

The 2025 Report of the American Economic Association Committee on Economic Education

The Committee held the fourteenth CTREE conference on May 28-30, 2025 at the Westin Denver Downtown in Denver, CO. A total of 135 conference submissions were received through the AEA submission portal including a mix of papers, complete paper sessions, panels, workshops, and posters. While the CTREE program has grown since the conference's inception (through addition of concurrent sessions), in recent years the program has remained fairly constant in size. The acceptance rate for the 2025 CTREE program was about 75 percent. With many quality submissions to choose from, the program committee of Scott Simkins (chair), William Bosshardt, and Scott Wolla assembled an exemplary program. The conference had 303 registered participants. Plenary talks were given by Danila Serra (Texas A&M University) and Tim Cason (Purdue University). In addition to plenary sessions, 79 papers were presented at 21 paper sessions, 11 people participated in two panel discussions, 17 people participated in a poster session, and 10 people comprised the staff at four practicum workshops. The 27 sessions were offered in five sets of five-six concurrent sessions. Eight publishers exhibited. The Committee will hold the fifteenth CTREE conference on May 27-29, 2026 at the Rio Hotel, Las Vegas, NV.

The Committee reviewed nominations for the AEA Distinguished Economic Education Award. The Award acknowledges excellence in economic education at a national level. Recipients demonstrate a sustained and impactful contribution to several areas of economic education. These areas include teaching, the development of curriculum and pedagogy, scholarship of teaching and learning (SoTL) of economics, mentoring of students and young faculty, and service at the institution, regional, and state level. A record number of nominations were received this year. A subcommittee of the CEE reviewed the strong and competitive nominations before choosing KimMarie McGoldrick (University of Richmond) as the award recipient for her significant contributions to economic education in the scholarship of teaching and learning, teaching effectiveness, mentoring students and faculty, and service to the profession. More information about the award recipient can be found on the [Distinguished Economic Education Award](#) page. The award will be conferred at the Committee on Economic Education's Friends of Economic Education Reception at the 2026 ASSA meetings.

Starting in 2023, the Committee has published a biannual newsletter, *EconEdNews*. While initial issues were circulated both in hard copy and electronically, EconEdNews is now fully electronic. Our mailing list (of nearly 1000) is notified of new issues each spring and fall, and all issues are available on our website. Website page views average 200 in months when new issues are released and 50 otherwise.

Due to staffing issues, the Committee on Economic Education did not hold the **Expanding Diversity in Undergraduate Classes with Advancements in (the) Teaching (of) Economics (EDUCATE) Workshop** in 2025. The 2026 EDUCATE workshop will be held in conjunction with the May 2026 CTREE conference; details and application portal are available at (<https://www.aeaweb.org/about-aea/committees/economic-education/educate-workshop>).

The annual report provided by the co-editors of *JEE* (Sam Allgood, Nebraska-Lincoln, and KimMarie McGoldrick, Richmond) to the Committee is included as an attachment to this report.

Professors Allgood and McGoldrick ended their term as co-editors of the *JEE* in December 2025. The Committee thanks them for their service to the journal and economic education more generally. As of January 1, 2026, the new editor of the *JEE* is Professor Steven Proud (Bristol).

The Committee continues to host four training modules on advanced econometrics on the AEA-CEE Website. The modules were developed by William Greene (NYU), John Siegfried (Vanderbilt and University of Adelaide, South Australia), and William Becker (Indiana). The four modules are Data Management and Heteroskedasticity Issues; Endogenous Regressors with Natural Experiments, Instrumental Variables, and Two-stage Estimators; Panel Data; and Sample Selection Issues Usage.

