

# Afi Y. Wiggins, Ph.D.

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## EDUCATION

- 2014            **Ph.D., Research Statistics and Evaluation**  
University of Virginia, Charlottesville
- 2003            **Ed.S., Educational Leadership & Research and Evaluation Methodology**  
University of Alabama at Birmingham
- 2001            **M.Ed., Educational Administration**  
University of Montevallo, Alabama
- 1999            **B.S., Early Childhood and Elementary Education**  
University of Montevallo, Alabama

## PROFESSIONAL EXPERIENCE

- 2021–present    **Director, Strategy and Impact**, The Charles A. Dana Center at The University of Texas at Austin  
Provide executive leadership and development of comprehensive and coherent strategies to support the success of the Center. Serve as a member of the Dana Center Leadership team to operationalize the Center vision and mission across its portfolio of projects and initiatives. Lead a diverse team of grant writers, project managers, and researchers that provides oversight and direction for strategic planning processes and associated implementation for all major workstreams across the Center. Lead the development and implementation of new structures and processes for fundraising, establishing a culture of philanthropy, and connecting impact to a system for internal learning. Lead processes and activities designed to establish organizational culture that supports learning, collaboration, and collective responsibility to enhance professional relationships, job satisfaction, and organizational effectiveness.
- 2017–2021      **Director, Evaluation and Research**, The Charles A. Dana Center at The University of Texas at Austin  
Lead the development of comprehensive and coherent strategies for research and evaluation initiatives. Assess the quality, efficacy, and impact of Center work. Implement evaluation and research designs that promote equity. Create and implement research and evaluation designs and develop theory of treatment and logic models. Identify appropriate outcome measures and instrumentation. Supervise and support members of the evaluation and research team. Manage internal and external collaborations to ensure research and evaluation work is completed on time and with quality. Supervise the management of data from state and national longitudinal databases. Perform and supervise the performance of quantitative and qualitative analyses. Produce research and evaluation reports for funders. Represent the Center at local, state, national, and international convening of researchers and evaluators to communicate outcomes and impacts of the Center’s work.
- 2015–2017      **Senior Research Analyst**, Texas State University, San Marcos  
Performed complex statistical analyses, including t-tests, chi-square, logistic regression, propensity score matching, and regression discontinuity. Wrote MySQL commands and procedures and indexes to build and maintain databases with billions of educational and workforce records. Mined and managed Texas Education Resource

Center databases. Created and maintained longitudinally linked data sets for use in statistical analyses. Developed procedures to validate data integrity. Collaborated with faculty to develop quantitative research, evaluation, and/or data analyses design and methodology. Managed all aspects of data collection through externally hosted event management system, including creating events, pre- and post-survey events, event emails, and data reporting. Drafted research and data analyses for publication in professional journals. Conducted workshops on quantitative research, evaluation, and statistical design and methodology for faculty.

- 2014–2015 **Research and Evaluation Analyst II**, Austin Independent School District, Texas  
 Led research, evaluation, and statistical analyses projects in the areas of college readiness, postsecondary enrollment and persistence, and career and technical education. Collaborated with teams of program evaluation staff, district staff, and community partners on multiple evaluation projects. Created and managed longitudinally linked data sets for statistical analyses and reporting. Elicited data and other information needed to formulate evaluation questions. Developed logic models for program evaluation designs. Assisted in the identification and development of measurable objectives. Developed evaluation designs and timelines for multiple projects. Managed collection of input, process, and outcome data. Selected and developed instruments needed to measure attainment of program objectives. Analyzed quantitative and qualitative data. Employed appropriate statistical data analyses techniques. Evaluated existing research and data sets for the applicability to existing projects. Developed innovative data collection systems. Designed, updated, and maintained current key data sets. Drafted and published evaluation reports and research findings from quantitative and qualitative research.
- 2007–2011 **Research Coordinator**, University of Virginia Curry School of Education and University of Virginia Women’s Center, Young Women Leaders Program (YWLP), Charlottesville  
 Conducted program evaluations of various aspects of a mentoring program pairing college women with middle school girls. Conducted qualitative research and mixed-methods research, data analysis, and reporting. Assisted in developing an observation protocol to evaluate the dynamics and effectiveness of group interactions between mentors and mentees. Assisted in the development of interview protocols. Conducted more than 100 in-depth interviews with middle school girls and college women. Performed mid-scale database management. Presented and published research findings internally and at professional conferences.
- 2007–2010 **Research Analyst**, Piedmont Virginia Community College, Office of Institutional Research, Planning, and Institutional Effectiveness, Charlottesville  
 Developed surveys and performed data analysis to assess the effectiveness of educational and administrative programs. Maintained small- and mid-scale databases of quantitative and qualitative survey data. Responsible for data analysis and reporting of results from a preconstructed large-scale database (known as the Community College Survey of Student Engagement) for the purposes of internal program improvement. Performed internal program evaluation using Southern Association of College and Schools criteria. Assisted with the development and implementation of an online performance evaluation tool linking course curricula, course grading systems, and faculty and student performance evaluations.
- 2005–2007 **Director of Assessment**, Alabama State University, College of Education, Montgomery  
 Assumed all responsibilities associated with serving in a newly developed position, including establishing the policies and protocols that guide service in the position

