

Casey E. George, Ph.D.

1905 S. First Street
Louisville, KY 40292
502-852-0637

c0geor02@louisville.edu

EDUCATION

Ph.D. Educational Policy Studies	2009
University of Illinois at Urbana-Champaign	
Dissertation: <i>Rethinking the STEM fields: The importance of definitions in examining women's persistence and success in the sciences</i>	
M.B.A. Nonprofit Management	2005
Roosevelt University	
B.A. Spanish (cum laude)	2000
Sewanee: The University of the South	

AREAS OF SCHOLARLY INTEREST

Postsecondary access and equity; Underrepresented students; STEM participation; Tuition transparency; Education policy and programs

PROFESSIONAL EXPERIENCE

<i>Assistant Professor</i>	2015 – present
Higher Education Administration University of Louisville	
<i>Program Director</i>	2019 – present
Higher Education Administration University of Louisville	
<i>Assistant Director</i>	2016 – present
Center for Economic Education University of Louisville	
<i>Professional and Field Affiliate</i>	2016 – 2018
Center for Research on Higher Education Outcomes, New York University	
<i>Postdoctoral Research Fellow</i>	2012 – 2015
Institute of Education Sciences, University of Illinois at Urbana-Champaign	
<i>Adjunct Assistant Professor</i>	2010 – 2015
Education Policy, Organization, and Leadership, University of Illinois at Urbana-Champaign	

<i>Research Consultant</i> Illinois Education Research Council	2010 – 2013
<i>Project Director and Research Associate</i> Project STEP-UP, University of Illinois at Urbana-Champaign	2009 – 2012
<i>Teaching Assistant</i> Educational Policy Studies, University of Illinois at Urbana-Champaign	2008
<i>Research Assistant</i> Educational Policy Studies, University of Illinois at Urbana-Champaign	2006 – 2009
<i>Teaching Assistant</i> Global Studies Initiative, University of Illinois at Urbana-Champaign	2005 – 2006

PUBLICATIONS

*Denotes co-authorship with a graduate student

Peer-Reviewed Publications

Metz, M., Immekus, J., Lyle, K.B., & George, C.E. (in review). “Effects of active engagement and spaced retrieval practice on knowledge and application of a self-assessment rubric”.

Buckley, J.B., Rivers, I., Pifer, M., **George, C.E.** & Taylor, P. (in review). “Not drawing attention to ourselves”: Campus climate and sense of belonging for ROTC cadets.

Lee, Y.*, Pond, A.*, Hums, M. & **George, C.E.** (in review). The KUSF and the NCAA: A comparative study of national collegiate sport organizations’ academic policies.

Buckley, J.B., **George, C.E.**, Colston, J.*, & Burrell, A.* (in revision). Campus climate and sense of belonging for women in Reserve Officer Training Corps programs.

Davis L.A., Wolniak, G.C., **George, C.E.**, & Nelson, G.R. (2019). Demystifying tuition: A content analysis of the information quality of public college and university websites. *AERA Open*, 5(3), 1-27.

Skultety, L. *, & **George, C.E.** (2019). “I’m in the mathematical sciences because...” Examining Underrepresented Students’ Motivations for Pursuing Math. *Journal of Women and Minorities in Science and Engineering*, 25(1), 25-52.

George, C.E., Skultety, L. *, & Congleton, R. (2018). Faculty perceptions of what makes a student successful in the mathematical sciences. *Kentucky Journal of Excellence in College Teaching and Learning*, 15, 41-57.

Ganley, C., **George, C.E.**, Robinson-Cimpian, J.P., & Makowski, M.* (2018). Gender equity in college majors: Looking beyond the STEM/Non-STEM dichotomy for answers regarding female participation. *American Educational Research Journal*, 55(),

453-487. Available online

<http://journals.sagepub.com/doi/pdf/10.3102/0002831217740221>

- George, C.E.,** Castro, E., & Rincon, B. (2018). Investigating the origins of STEM intervention programs: An isomorphic analysis. *Studies in Higher Education*. Available online April 9, 2018: <https://doi.org/10.1080/03075079.2018.1458224>
- George, C.E.,** Saclarides, E.S.*, & Lubienski, S.T. (2018). A difference of priorities? Why U.S. and international students consider leaving doctoral programs. *Studies in Graduate and Postdoctoral Education*, 9(1), 38-57.
- Rincon, B., & **George-Jackson, C.E.** (2016). Examining departmental climate for women in Engineering. *Journal of College Student Development*, 57(6), 742–747.
- Ruud, C.M., Saclarides, E.S.*, **George-Jackson, C.E.,** & Lubienski, S.T. (2016). Tipping points: Doctoral students and considerations of departure. *Journal of College Student Retention: Research, Theory & Practice*. Available online August 30, 2016: <http://csr.sagepub.com/content/early/2016/08/30/1521025116666082.full.pdf+html>
- Rincon, B. & **George-Jackson, C.E.** (2016). STEM intervention programs: funding practices and challenges. *Studies in Higher Education*, 41(3), 429–444
- Hillman, N.W., Gast, M.J., & **George-Jackson, C.E.** (2015). When to begin? Socioeconomic and racial/ethnic differences in financial planning, preparing, and saving for college. *Teachers College Record*, 117(8), 1–28.
- George-Jackson, C.E.** & Gast, M. J. (2014). Addressing Information gaps: Disparities in financial awareness and preparedness on the road to college. *Journal of Student Financial Aid*, 44(3).
- Williams, M.M.* & **George-Jackson, C.E.** (2014). Using and doing science: Gender, self-efficacy, and science identity of undergraduate students in STEM. *Journal of Women and Minorities in Science and Engineering*, 20(2), 99–126.
- George-Jackson, C.E.** (2014). Undergraduate women’s persistence in the sciences. *NASPA Journal about Women in Higher Education*, 7(1), 96–119.
- Lichtenberger, E. & **George-Jackson, C.E.** (2013). Predicting high school students’ interest in majoring in a STEM field: Insight into high school students’ postsecondary plans. *Journal of Career and Technical Education*, 28(1), 19–38.
- George-Jackson, C.E.,** Rincon, B.*, & G. Martinez, M.* (2012). Low-income students in Engineering: Considering financial aid and differential tuition. *Journal of Student Financial Aid*, 42(2), 4–24.
- George-Jackson, C.E.** & Rincon, B.* (2011). *Establishing legitimacy among STEM intervention*