The Committee annually tracks the number of economics BA and BS degrees awarded at U.S. colleges and universities. Universal Academic Questionnaire (UAQ) reports are complete through academic year 2023-2024 and preliminary values are available for academic year 2024-2025. Between academic years 2022-2023 and 2023-2024, there was a 2.7% decrease in bachelor's degrees awarded in economics. While data collection continues for academic year 2024-2025, reports from the 126 institutions completing the UAQ by December 2025 show a 7.1% increase in economics bachelor's degrees awarded between academic years 2023-2024 and 2024-2025. The increase stems six years of decline which started in academic year 2018-2019. The percentage of degrees awarded to females remains consistent at 34-36%. While there was a notable difference in the percentage of degrees awarded to females at public and private institutions for academic years 2018-2019 through 2023-2024, averaging 32% and 38% respectively, the gap shrunk in 2024-2025 as the fraction of economics bachelor's degrees awarded to females at public institutions rose above 36%. A detailed report of trends using full UAQ reporting is published annually in issue 3 or 4 of the *Journal of Economic Education*.

The Committee organized eight sessions for the 2026 AEA meetings, two of which were cosponsored with other committees or organizations. The sessions included:

1. "Evolving Trends in Economics Majors: Demographic Shifts and Future Implications" presided over by Shreyasee Das (Temple) with papers on "Demographic and Curricular Trends in Undergraduate Economics" by Anthony Underwood (Dickinson), Emily Marshall (Denison), and Eren Bilen (Dickinson); "Trends in Economics Enrollment and Potential Explanation" by Wendy Stock (Montana State); "The Economics Profession's Socioeconomic Diversity Problem" by Anna Stansbury (MIT) and Robert Schulz (Independent); "AEA Summer Program with Two Interventions: Experiential Learning and Formal Mentoring" by Gerald Daniels (Howard), Jevay Grooms (Howard), Rhonda Sharpe (Women's Institute for Science, Equity and Race), and Omari Swinton (Howard).
2. "Research in Economic Education" presided over by Gail Hoyt (Kentucky) with papers on "Diversity in Undergraduate Economics: The Impact of STEM Designation" by Eren Bilen (Dickinson), Emily Marshall (Denison), and Anthony Underwood (Dickinson); "The Use of AI in Undergraduate Economics Courses: Results from the Seventh National 'Chalk and Talk' Survey" by Laura Ahlstrom (Delaware), Carlos Asarta (Delaware), and Cynthia Harter (Eastern Kentucky); "Is More Better? Evaluating Interventions to Increase Female Students' Interest in Economics" by Ann Owen (Hamilton), Evelyn Skoy (Hamilton), and Wei Zhan

(Hamilton); “Improving Math Skills for Introductory Microeconomics Using Concurrent Support Courses” by Doug McKee (Cornell) and George Orlov (Cornell).

