

The 2024 Report of the American Economic Association Committee on Economic Education

The Committee held the thirteenth CTREE conference on May 29-3, 2024 at the Loews Atlanta Hotel in Atlanta, GA. Conference submissions reached an all-time high with 163 submissions including a mix of papers, complete paper sessions, panels, workshops, and posters. Due to space constraints, the program remained fairly constant in size, which resulted in a record low acceptance rate of roughly 55 percent. With many quality submissions to choose from, the program committee of William Bosshardt (chair), Gail Hoyt, and Scott Simkins assembled an exemplary program. The conference had 303 registered participants. Plenary talks were given by Peter Arcidiacono (Duke University), Sarah Turner (University of Virginia), and Raphael Bostic (Federal Reserve Bank of Atlanta). In addition to plenary sessions, 77 papers were presented at 19 paper sessions, 26 people participated in six panel discussions, 16 people participated in a poster session, and 13 people comprised the staff at seven practicum workshops. The 30 sessions were offered in five sets of six concurrent sessions. Nine publishers exhibited. The Committee will hold the fourteenth CTREE conference on May 28-30, 2025 at the Westin Denver Downtown, Denver, CO.

The Committee reviewed nominations for the AEA Distinguished Economic Education Award. The Award acknowledges excellence in economic education at a national level. Recipients are able to 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 subcommittee of the CEE reviewed many very strong nominations before choosing Wendy Stock (Montana State University) 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 was conferred at the Committee on Economic Education's Friends of Economic Education Reception at the 2025 ASSA meetings.

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.

The Committee on Economic Education sponsored the **Expanding Diversity in Undergraduate Classes with Advancements in (the) Teaching (of) Economics (EDUCATE) Workshop**, held in conjunction with the 2024 CTREE conference. The application process generated a pool of 46 applicants from which a cohort of 28 participants was chosen. The workshop was conducted as a face-to-face and Canvas supported course running May 31 – June 2, 2024. This workshop provided opportunities for instructors to take part in course design activities and experience pedagogical strategies that will engage all of the students they teach. Participants engaged with issues of diversity and inclusion throughout the workshop including opportunities to think critically about course goals and learning outcomes, their relationship to pedagogic choices and assessment, and how such decisions might have disparate effects on those of different races, gender, and ethnicities. A full EDUCATE annual report is included as an attachment to this report. The 2025 Workshop will be held in conjunction with the May 2025 CTREE conference;

details and application portal are available at (<https://www.aeaweb.org/about-aea/committees/economic-education/educate-workshop>).

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. Preliminary UAQ reports indicate a 1.3% decrease in bachelors degrees awarded in economics between academic years 2022-2023 and 2023-2024. This decrease is part of a longer trend with more than a 12% decrease in the number of economics baccalaureate degrees awarded between academic years 2018-19 and 2023-24. The percentage of degrees awarded to females remains fairly consistent at 34-35%. A more detailed report of these trends, with additional years and institutional categories, is published annually in issue 3 of the *Journal of Economic Education*.

The Committee organized seven sessions for the 2025 AEA meetings. The sessions included:

1. “Relevance, Belonging, and Growth in Economic Education” presided over by Amanda Bayer (Swarthmore) with papers on “Relevance, Belonging, and Growth Mindset: A Research Framework” by Sam Allgood (Nebraska–Lincoln) and KimMarie McGoldrick (Richmond); “Sense of Belonging and Peer Effects in Principles of Economics: An Experiment in Group Formation” by Derek Stimmel (California-Davis) and Janine Wilson (California-Davis); “The Impact of Institution Type on Developing Relevance, Belonging, and Growth Mindset in Economics: Evidence from a Multi-Year Survey” by Kristine West (St. Catherine), Caroline Kraft (St. Catherine), Allen Bellas (Metro State), and Ming Lo (Metro State); “Fostering Belonging Can Be Cost-Effective” by Sara Avila (Colorado-Boulder).
2. “The Evolving Role of Test-Optional Admissions in Higher Education” presided over by Akila Weerapana (Wellesley) with papers on “Test Optional Admissions” by Wouter Dessen (Columbia), Alexander Frankel (Chicago), and Navin Kartik (Columbia); “Test Scores and Admissions Policies at Highly Selective Colleges” by John N. Friedman (Brown), Bruce Sacerdote (Dartmouth), Doug Staiger (Dartmouth), and Michele Tine (Dartmouth); “The Impacts of Removing College Entrance Exams: Evidence from the Test-Optional Movement” by Brianna Felegi (Virginia Tech); “GRE-Optional Policies in Doctoral Admissions: Impacts on Student Applications, Yield, and Structural Diversity” by Heeyun Kim (Houston), Michael Bastedo (Michigan), John Gonzalez (Michigan), Allyson Flaster (Michigan), and Yiping Bai (Michigan).
3. “Research in Economic Education” presided over by Sarah Jacobson (Williams) with papers on “The Economics Major: Substitutes and Complements” by William Bosshardt (Florida Atlantic) and Tisha Emerson (East Carolina); “Do State Economics Education Mandates Impact Diversity in Economics?” by Wendy Stock (Montana State) and Quinn Sanderson