today. Developed teacher education program assessment and evaluation system based on National Council of Accreditation in Teacher Education and state criteria and standards. Responsible for quantitative and qualitative data collection, analysis, interpretation, and report writing related to the assessment and evaluation of all aspects of each teacher education program, curricular unit, and administrative unit. Developed and organized preservice teacher intervention programs around teacher certification and licensure tests (Praxis I and II). Research and strategic planning on alternative career pathways for teacher education graduates. Collaborated with district superintendents and school principals on developing strategies and policies for teachers to gain *highly qualified* status according to the No Child Left Behind law.

### **SELECTED COMMITTEE MEMBERSHIP**

*Member, Research and Learning Agenda Development Committee, Greater Texas Foundation*

*Member, Data Advisory Committee, Texas Association of Community Colleges*

*Member, Knowledge Development Committee, Texas Association of Community Colleges*

### **SELECTED PUBLICATIONS**

Van Overschelde, J. P., & Wiggins, A. Y. (2019, September). Teacher preparation pathways: Differences in program selection and teacher retention. *Action in Teacher Education*.  
DOI: 10.1080/01626620.2019.1656116

Paulson, E. J., Van Overschelde, J. P., & Wiggins, A. Y. (2018). *Policy brief: Accelerated developmental reading and writing coursework and student preparedness for college-level reading-intensive and writing-intensive courses in Texas community colleges*. Austin, TX: The University of Texas at Austin Education Research Center.

Deringer, S. A., & Wiggins, A. Y. (2018). Lasting impacts of outdoor orientation programming: A preliminary study using longitudinal data. *Journal of Outdoor Recreation, Education, and Leadership*, 10(2), 139–152.

Van Overschelde, J. P., & Wiggins, A. Y. (2017, June). Planting seeds in fertile soil: Assessing teacher employment environments in Texas. *The Journal of the Consortium of State Organizations for Texas Teacher Education: Texas Educator Preparation*, 1, 7–20.

Deutsch, N. L., Wiggins, A. Y., Henneberger, A., & Lawrence, E. (2012, September). Combining mentoring with structured group activities: A potential after-school context for fostering relationships between girls and mentors. *The Journal of Early Adolescence*, 33, 44–76.

### **SELECTED PRESENTATIONS**

*Teacher preparation pathways: Differences in program selection and teacher retention*. Paper presented at the American Educational Research Association (AERA) annual meeting, Toronto, Canada (April 2019).

*Accelerated developmental reading and writing coursework and student preparedness for college-level reading-intensive and writing-intensive courses in Texas community colleges*. Paper presented at the AERA annual meeting, New York, NY (April 2018).

*Do accelerated developmental integrated reading & writing courses in Texas prepare students for college-level coursework?* Paper presented at the AERA annual meeting, New York, NY (April 2018).

*InTASC model core teaching standards: Empirical research support for a new vision for teacher standards*. Paper presented at the AERA annual meeting, New Orleans, LA (April 2011).

*Examining mentors' inter-group learning through the lens of family and community relationships.* Paper presented at the 10th Annual Diversity Challenge: Race and Culture in Teaching, Training, and Supervision of the Institute for the Study and Promotion of Race and Culture at Boston College, Boston, MA (October 2010).

*Fostering connection: Mentoring groups as a context for relational development for adolescent girls and their mentors.* Paper presented at the 13th Biennial Meeting of the Society for Research on Adolescence, Philadelphia, PA (March 2010).

*Using the Praxis II and professional education standards to revamp curriculum: Preparing educators for success.* Paper presented at the American Association of Colleges for Teacher Education annual meeting, New York, NY (February 2007).

*Aligning national, state, and local curriculum standards and authentic classroom assessments to enhance student achievement in reading and mathematics.* Paper presented at the Association of Teacher Educators (ATE) annual meeting, San Diego, CA (February 2007).

*The teacher test: A path to licensure or a change agent?* Paper presented at the ATE summer conference, Philadelphia, PA (August 2006).

#### **PROFESSIONAL MEMBERSHIPS**

American Educational Research Association

American Evaluation Association

Society for Research on Educational Effectiveness