3. “Teaching Economics with AI: Enhancing Learning, Research, and Critical Thinking” moderated by Laura Ahlstrom (Delaware) with presenters Scott Simkins (North Carolina A&T), Cephas Naanwaab (North Carolina A&T), Gerald Daniels (Howard), Venoo Kakar (San Francisco State), Maxine Lee (San Francisco State), and Lauren Tombari (San Francisco State). This session was cosponsored by the National Association of Economic Educators (NAEE).
4. “The Intermediate Macroeconomics Course: Current Challenges and Future Directions” presided over by Christopher Foote (Harvard and Boston Fed) with papers on “An Examination of the Intermediate Macroeconomic Theory Course: Results from a Survey of U.S. Institutions” by Gail Hoyt (Kentucky), Emily Marshall (Denison), Roisin O’Sullivan (Smith), and Darshak Patel (Kentucky); “Is Intermediate Macroeconomics Good Enough for Graduate School? And if Not, What are we Missing?” by Mario Solis-Garcia (Macalester); “Changes in Fed Tools: Classroom Implications” by Dean Croushore (Richmond); “Beyond Solow: Long Run Growth in Intermediate Macroeconomics” by Robert Lester (Colby).
5. “AI-Powered Teaching: A Workshop on Practical Strategies for Economics Educators” moderated by William Bosshardt (Florida Atlantic) with presenters Grace Onodipe (Georgia Gwinnett), Kathleen Burke (SUNY-Cortland), and M. Femi Ayadi (Houston Clear Lake) on “AI as a teaching tool: Innovative Approaches to Transforming Economics Instruction”; Jessica Hennessey (Furman) on “AI as Collaborator: Developing Critical Thinking, Reflection, and Communication Skills”; Lauren Russell (Pennsylvania) on “AI as a Critical Eye: Using Generative AI to Shape Next-Level Lectures and Assignments”.
6. “Difficult Conversations in the Economics Classroom” moderated by Jose Fernandez (Louisville) with panelists Gail Hoyt (Kentucky), Gerald Daniels (Howard), Monica Garcia-Perez (Fayetteville), and Stephan Lefebvre (Bucknell). This session was cosponsored by the AEA’s Committee on the Status of Minority Groups in the Economics Profession (CSMGEP).
7. “Civic Thought, Civil Society, and Economics” moderated by Simon Halliday (Johns Hopkins) with panelists Simon Halliday (Johns Hopkins), Glory Liu (Georgetown), Carola Binder (UT-Austin), and Douglas Norton (Florida State).
8. The annual Poster Session, chaired by Irene Foster (George Washington), featured 14 posters. Posters were presented on “Sustainable Business Challenge: SMEs, Investment and Economic Impact” by Howard Cochran Jr. (Belmont), Colin Cannonier (Belmont), Bradley Childs (Belmont), and Marieta Velikova (Belmont); “Teaching Economics More Efficiently (and Effectively) with Python” by Brian Jenkins (UC-Irvine); “Teaching Economics and Fostering Generative AI Literacy” by Sedefka Beck (Valparaiso) and Donka Mirtcheva Brodersen (College of New Jersey); “Teaching Anti-racism in an Undergraduate Political Economy Class” by Daniel Johnson (Colorado College) and John Gould (Colorado College); “How are Economists Using AI at Work?” by Silvia Dal Bianco (University College London), Parama Chaudhury (University College London), Carlos Corinhas (Exeter), Denise Hawkes (King’s College), Cloda Jenkins (Imperial Business School), Ramin Nassehi (University College London), Antonio Mele (LSE), and Stefania Paredes Fuentes

(Southampton); “Free to Prosper? The Global Dance of GDP and Economic Freedom” by Rolando Santos (Lakeland Community College), Brian Sloboda (Ohio, Maryland), and Yaya Sissoko (Global Campus Indiana U of Pennsylvania); “Bridging the Classroom and Career: Integrating NACE Competencies into a Sophomore Economics Seminar” by Cynthia Bansak (St. Lawrence); “Flipping the Macroeconomics Classroom with an Equity Lens: Seeing What Traditional Pedagogy Misses” by Guangjun Qu (Depauw); “Practical Training in Reproducible Methods for Undergraduates: Scaling the AEA Reproducibility Verification into the Classroom” by Lars Vilhuber (Cornell), Takshil Sachdev (Cornell), and Ilanith Nizard (Cornell); “Using the Card Game Spades in Teaching Principles of Microeconomics” by Susan McMaster (Frederick Community College); “A Game For Teaching Cutoff Equilibria” by Naomi Utgoff (US Naval Academy) and Oskar Zorilla (US Naval Academy); “Reflective VIVA: Voicing Insight, Validation, and Authenticity through Reflective Vivas in a Postgraduate Dissertation Module” by Thomai Filippeli (Queen Mary of London), Manolis Noikokyris (Queen Mary of London), and Claudio Vallar (Queen Mary of London); “Unpopular Opinions: An Active Learning Experiment in Economics” by Thomai Filippeli (Queen Mary of London), Manolis Noikokyris (Queen Mary of London), and Claudio Vallar (Queen Mary of London); “The EconBlogger Project: Student Blogging and Co-Creation in Economics Education” by Ravshonbek Otojanov (Queen Mary of London).