programs: *The need for evaluation*. American Society for Quality.
<http://asq.org/edu/2011/06/benchmarking/establishing-legitimacy-among-stem-intervention-programs-the-need-for-evaluation.pdf>

George-Jackson, C.E. (2011). STEM switching: Examining “departures” of undergraduate women in STEM fields. *Journal of Women and Minorities in Science and Engineering*, 17(2), 149-171.

George-Jackson, C.E. (2010). The cosmopolitan university: The medium toward global citizenship and justice. *Policy Futures in Education*. 8(2), 191-200.

George-Jackson, C.E. (2008). The Spellings Commission on the Future of Higher Education: Global competitiveness as a motivation for postsecondary reform. *Higher Education in Review*. 5, 67–98.

Contributions to Edited Volumes

Wolniak, G.C., **George, C.E.**, & Nelson, G.R. (2019). The emerging differential tuition era among U.S. public universities. In Teixeira, P.N., Veiga, A., Rosa, M.J., and Magalhães, A. (Eds.). *Under Pressure: Higher Education Institutions Coping with Multiple Challenges*. Sense Publishers, 191–214.

George, C.E., Ingle, W.K., & Pogodzinski, B. (2018). Exploring the politics of collective bargaining and unions in education. *Education Policy*, 1–9.
<http://journals.sagepub.com/doi/pdf/10.1177/0895904817752882>

Linley, J.* & **George-Jackson, C.E.** (2013). Addressing underrepresentation in biomedical and behavioral research through undergraduate interventions. In Watt, S. & Linley, J. (Eds.) *Creating Successful Multicultural Initiatives in Higher Education and Student Affairs*. New Directions in Student Services. 2013(144), 97–102.

George-Jackson, C.E. (2012). “Counterpoint: Will an increased focus on the market economy and global competition in K-12 public education result in improved quality?” In Brown, F., Hunter R., & Donahoo, S. (Eds.) *Debating Issues in American Education: School Governance*. Sage Publications, vol. 7, 216–224.

George-Jackson, C.E. & Rincon, B.* (2012). “Increasing sustainability of STEM intervention programs through evaluation.” In Furst-Bowe, J., Padro, F., & Veenstra, C. (Eds.). *Advancing the STEM agenda: Quality improvement supports STEM*. ASQ Quality Press, 249–266.

George-Jackson, C.E. (2012). “Introduction: Definition of STEM.” In Furst-Bowe, J., Padro, F., & Veenstra, C. (Eds.). *Advancing the STEM agenda: Quality improvement supports STEM*. ASQ Quality Press, 2.

Span, C.M. & **George-Jackson, C.E.** (2010). "Integration of Schools." In Craig

Kridel (Ed.), *Encyclopedia of Curriculum Studies*. New York: Sage Publications, vol. 1, 485-487.

White Papers and Briefs

George-Jackson, C.E. & Lichtenberger, E.J. (2012). *College confidence: How sure high school students are of their future majors*. Illinois Education Research Council. Policy Research: IERC 2012-2. Retrieved June 12, 2012 from [http://ierc.siue.edu/documents/2012-2/STEM Major Confidence.pdf](http://ierc.siue.edu/documents/2012-2/STEM%20Major%20Confidence.pdf)

George-Jackson, C.E. (2012). *Influences of students' college attendance: The importance of parents*. Project STEP-UP. University of Illinois at Urbana-Champaign. Retrieved April 5, 2012, from <http://stepup.education.illinois.edu/sites/default/files/college%20attendance.pdf>

George-Jackson, C.E. (2012). *Generation Me: Influences of students' choice of major*. Project STEP-UP. University of Illinois at Urbana-Champaign. Retrieved March 12, 2012, from <http://stepup.education.illinois.edu/sites/default/files/GenerationMe.pdf>

George-Jackson, C.E., Harwell, E.* & Houston, D.A.* (2011). *Social engagement of undergraduates: Do majors matter?* Project STEP-UP. University of Illinois at Urbana-Champaign. Retrieved October 10, 2011, from <http://stepup.education.illinois.edu/sites/default/files/STEP-UP%20Social%20Engage-1.pdf>

George-Jackson, C.E. (2011). *Exploring intergenerational influences on first-generation college students*. SBE 2020: Future Research in the Social, Behavioral & Economic Sciences. National Science Foundation. Retrieved January 27, 2011, from http://www.nsf.gov/sbe/sbe_2020/submission_detail.cfm?upld_id=206

George-Jackson, C.E., Rincon, B.E.* & Baber, L.D. (2011). *STEM intervention programs at large, public, research universities: Common trends and challenges*. Project STEP-UP. University of Illinois at Urbana-Champaign. Retrieved February 7, 2011, from http://stepup.education.illinois.edu/sites/default/files/Intervention%20Program%20Trends_Jan2011.pdf

Reports and Evaluations

George-Jackson, C.E. & Jimenez, M. (2011). *2011 Next steps institute*. Association of Science Materials Centers.