- (Montana State); “How Academic Mindset Evolves During Economics Courses” by William Goffe (Penn State), Emily Marshall (Denison), Douglas McKee (Cornell), George Orlov (Cornell), and Brandon Sheridan (Elon); “Who Studies Economics” by Stefania Paredes Fuentes (Southampton), Tim Burnett (Aston), Gabriella Cagliesi (Sussex), Parama Chaudhury (University College London), and Denise Hawkes (Kings College London).
4. “A Fresh Look at the Future of the Intermediate Microeconomics Course” presided over by Parama Chaudhury (University College London) with papers on “A Mixed Methods Examination of the Intermediate Microeconomic Theory Course: The Current Landscape and Future Direction” by Emily Marshall (Denison), Gail Hoyt (Kentucky), and Roisin O’Sullivan (Smith); “Updating Our Approach to Teaching Intermediate Microeconomics” by Simon Halliday (Johns Hopkins) and Sai Madhurika Mamunuru (Whitman); “All Flowers, No Weeds in Intermediate Microeconomics: Inclusive Teaching in the Hardest Core Class” by Sarah Jacobson (Williams) and Angelino Viceisza (Spelman).
 5. “Promoting Diversity in Economics: Exploring the Effects of Introductory Economics Course Experiences on Students’ Continuation in the Discipline” presided over by Edwin Fagin (Cosumnes River College) with papers on “Fostering Success among First-Generation Students: Academic Policies and Best Practices” by Erika Martinez (South Florida), Eric Chiang (UNLV), and Andrew Garrison (Florida Atlantic); “Principles of Economics Course Enrollment and Persistence among First-Generation and Native American Students” by Laura Ahlstrom (Oklahoma State); “Course Format Impact on Choice of and Persistence in the Economics Major” by Janine Wilson (California-Davis) and Derek Stimel (California-Davis); “Does Including Gender-Related Material in Introductory Economics Classes Improve Outcomes for Women Students?” by Rachel Heath (Washington) and Melissa Fox (Washington).
 6. “Supporting Better Research in Economic Education” presided over by Wendy Stock (Montana State) with papers on “Enabling Collaborative Research at Scale: The Economic Education Network for Experiments (EENE)” by Doug McKee (Cornell), William Goffe (Penn State), George Orlov (Cornell), Emily Marshall (Denison), and Brandon Sheridan (Elon); “Building the RBG Bridge: Expanding the Capacity for Research into Diversity and Inclusion in Economics Classrooms” by Allen Bellas (Metro State), Caroline Kraft (St. Catherine), Ming Lo (Metro State), and Kristine West (St. Catherine); “Using RCTs in Economic Education Research” by Elizabeth Schroeder (Oregon State) and Todd Pugatch (Oregon State); “Beyond anecdotes: Incorporating qualitative methods with rigor in economic education research” by Amanda Jennings (Michigan); “Elevating Economic Scholarship: Best Practices for Academic Economists in Research Vetting and Presentation” by Sam Allgood (Nebraska – Lincoln) and KimMarie McGoldrick (Richmond).
 7. The annual Poster Session, chaired by Irene Foster (George Washington), featured 21 posters. Posters were presented on “Increasing Ethical Awareness in Teaching the Principles of Macroeconomics: An Incremental Approach” by Derek Stimel (California-Davis) and Leslie Sekerka (Menlo College); “Enhancing Student Learning Through Peer and Self-Assessment” by Parama Chaudhury (University College London); “Cross-Continental Dialogues: Shaping Future Leaders Through Economic Debate” by Colin Cannonier (Belmont), Bradley Childs (Belmont), Howard Cochran Jr. (Belmont), and Marieta Velikova