The Committee wishes to thank Peter Rousseau for permitting us to organize a “workshop-style” session on generative artificial intelligence (AI). To our knowledge, workshop sessions have not previously been organized for the ASSA meetings, though they are commonly part of CTREE programs. High interest has been exhibited surrounding AI sessions both in our previous ASSA AI paper session (2024) and our CTREE AI workshops and paper sessions (2025). The workshop session for the 2026 ASSA meetings is #5 above. We also thank CSMGEP, particularly Jose Fernandez (Louisville) and Sarah Jacobson (Williams), and the National Association of Economic Educators, especially Jamie Wagner (Omaha), for working with us to organize joint sessions #3 and #6 above.

9. The Committee hosted the annual reception for Friends of Economic Education (invitation only). At this year’s event the recipient of the inaugural Distinguished Economic Education Award was honored. The reception was attended by over 70 persons.

Laura Ahlstrom and Justin Wolfers completed one term, both making notable contributions throughout their tenures on the committee.

Sam Allgood, William Bosshardt, Irene Foster, Emily Marshall, and Scott Simkins all agreed to serve a second term on the Committee with their new terms concluding in December of 2028. New members of the Committee, serving their first term, are Ann Owen (Hamilton) and Dean Karlan (Northwestern). Their terms will also end December 2028.

Current information and past reports about the Committee and its activities are available at <https://www.aeaweb.org/about-aea/committees/economic-education>.

Tisha L.N. Emerson, *Chair*

Membership of CEE as of January 2026

Name	Current Term Ends	Number of Terms
Tisha Emerson, chair	2026	1 st
Sam Allgood	2028	2 nd
William Bosshardt	2028	2 nd
Parama Chaudhury	2027	1 st
Irene Foster	2028	2 nd
Gail Hoyt	2026	2 nd
Emily Marshall	2028	2 nd
Susan McMaster	2027	1 st
Scott Simkins	2028	2 nd
Scott Wolla	2026	1 st
Ann Owen	2028	1 st
Dean Karlan	2028	1 st

**Report of the *Journal of Economic Education* (JEE)
to the AEA Committee on Economic Education
Sam Allgood and KimMarie McGoldrick (JEE Co-Editors)**

1. Editorial Matters

- a. **Associate Editors in 2025:** William Bosshardt (Florida Atlantic); Gail Hoyt (Kentucky); Emily Marshall (Dickinson); Roisin O’Sullivan (Smith); Wendy Stock (Montana State). The basic division of labor by journal section is as follows: Economic Content (Colander); Economic Instruction (Bosshardt); Research (Stock and Marshall); Features and Information (Hoyt and O’Sullivan); and Online (Allgood and McGoldrick). Each editor gives great service by reviewing manuscripts, obtaining referee reports, and making publication recommendations. Kelley Ranager at Richmond provided exceptional administrative support managing the behind the scenes submission work and communicating with the editors and authors. Sharon Nemeth at the Nebraska office provides invaluable help through proofing and copy-editing manuscripts.
- b. **Editorial board in 2025:** It now consists of 16 distinguished academic economists.

2. Editorial Statistics and Flow

- a. The table below shows the number of manuscripts submitted to the *Journal of Economic Education* from 2008 through 2024 and the disposition of those manuscripts. Data from 2008 to 2019 are complete because there are no manuscripts currently under review. Those data can be used to calculate the best estimate of the acceptance rate for the JEE. **From 2008 to 2021, the acceptance rate was 17.87 percent of manuscripts submitted.** The table also provides data for 2022-2024. That acceptance rates for 2022 and 2024 (20.18 and 7.30 percent, respectively) are only tentative ones. They will increase if some manuscripts that are still under review or revision are accepted.
- b.