George-Jackson, C.E., Ikenberry, S.O., Kienzl, G.S., Provezis, S., Rich, R. F., & Sotirovic, M. (2008). *What do people think? Results from an Illinois Public Opinion Survey*. Prepared for the Higher Education Summit, June 24, 2008. Urbana, IL: University of Illinois.

George-Jackson, C.E., Makela, J.P., & White, J. (2007). *Advising voices from the field: An evaluation of the Illinois Course Applicability System*. University of Illinois at Urbana-Champaign.

Book Reviews

- Colston, J.* & **George, C.E.** (2018). [Review of the book *Apocalyptic leadership in education: Facing an unsustainable world from where we stand*]. *Teachers College Record*. Retrieved March 20, 2018 from <http://www.tcrecord.org/Content.asp?ContentID=22307>
- George-Jackson, C.E.** (2008) [Review of the book *Integrating the 40 acres: The fifty-year struggle for racial equality at the University of Texas*]. *Education Review*. Retrieved December 18, 2008 from <http://edrev.asu.edu/reviews/rev745.htm>
- George-Jackson, C.E.** (2007). [Review of the book *Declining by degrees*]. *Policy Futures in Education*, 5(4), 581–584. Retrieved September 4, 2007, from http://www.wwords.co.uk/pfie/content/pdfs/5/issue5_4.asp
- George-Jackson, C.E.** (2007). [Review of the book *Urban high school students and the challenge of access: many routes, different paths*]. *Education Review*. Retrieved August 22, 2007, from <http://edrev.asu.edu/reviews/rev587.htm>
- George-Jackson, C.E.** (2007). [Review of the book *The sista' network: African–American women faculty successfully negotiating the road to tenure*]. *Education Review*. Retrieved June 12, 2007, from <http://edrev.asu.edu/reviews/rev568.htm>

Works in Progress

- George, C.E.**, Buckley, J., Colston, J.*, & Burkes, L.* (in progress). Sense of belonging by race and ethnicity in ROTC programs.
- George, C.E.**, Wolniak, G., Nelson, G., & Colston, J.* (in progress). Bottom line up front: Results from a randomized experiment on interpreting college tuition information
- George, C.E.**, Buckley, J.B., Rivers, I. & Pratt, T. (in progress). “So Many Opportunities Laid Out Before Me”: College Students’ Decisions to Join Army ROTC

RESEARCH SUPPORT

Funded – Principal or Co-Principal Investigator

Funder: U.S. Department of the Army/Cadet Command

Project Title: *Master Educator Course & Metacognition, Learning, and Instructional Excellence: Higher Education Administration; Project 701-20*

Principal Investigator: Jeffrey C. Sun, J.D., Ph.D. (University of Louisville)

Period: 11/01/19 – 07/31/20

Funding: estimated \$427,031

Role: Co-Investigator responsible for intervention delivery (\$11,654)

Funder: U.S. Department of the Army/Cadet Command

Project Title: *Master Educator Course & Metacognition, Learning, and Instructional Excellence: Higher Education Administration; Project 703-19*

Principal Investigator: Jeffrey C. Sun, J.D., Ph.D. (University of Louisville)

Period: 05/01/19 – 12/31/19

Funding: estimated \$615,527

Role: Co-Investigator responsible for intervention delivery (\$10,445)

Funder: U.S. Department of the Army/Cadet Command

Project Name: *Cadre and Faculty Development Course & Metacognition, Learning, and Instructional Excellence: Higher Education Administration; Projects 701-18 and 702-18*

Principal Investigator: Jeffrey C. Sun, J.D., Ph.D. (University of Louisville)

Period: 04/01/17 – 02/28/18

Funding: \$1,049,919.06

Role: Co-Investigator responsible for intervention delivery (\$27,118)

Funder: Spencer Foundation

Project Title: *Improving Transparency in College Costs: Examining College Attendance in the era of Differential Tuition Practices*

Principal Investigator: Wolniak, G. (New York University)

Period: May 1, 2016 – December 31, 2017

Amount: \$50,000

Role: Co-Principal Investigator and Principal Investigator on subcontract awarded to University of Louisville (\$19,954)

Funder: U.S. Department of the Army/Cadet Command

Project Name: *Cadre and Faculty Development Course & Metacognition, Learning, and Instructional Excellence: Higher Education Administration; Projects 701-17 and 702-17*

Principal Investigator: Jeffrey C. Sun, J.D., Ph.D. (University of Louisville)

Period: 11/01/16 – 02/28/17

Funding: \$2,424,862.12

Role: Co-Investigator responsible for intervention delivery (\$40,330)

Funder: National Science Foundation

Project Title: *National Alliance for Doctoral Studies in Mathematical Sciences: Research Proposal*

Principal Investigator: George-Jackson, C.E.

Period: August 1, 2012–August 31, 2015

Amount: \$300,754

Role: Principal Investigator

Funded – Senior Personnel

Funder: National Science Foundation

Project Title: *Underrepresented Undergraduates in STEM at Large Research Universities: From Matriculation to Degree Completion*

Principal Investigator: Trent, W.T.

