://www.educ.cam.ac.uk/centres/real/publications/What%20makes%20a%20good%20teacher%20and%20constitutes%20quality%20teaching.pdf>

Daley, C. E., & **Onwuegbuzie, A. J.** (2020). Race and intelligence: It's not a black and white issue. In R. J. Sternberg & S. B. Kaufman (Eds.), *The Cambridge Handbook of Intelligence*. Cambridge University Press.

Hitchcock, J. H., & **Onwuegbuzie, A. J.** (2020). Developing mixed methods crossover analysis approaches. *Journal of Mixed Methods Research*, 14, 63-83. <https://doi.org/10.1177/1558689819841782>

Hitchcock, J. H., & **Onwuegbuzie, A. J.** (Eds.). (2022). *Routledge handbook for advancing integration in mixed methods research*. Routledge.

Johnson, R. B., & **Onwuegbuzie, A. J.** (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26. <https://doi.org/10.3102/0013189X033007014>

Johnson, R. B., **Onwuegbuzie, A. J.**, & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1, 112-133. <https://doi.org/10.1177/1558689806298224>

Onwuegbuzie, A. J., Bustamante, R. M., & Nelson, J. A. (2010). Mixed research as a tool for developing quantitative instruments. *Journal of Mixed Methods Research*, 4, 56-78. <https://doi.org/10.1177/1558689809355805>

Onwuegbuzie, A. J., & Combs, J. P. (2010). Emergent data analysis techniques in mixed methods research: A synthesis. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 397-430). Sage.

Onwuegbuzie, A. J., & Frels, R. K. (2016). *Seven steps to a comprehensive literature review: A multimodal and cultural approach.* Sage.

Onwuegbuzie, A. J., & Johnson, R. B. (Eds.). (2021). *The Routledge reviewer's guide to mixed methods research analysis.* Routledge.

Onwuegbuzie, A. J., Ojo, E. O., Burger, A., Crowley, T., Adams, S. P., & Bergsteedt, B. T. (2020). Challenges experienced by students at Stellenbosch University that hinder their ability successfully to learn online during the COVID-19 era: A demographic and spatial analysis. *International Journal of Multiple Research Approaches*, 12(3), 240-281. <https://doi.org/10.29034/ijmra.v12n3editorial2>

Onwuegbuzie, A. J., & Tashakkori, A. (2015). Utilizing mixed research and evaluation methodology in peace psychology and beyond. In D. Bretherton & S. F. Law (Eds.), *Methodologies in peace psychology: Peace research by peaceful means* (pp. 115-137). Springer.

Onwuegbuzie, A. J., & Teddlie, C. (2003). A framework for analyzing data in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 351-383). Sage.

Onwuegbuzie, A. J., Witcher, A. E., Collins, K. M. T., Filer, J. D., Wiedmaier, C. D., & Moore, C. W. (2007). Students' perceptions of characteristics of effective college teachers: A validity study of a teaching evaluation form using a mixed-methods analysis. *American Educational Research Journal*, 44, 113-160. <https://doi.org/10.3102/0002831206298169>

Sechelski, A., & **Onwuegbuzie, A. J. (2019).** A call for enhancing saturation at the qualitative data analysis stage via the use of multiple qualitative data analysis approaches. *The Qualitative Report*, 24, 795-821. <https://nsuworks.nova.edu/tqr/vol24/iss4/11>

C.2. Research projects and grants

- Secondary education in Rwanda under Professor Pauline Rose (Principal Investigator) (funded by Mastercard Foundation)

Membership of Professional Bodies/Associations

- Contributing Faculty, College of Social and Behavioral Sciences, Walden University
- Editor-in-Chief, *International Journal of Multiple Research Approaches* (www.ijmra.org)
- Co-Editor, *Research in the Schools* (<http://www.msera.org/publications-rits.html>)
- Co-Founder and Co-Director, Dialectical Publishing
- Licensed Secondary School Teacher (Teacher Reference No. RP85/51561)
- Mixed Methods International Research Association, Past President (www.mmira.org)
- Mixed Methods International Research Association, External Relations
- National Research Foundation (NRF) "A" Rating