Year	Number Submitted	Under Review/ Revision	Inactive Manuscripts	Rejected Manuscripts	Accepted Manuscripts	Acceptance Rate (%)
2008	177	0	3	141	33	18.64
2009	134	0	5	103	26	19.40
2010	153	0	1	122	30	19.61
2011	212	0	3	175	34	16.04
2012	185	0	2	149	34	18.38
2013	169	0	1	135	33	19.53
2014	183	0	5	139	39	21.31
2015	174	0	2	129	43	23.56
2016	181	0	3	145	33	18.23
2017	218	0	0	162	56	25.69
2018	195	0	9	161	25	12.82
2019	217	0	3	164	49	22.58
2020	220	0	2	180	38	17.27
2021	229	0	2	163	64	27.95
2008-2020	2647	0	41	1905	473	19.79
2022	228	1	1	180	46	20.18

2023	229	0	7	196	26	10.92
2024	233	13	0	197	23	7.30

- c. **Flow:** While the editors still worry about long-term flow of articles, the *JEE* is currently in a better position with regards to article flow. Unlike past years, there is now a significant backlog of articles to publish. The table of contents is set for the next several issues. However, the editors realize that the backlog is the result of efforts by editors, and others, to create symposiums for the *Journal*. There is still concern that without these efforts article flow will not be sufficient to maintain the current size and number of issues associated with each volume.

3. Published in Volume 55 (2024)

- a. **Content:** The articles submitted to the *JEE* are published in five sections: (a) Research—empirical and theoretical studies of teaching and learning economics; (b) Economic Content—discussion of economic theories and concepts, and how they can be taught; (c) Economic Instruction—innovative methods for teaching economics; (d) Features and Information—studies of the economics curriculum, the economics major, the use of instructional materials, and changes in the economics profession that affect teaching; and, (e) Online—instructional materials for teaching economics that are technology-based and interactive for users with links to websites. A total of 38 *JEE* articles were published in 2024 with this distribution: Research (8); Content (1); Economic Instruction (8); Features and Information (7); Online (abstracts) (0); Symposium (7); Special Issue (7).
- b. **Symposiums:** One symposium was published in volume 55. This contained seven reflective pieces that provided advice for new instructors.
- c. **Special Issue:** The special issue includes seven articles describing various perspectives on a literary targeted approach to instruction.
- d. **Editorial Guidance for Authors:** What has continued to be useful for prospective authors is the set of articles written by *JEE* associate editors in various 2014 issues as follows: (a) appearing in **JEE 45:2**: David Colander on Economic Content, KimMarie McGoldrick on Economics Instruction, Tisha Emerson on Classroom Experiments, and Bill Goffe on Online; appearing in **JEE 45:3**: Sam Allgood on Research; and appearing in **JEE 45:4**: Gail Hoyt on Features and Information.

4. Publishing Notes

- a. **Arrangements:** The *JEE* is published by Taylor and Francis Education in cooperation with the American Economic Association's Committee on Economic Education (AEA-CEE).
- b. **Financials:** The *JEE* receives financial support from Taylor and Francis that is used to pay for editorial assistance and expenses. The *JEE* receives in-kind support from the Department of Economics at the University of Nebraska-Lincoln and the Robins School of Business at the University of Richmond.
- c. **Peer-reviewed:** The *JEE* is a peer-reviewed journal specializing in publishing articles on economic education at the university and pre-university levels. Approximately 140 academics serve as referees for the *JEE* each year. The *JEE* editors work collaboratively with the AEA-CEE to sponsor academic sessions and programs that give authors of

scholarly manuscripts opportunities to present their work in high-quality venues and also submit their papers for publication in a peer-reviewed journal.

- d. **Publisher:** Taylor and Francis (T&F) gives the *JEE* access to more domestic and international resources to help with production, marketing, distribution, and editing. The T&F staff continues to be very responsive, timely, and efficient in the production of journal issues.
- e. **Size and Availability:** The *JEE* is published in print format and the goal is for each issue to include about 8–12 articles. No changes are planned in the number of printed pages. The *JEE* content also is available online at <http://www.tandfonline.com/toc/vece20/current>.
- f. **Submissions:** Currently manuscripts are being submitted electronically through the ScholarOne electronic system with access at the *JEE* website.