Period: 2009–2012; renewed 2000–2013

Amount: \$1,710,011

Role: Project Director and Research Associate; co-developed and co-authored grant proposal

Funder: Ford Foundation

Project Title: *Underrepresented Undergraduates in STEM: The Impact of Recruitment and Retention Intervention Programs at Large, Research-Intensive, Public Universities*

Principal Investigator: Trent, W.T.

Period: 2008–2009; extended 2010).

Amount: \$140,000

Role: Graduate Assistant (2008–2009) and Research Associate (2010); co-developed and co-authored grant proposal

Funder: Alfred P. Sloan Foundation

Project Title: *Underrepresented Undergraduates in STEM: From Matriculation to Degree Completion at Large, Research-Intensive, Public Universities*

Principal Investigator: Kienzl, G.S.

Period: 2008–2009; extended 2010

Amount: \$45,000

Role: Graduate Assistant; co-developed and co-authored grant proposal

Not Funded

Funder: Spencer Foundation

Project Title: *How Higher Education is Coping with the COVID-19 Crisis: Changes in Institutional Tuition Setting in the Differential Tuition Era*

Principal Investigator: George, C.E.

Period: 7/1/2020 – 6/1/2021

Amount: \$49,956

Role: Co-Principal Investigator

Funder: National Science Foundation

Project Title: *ACCESS: Academic Career and Community Empowerment for STEM Scholars*

Principal Investigator: Fuselier, L.C.,

Period: 7/1/2017–6/30/2022

Amount: \$999,998

Role: Co-Principal Investigator

Funder: Gheens Foundation

Project Title: *Enhancing College Going Through Financial Literacy*

Principal Investigator: Gross, J.

Period: 10/1/2017 – 6/1/2018

Amount: \$20,224

Role: Co-Principal Investigator

Funder: American Educational Research Association

Project Title: *Improving transparency of the research on undergraduate tuition*

Principal Investigator: George-Jackson, C.E.

Period: 1/1/2017 – 12/31/2017

Amount: \$20,000
Role: Principal Investigator

Funder: Kentucky Council on Postsecondary Education Improving Educator Quality Program
Project Title: *Teaching financial literacy by understanding how to pay for postsecondary education*

Principal Investigator: Gross, J.
Period: 7/1/2016 – 6/30/2018
Amount: \$129,177
Role: Co-Principal Investigator

Funder: National Science Foundation
Project Title: *ACCESS: Academic Career and Community Empowerment for STEM Scholars*
Principal Investigator: Fuselier, L.C.
Period: 7/1/2016 – 6/30/2022
Amount: \$999,945
Role: Co-Principal Investigator

Funder: University of Louisville Executive Vice President for Research and Innovation
Project Title: *Building research capacity to study differential tuition practices*
Principal Investigator: George-Jackson, C.E.
Period: 1/1/2016 – 12/31/2016
Amount: \$2,906
Role: Principal Investigator

Funder: WT Grant Foundation
Project Title: *Improving transparency surrounding college costs: Addressing inequality in college attendance by examining differential tuition practices (Letter of Intent)*
Principal Investigator: Wolniak, G.
Period: January 1, 2016 – December 31, 2017
Amount: \$229,024
Role: Co-Principal Investigator

Funder: U.S. Department of State
Project Title: *Women in University Administration Professional Exchange*
Principal Investigator: Gross, J.P.K.
Period: 10/1/2015 – 9/30/2016
Amount: \$224,987
Role: Co-Principal Investigator

CONFERENCE PAPERS and PRESENTATIONS

Conference Presentations

George, C.E., Nelson, G., & Wolniak, G. (2020). *Coping with crisis: Institutional tuition setting and communication in the wake of COVID_19*. November 18 – 21, 2020. Association for the Study of Higher Education, virtual conference. [Withdrew]

- Buckley, J., Rivers, I., **George, C.**, & Pifer, M. (2020). *“Not drawing attention to ourselves”:* *Campus climate and sense of belonging for ROTC Cadets.* November 18 – 21, 2020. Association for the Study of Higher Education, virtual conference.
- Wolniak, G.W., Ford, K., Perna, L., **George, C.E.**, McGuire, M., & Quarles, D. (2019). *Improving college communication strategies: Advancing research and policymaking for greater information transparency (Interactive Symposium).* November 13-14, 2019. Association for the Study of Higher Education, Council on Public Policy in Higher Education. Portland, OR.
- Wolniak, G.C., **George, C.E.**, & Nelson, G. (2019). *Coping with misinformation and lack of tuition transparency in today's complex higher education environment.* August 25 – 28, 2019. EAIR – European Higher Education Society. Leiden, The Netherlands.
- Wolniak, G.C. Davis, L., **George, C.E.**, & Nelson, G.R. (2019). *Institutional policy and the struggle to maintain tuition transparency in an increasingly complex environments.* AAC&U Annual Meeting. January 23-26, 2019 Atlanta, GA.
- Buckley, J., **George, C.E.**, Colston, J., & Burrell, A.R. (2018). *Campus climate and sense of belonging for women in Reserve Officer Training Corps Programs.* November 15-17, 2018. Association for the Study of Higher Education. Tampa, FL.
- Nelson, G.R., Wolniak, G.C., **George, C.E.**, & Davis, L. (2018). *Institutional policy and the struggle to maintain tuition transparency in an increasingly complex environment.* May 10-11, 2018. 2018 Public Policy Forum, Denver, CO.
- Davis, L.A., Wolniak, G.C., **George, C.E.**, Nelson, G.R., Kwon, C., & Zuccaro, E. (2018). *Demystifying tuition: Building a framework for information quality and accessibility.* April 13-17, 2018. American Educational Research Association. New York, NY.
- George, C.E.**, Wolniak, G., Nelson, G., & Colston, J. (2018). *Bottom line up front: Results from a randomized experiment on interpreting college tuition information.* April 13-17, 2018. American Educational Research Association. New York, NY.
- Nelson, G.R., Wolniak, G.C., & **George, C.E.** (2017). *Differential tuition and enrollment patterns of students from low socioeconomic status backgrounds at a public research university.* International Journal of Arts & Sciences (IJAS) International Conference for Education. November 28 – December 1, 2017. Freiburg, Germany.
- George, C.E.**, Wolniak, G., Nelson, G., & Colston, J. (2017). *Navigating the complexities associated with financial aid and tuition policies.* November 8-11, 2017. Association for the Study of Higher Education. Houston, TX.
- George, C.E.**, Buckley, J., Colston, J., & Burkes, L. (2017). *Racial and ethnic minority students’*

- sense of belonging in ROTC programs.* November 8-11, 2017. Association for the Study of Higher Education. Houston, TX.
- Wolniak, G., Nelson, G., & **George-Jackson, C.E.** (2017). *Unmasking college costs: Challenges in the era of differential tuition practices.* September 3– September 6, 2017. EAIR – European Higher Education Society. Porto, Portugal.
- Wolniak, G., Nelson, G., & **George-Jackson, C.E.** (2017). *Unmasking college costs: Challenges in the era of differential tuition practices.* April 27 – May 1, 2017. American Educational Research Association. San Antonio, TX.
- Wolniak, G., **George-Jackson, C.E.**, & Nelson, G. (2016). *Improving transparency in college costs in the era of differential tuition practices.* November 9–12, 2016. Association for the Study of Higher Education. Columbus, OH.
- George-Jackson, C.E.**, Wolniak, G.W., Nelson, G., & Allen, D. (2016). *Investigating and Describing Trends in Undergraduate Differential Tuition Policies at Public Four-Year Universities.* April 8–12, 2016. American Educational Research Association. Washington, DC.
- George-Jackson, C.E.**, Wolniak, G.W., Nelson, G., Druery, J., Williams, T., & Moramarco, M. (2016). *Postsecondary differential tuition practices: Challenges to researching college affordability.* March 17-19, 2016. Association for Education Finance and Policy. Denver, CO.
- Miller, E.K. & **George-Jackson, C.E.** (2016). *Success in doctoral mathematics: What do faculty members expect of their students in order for them to be successful and to what do they attribute their own success?* Research in Undergraduate Mathematics Education Session at Joint Mathematics Meeting, January 6-9, 2016, Seattle, WA.
- Ruud, C., Saclarides, E., **George-Jackson, C.E.**, & Lubienski, S.T. (2015). *Tipping points: Doctoral students and consideration of departure.* Association for the Study of Higher Education. November 4–7, 2015. Denver, CO.
- Saclarides, E., **George-Jackson, C.E.**, Ruud, C., & Lubienski, S.T. (2015). *Doctoral departure: A comparison of domestic and international students.* Association for the Study of Higher Education. November 4–7, 2015. Denver, CO.
- Congleton, R. & **George-Jackson, C.E.** (2015). *Connecting students in the mathematical sciences to information and opportunities: The National Alliance Approach.* 7th Conference on Understanding Interventions that Broaden Participation in Science Careers. May 15–17, 2015. San Diego, CA.
- George-Jackson, C.E.** & Skultety, L. (2015). *Faculty perceptions of what makes a student successful in the mathematical sciences.* American Educational Research Association. April 17–20, 2015. Chicago, IL.

- McClure, L., **George-Jackson, C.E.**, Kutzko, P., & Chaloner, K. (2014). *A new disciplinary model for increasing the number of underrepresented minorities in the mathematical sciences*. Third International Conference of STEM in Education. July 12–15, 2014. Vancouver, British Columbia.
- Robinson-Cimpian, J.P., Ganley, C.M., **George-Jackson, C.E.**, & Makowski, M. (2014). *Gender equity in college majors: Looking beyond the STEM/non-STEM dichotomy for answers regarding female participation*. American Educational Research Association. April 3–7, 2014. Philadelphia, PA.
- George-Jackson, C.E.** (2014). *High-math/high-science: High school students' confidence of their intended college major*. American Educational Research Association. April 3–7, 2014. Philadelphia, PA.
- Hillman, N., **George-Jackson, C.E.**, & Gast, M.J. (2013). *Saving for college: Examining differences by socioeconomic status*. Association for the Study of Higher Education. November 14–16, 2013. St. Louis, MO.
- Lichtenberger, E., Locke, S., & **George-Jackson, C.E.** (2013). *How does progression through college impact the academic qualifications and diversity of geosciences aspirants?* 125th Anniversary Annual Meeting and Expo of The Geological Society of America. October 27–30, 2013. Denver, CO.
- George-Jackson, C.E.** & Lichtenberger, E. (2013). *Trends in students' confidence of future majors and occupations: Lessons learned from the Illinois High School Class of 2002-2005*. Focus on Illinois Education Research Symposium. June 13–14, 2013. Champaign, IL.
- George-Jackson, C.E.**, Castro, E., & Rincon, B. (2013). *What guides the development of STEM intervention programs: Examining the role of theories of change*. American Educational Research Association, April 27–May 1, 2013, San Francisco, CA.
- Lichtenberger, E. & **George-Jackson, C.E.** (2012). *College confidence: How sure high school students are of their future majors*. Illinois ACT Conference. December 4, 2012. Springfield, IL.
- Rincon, B. & **George-Jackson, C.E.** (2012). *Examining departmental climate for women in engineering*. Association for the Study of Higher Education. November 14–17, 2012. Las Vegas, NV.
- George-Jackson, C.E.** & Lichtenberger, E. (2012). *College confidence: How sure high school students are of their future majors*. Focus on Illinois Education Research Symposium. June 11–12, 2012, Tinley Park, IL.
- Houston, D.A., **George-Jackson, C.E.**, & Rincon, B. (2012). *We know where they went but*

- where did they come from? Analysis of Illinois high school students, feeder schools, and postsecondary enrollment.* Focus on Illinois Education Research Symposium. June 11–12, 2012, Tinley Park, IL.
- Houston, D.A. & **George-Jackson, C.E.** (2012). *Academic engagement of undergraduate students majoring in STEM.* American Educational Research Association. April 13–17, 2012, Vancouver, British Columbia.
- George-Jackson, C.E.**, Rincon, B., & G. Martinez, M. (2011). *Effects of differential tuition on Low-income undergraduate students in engineering.* Association for the Study of Higher Education. November 17–19, 2011. Charlotte, NC.
- George-Jackson, C.E.** & Rincon, B. (2011). *Establishing legitimacy among STEM intervention programs: The need for evaluation.* ASQ Advancing the STEM Agenda in Education, the Workplace and Society. July 19–20, 2011, Menomonie, WI.
- Williams, M.M., **George-Jackson, C.E.**, Baber, L.D., & Trent, W.T. (2011). *Considering the role of gender in developing a science identity: Undergraduate students in Science, Technology, Engineering, and Mathematics fields at large, public, research universities.* American Educational Research Association. April 8–12, 2011. New Orleans, LA.
- Rincon, B. & **George-Jackson, C.E.** (2011). *Underrepresented students in Science, Technology, Engineering, and Mathematics (STEM): An examination of campus climate.* American Educational Research Association. April 8–12, 2011. New Orleans, LA.
- Walker, K.S., **George-Jackson, C.E.**, Rincon, B., Williams, M.M., Baber, L.D., & Trent, W.T. (2010). *From opportunity to merit: Changes in intervention programs in Science, Technology, Engineering, and Mathematics fields.* Association for the Study of Higher Education. November 17–20, 2010. Indianapolis, IN.
- George-Jackson, C.E.** (2010). *Rethinking the STEM fields: The importance of definitions in examining women's participation and success in the sciences.* Association for the Study of Higher Education. November 17–20, 2010. Indianapolis, IN.
- Rincon, B., **George-Jackson, C.E.**, Walker, K.S., Williams, M.M., Baber, L.D., & Trent, W.T. (2010). *Funding STEM intervention programs: Money speaks louder than words.* Association for the Study of Higher Education. November 17–20, 2010. Indianapolis, IN.
- Trent, W.T., Baber, L.B., **George-Jackson, C.E.**, Walker, K.S., & Williams, M.M. (2010). *STEM intervention programs at large, public, research universities: Common trend and challenges.* Council for Opportunity in Education's (COE) 29th Annual National Conference. September 1–4, 2010. San Diego, CA.
- Kienzl, G.S., **George-Jackson, C.E.**, & Trent, W.T. (2009). *Underrepresented undergraduates' persistence in STEM fields.* American Educational Research Association. April 13–17, 2009. San Diego, CA.

- Kienzl, G.S., **George-Jackson, C.E.**, & Trent, W.T. (2009). *Underrepresented students entering STEM fields*. American Educational Research Association. April 13–17, 2009. San Diego, CA.
- George-Jackson, C.E.**, Enyia, A.C., & Provezis, S. (2009). *Public opinion versus public agenda: A case study of Illinois*. American Educational Research Association. April 13–17, 2009. San Diego, CA.
- George-Jackson, C.E.**, Kienzl, G.S., & Trent, W.T. (2008). *Underrepresented students entering STEM fields*. Association for the Study of Higher Education. November 5–8, 2008. Jacksonville, FL.
- Trent, W.T., Gong, Y., & **George-Jackson, C.E.** (2008). *Evidence on what matters for underrepresented students in STEM: The Summer Research Opportunities Program (SROP) and the Gates Millennium Scholarship Program*. 2nd Annual Conference on Understanding Interventions that Encourage Minorities to Pursue Research Careers. May 3–4, 2008. Atlanta, GA.
- George-Jackson, C.E.** (2008). *The effects of the Supreme Court ruling of 2007 on minority students' learning environments and access to higher education*. American Educational Research Association. March 24–28, 2008. New York, NY.
- George-Jackson, C.E.**, Enyia, A.C., & Trent, W.T. (2007). *The relevance of social science research, expert witnesses, and legal approaches in the quest for education equity*. Association for the Study of Higher Education. November 8–10, 2007, Louisville, KY.
- George-Jackson, C.E.** (2007). *The cosmopolitan university: The medium toward global citizenship and justice*. American Sociological Association. August 11–14, 2007, New York, NY.
- George, C.E.** (2006). *Within borders, without borders: A critique of the Commission on the Future of Higher Education*. Association for the Study of Higher Education. November 2–4, 2006, Anaheim, CA.
- Invited Sessions*
- George-Jackson, C.E.** (2014). *Math Alliance Research Study*. Field of Dreams Conference, November 7–9, 2014. Mesa, AZ.
- Ganley, C.M., **George-Jackson, C.E.**, Robinson-Cimpian, J.P., & Makowski, M. (2014). *Gender equity in college majors: Looking beyond the STEM/non-STEM dichotomy for answers regarding female participation*. Institute of Education Sciences Principal Investigator Meeting. September 3, 2014. Washington, DC.
- George-Jackson, C.E.** (2014). *Science careers in search of women: Panel discussion on women in STEM*. Argonne National Laboratory. April 10, 2014. Chicago, IL.

George-Jackson, C.E. (2013). *Differential tuition and STEM*. The National Academies and the National Research Council, Committee Meeting on Barriers and Opportunities in Completing 2- and 4- Year STEM Degrees. November 12-13, 2013. Washington, DC.

George-Jackson, C.E. (2013). *Math alliance research study*. Field of Dreams Conference, November 1-3, 2013. Phoenix, AZ.

Trent, W.T., **George-Jackson, C.E.**, Walker, K.S., & Baber, L.D. (2010). *Exploring STEM trends in enrollment and persistence for underrepresented populations*. University of Illinois Higher Education Collaborative Seminar Series. November 12, 2010. Champaign, IL.

George-Jackson, C.E. (2011). Panelist. University of Illinois Foundation Philanthropy Seminar. April 12, 2011. Champaign, IL.

George-Jackson, C.E. (2010). *Equity in education: Using data to inform and implement change*. Pathways to Results Meeting. June 18, 2010. Champaign, IL.
<http://occril.illinois.edu/files/Projects/ptr/CGJ%20Presentation.pdf>

MEDIA COVERAGE

Flaherty, C. (2018). *When a field's reputation precedes it*. January 25, 2018. Inside Higher Ed.
<https://www.insidehighered.com/news/2018/01/25/study-finds-given-disciplines-perceived-gender-bias-not-math-biggest-predictor>

Quinton, S. (2017). *Why universities charge extra for engineering, business and nursing degrees*. June 1, 2017. The Pew Charitable Trust Stateline: http://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2017/06/01/why-universities-charge-extra-for-engineering-business-and-nursing-degrees?utm_campaign=2017-06-01+Stateline+Daily&utm_medium=email&utm_source=Pew

Keller, M. (2017). *60% of public research institutions now have differential tuition*. National College Access Network. May 16, 2017.
<http://www.collegeaccess.org/SD05162017Article5>

Berman, J. (2017). *Why you should look at the fine print when it comes to college costs*. MarketWatch. May 3, 2017. <http://www.marketwatch.com/story/why-you-should-look-at-the-fine-print-when-it-comes-to-college-costs-2017-05-03>

New York University. (2017). *Variations in tuition at public universities have grown, masking the cost of attendance*. American Association for the Advancement of Science EurekAlert! The Global Source for Science News. April 28, 2017.
https://www.eurekalert.org/pub_releases/2017-04/nyu-vit042717.php

Wermund, B. (2017). *Report roll call*. Politico Morning Education. April 28, 2017.

<http://www.politico.com/tipsheets/morning-education/2017/04/100-day-progress-report-trump-gets-an-incomplete-on-education-policy-220028>

Hebert, M. (2017). *Center for Economic Education*. UofL Today with Mark Hebert. January 16, 2017. <https://soundcloud.com/uofl/01-16-17-uofl-today-gross-georgejackson-felton>

Schmidt, P. (2016). *Where even experts can't figure out tuition costs*. The Chronicle of Higher Education. December 16, 2016. <http://www.chronicle.com/article/Where-Even-Experts-Can-t/238704>

Hess, C. (2016). *Paying for college is focus of CEHD research center*. November 7, 2016. <http://uoflnews.com/post/uofltoday/paying-for-college-is-focus-of-cehd-research-center/>

PRWeb. *The IERC at SIUE releases study focusing on confidence in college majors*. June 28, 2012. <http://news.yahoo.com/ierc-siue-releases-study-focusing-confidence-college-majors-232231980.html>

Forrest, S. *Numbers of women, minorities in math, science don't add up, researchers say*. University of Illinois News Bureau. August 2, 2011. http://news.illinois.edu/news/11/0802STEM_CaseyGeorge-Jackson.html

Dahl, D. *U of I project examines choices of women in science*. CBS Chicago, WBBM NewsRadio 780AM. August 8, 2011. <http://chicago.cbslocal.com/2011/08/08/u-of-i-project-examines-choices-of-women-in-science/>

Illinois Radio Network. *STEM fields program launched*. Riverbender: Alton, IL. August 9, 2011. http://www.riverbender.com/news/wbgz/rfullstory.cfm?newsfile=2011-08-09-12_STEM%20Fields%20Program%20Launched&start=61

TEACHING EXPERIENCE

University of Louisville

Higher Education Administration

Education Policy and Equity

In Person, Online

Diversity in Higher Education

In Person, Online

Cadre & Faculty Development Course/Master Educator Course

Organization and Administration in Higher Education

In Person

Program Development and Assessment

In Person

College Students in the U.S.

In Person

Collaboration and Communication for Effective Leadership

Online

Special Problems in Educational Leadership

Online

University of Illinois at Urbana-Champaign

Department of Educational Policy Studies

Access to Higher Education (Co-Instructor)

In Person

Sociology of Education (Teaching Assistant)

In Person

College of Liberal Arts & Sciences

Global Studies Initiative (Teaching Assistant) In Person

Workshops

2012-2013 AERA Institute on Statistical Analysis for Education
Policy *Math Education and Equity* (Instructional Assistant) In Person

SERVICE and ACTIVITIES

Chair

Diversity & Inclusion Committee, Chenoweth Elementary School 2019 – 2020
Search Committee for Clinical Assistant Professor/Nystrand 2019
Center Director (co-chair)

Committee Member

Search Committee for HEA/MEC Clinical Assistant Professor 2019
Educational Leadership/Organizational Development Doctoral Committee 2019 – present
College of Education and Human Development, Diversity Committee 2018 – present
College of Education and Human Development Committee on Committees 2018 – present
School Based Decision-Making Council, Chenoweth Elementary School 2019 – present
Kentucky State Treasurer’s Economic Empowerment Coalition 2017 – 2019
AERA Division J Graduate Student Travel Award Committee 2017
Faculty Handbook Committee, University of Louisville 2015 – present
Ad hoc Committee on the Recruitment of Graduate Students from Minority and Underrepresented Populations, Curriculum and Instruction, University of Illinois at Urbana-Champaign 2013 – 2014
AERA Awards Committee, Division G: Committee for Distinguished Contributions to Social Contexts in Education Research Lifetime Achievement Award 2008
Provost and Vice Chancellor for Academic Affairs Committee on the Use of Facilities, University of Illinois at Urbana–Champaign 2007 – 2008

Editorial Board Member

Politics of Education Yearbook (co-edited special issue of Education Policy with W.K. Ingle & B. Pogodzinski)	2018
National Journal About Women in Higher Education	2015 – present
Journal of Student Financial Aid	2013 – present

Reviewer

National Science Foundation	2014
U.S. Department of Education	2014
<i>Journal of Engineering Education</i>	2016
<i>American Educational Research Journal- Social & Institutional Analysis</i>	2014
<i>Educational Policy</i>	2013 – present
<i>Educational Researcher</i>	2019 – present
<i>Studies in Higher Education</i>	2012 – present

Proposal Reviewer

AERA Annual Conference (Division J and Sociology of Education)	2007 – present
ASHE Annual Conference	2007 – present
ASQ Advancing the STEM Agenda Conference	2011

Discussant

ASHE Annual Conference	2017
------------------------	------

Reader

Champaign-Urbana Martin Luther King, Jr. Essay Contest	2008 – 2009
--------------------------------------------------------	-------------

HONORS and AWARDS

Highly Commended Award Winner Emerald Literati Awards for Excellence	2019
University of Louisville Faculty Favorite	2019 – 2020 2017 – 2018 2016 – 2017
Article of the Year (with E. Lichtenberger) <i>Journal of Career and Technical Education</i>	2014
A++ Award: Advocacy, Activism, and Advancement College of Education, University of Illinois at Urbana-Champaign	2012
Young Academic Fellow Institute for Higher Education Policy and Lumina Foundation	2011 – 2012
Very Honorable Mention Award, Poster Session Division J, American Educational Research Association	2011
Outstanding Doctoral Student Medalist College of Education, University of Illinois at Urbana-Champaign	2009 – 2010

Hardie Conference Travel Award College of Education, University of Illinois at Urbana-Champaign	2009
William Chandler Bagley Fellow Scholar College of Education, University of Illinois at Urbana-Champaign	2007 – 2009
Graduate College Conference Travel Grant Award University of Illinois at Urbana-Champaign	2006 – 2008
James. D. Anderson AERA Mentorship Award College of Education, University of Illinois at Urbana-Champaign	2007
Midwest Higher Education Compact Graduate Student Waiver	2006
Phi Kappa Phi – University of Illinois	2006

ADVISING and MENTORING

Master’s Committees – Erica Harwell, University of Illinois (2013)

Doctoral Committees – Blanca Rincon, University of Illinois (2015)

- Randi Congleton, University of Illinois (2017)
- Brittany Inge, University of Louisville (2017)
- Heidi Neal, University of Louisville (2020)
- Michael Metz, University of Louisville (2021)
- Jeanne Guerrero, University of Louisville (in progress)
- Barbara Dagnan, University of Louisville (in progress)
- Tana Didelot, University of Louisville (in progress)
- Matthew McClendon, University of Louisville (in progress)
- Taylor Pratt, University of Louisville (in progress)
- Bridget Kearney, University of Louisville (in progress)

PROFESSIONAL MEMBERSHIPS

Association for the Study of Higher Education (ASHE)	2006 – present
American Educational Research Association (AERA)	2006 – present
American Sociological Association (ASA)	2006 – 2011

RELATED PROFESSIONAL EXPERIENCE

<i>Graduate Student Worker</i> Illinois Course Applicability System, University of Illinois at Urbana-Champaign	2007
<i>Assistant to the Department Head</i> Department of Public Health, Mental Health, and Administrative Nursing,	2004 – 2005

University of Illinois at Chicago	
<i>Advisement and Admissions Specialist</i>	2003 – 2004
Graduate Business Programs, University of Illinois at Chicago	
<i>Graduate Program Coordinator</i>	2001 – 2003
Department of Bioengineering, University of Illinois at Chicago	
<i>Work Study Office Assistant</i>	1996 – 2000
Office of the Vice Chancellor, Sewanee: The University of the South	

ADDITIONAL QUALIFICATIONS

IES <i>What Works Clearinghouse</i> Certified Reviewer	2012 – 2014
AERA Division J Emerging Scholars Workshop	2010
Collaborative Institutional Training Initiative (CITI) Training Module	2008 – present
Responsible Conduct of Research CITI Training Module	2011