(Belmont); “Teaching Disinflation: The Inflation Rate Is Falling, but Prices Are Not” by Mary Clare Peate (St. Louis Fed) and Scott Wolla (St. Louis Fed); “Inclusion of Universal Wisdom of Proverbs into Economics and Finance” by Sylwia Starnawska (SUNY Empire State); “Racial Justice in a Money and Banking Course” by Julie Smith (Lafayette); “Venture Capital Case Study as Immersive Active Learning” by Marta Zava (Bocconi); “Curating Knowledge: Portfolio-Based Assessment in International Economics” by Ramin Nassehi (University College London) and Ahmed Saade (Cranfield); “The Blended Learning Paradox: Why the Best Study Tools Go Unused?” by Marina Glushenkova (Nottingham); “Industrial Organization Group Projects: Identifying Price Discrimination and Price Dispersion in the Real World” by Timothy Wong (National University Singapore); “The Unknown Unknowns: Concept Checks to Address Illusions of Knowing” by EeCheng Ong (National University Singapore) and Yang Zhang (National University Singapore); “Enhancing Student Learning with Online Classroom Polling: An Investigation in Undergraduate Economics Classes” by Abdul Aleem (Alberta-Edmonton); “Thinking Like An Economist: Active Learning With Experimental Data” by Ravshonbek Otojanov (Queen Mary London); “Preparing Students for a Generative AI-Powered Workplace” by Mandie Weinandt (South Dakota); “Teaching Government Intervention Evenhandedly” by Ranganath Murthy (Western New England); “Enhancing Student Engagement and Agency” by Juan Pablo Castilla (Andes) and Juan Sebastian Lemos (Andes); “Consumer Financial Decision-Making in an Introductory Economics Course” by Abigail Peralta (Consumer Financial Protection Bureau); “Textbook Choice in MBA Economics Courses” by Sebastian Wai (UNC-Charlotte); “Teaching Economics in the AI Era: Introducing the Weekly Challenge” by Shirin Sabetghadam (American); “Integrating the History of Economic Thought for Economics Curriculum Diversification: Teaching with Historical Perspectives” by Daniela Tavasci (Queen Mary London) and Luigi Ventimiglia (Queen Mary London); “Enhancing Economics Education through Peer-Facilitated Study Sessions” by Tania Ahmad (York), Robert McKeown (York), and Jonathan Schneider (York).

8. 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.

Avi Cohen completed one term and James Peyton completed two consecutive terms, both making significant contributions throughout their tenures on the committee. Amongst other contributions, Cohen organized a Papers and Proceedings session on Teaching Track Faculty and Peyton served as a liaison between the committee and community college instructors.

The Committee is pleased that the AEA President-elect has approved the memberships of Parama Chaudhury (University College London) and Susan McMaster (Frederick Community College). Their (three-year) terms will begin January 1, 2025.

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

Membership of CEE

Name	Last AEA Conference Of Current Term	Number of Terms
Laura Ahlstrom	2025	1 st
Sam Allgood	2025	1 st
William Bosshardt	2025	1 st
Parama Chaudhury	2027	1 st
Tisha Emerson	2026	1 st
Irene Foster	2025	1 st
Gail Hoyt	2026	2 nd
Susan McMaster	2027	1 st
Scott Simkins	2025	1 st
Scott Wolla	2026	1 st
Justin Wolfers	2025	1 st

**Report on the Fourth Annual EDUCATE Workshop, May 31st – June 2nd, 2024
to the AEA Committee on Economic Education
Sam Allgood and KimMarie McGoldrick (*Co-Organizers*)**

The fourth Expanding Diversity in Undergraduate Classes with Advancements in (the) Teaching (of) Economics (EDUCATE) Workshop was held in-person Friday May 31 – Sunday June 2. EDUCATE is a program sponsored by the AEA Committee on Economic Education. The underlying philosophy for the EDUCATE workshop is: How we teach matters for retaining women and under-represented minorities (URM). In particular, the workshop focused on creating classrooms with active and interactive learning environments as research, often in other fields, has shown that women and URM students often perform better in these classrooms.

Organizing the Conference

As with previous years, Gerald Daniels (Howard) and Tisha Emerson (East Carolina University) each agreed to facilitate the workshop alongside Task Force members KimMarie McGoldrick and Sam Allgood. Gail Hoyt was unable to participate as a facilitator this year because of a family emergency that arose just before EDUCATE. The facilitators were chosen given their expertise in active learning methods. The group met regularly throughout the spring to reflect on enhancements for the workshop based on previous years evaluations and make functional decisions about how the workshop would be administered.

Unlike some continuing education programs that are open on a first-come-first-served basis, those interested in the EDUCATE workshop were asked to apply for the program, providing information about their teaching experience and why they were interested in the EDUCATE workshop. We did not place restrictions on who was eligible. Applicants did need to be scheduled to teach in the fall of 2024 and the spring of 2025. To meet the goals of increasing

diversity in the profession, the fourth EDUCATE cohort was chosen to represent a diverse set of institutions and instructors.

After updating the application portal, the workshop was announced in a dedicated AEA eblast in early January. The announcement generated a pool of about 46 applicants from which 28 were chosen. The final group of participants are employed at a variety of institutions, a list of which is found at this end of the report. They intend to integrate changes into econometrics, intermediate macroeconomics, intermediate microeconomics, international trade, labor economics, and introductory economics (micro, macro or combined). The average size of these classes is about 80 students, but the median is 35 students. Four of the participants obtained their PhD prior to 2015, one participant was a PhD candidate, and several traveled from other countries (the United Kingdom and China) to participate.

The workshop began immediately following CTREE. The AEA staff, as always, was incredibly generous with their time in helping to make all arraignments at the Loews Hotel Atlanta. There are three phases to the workshop, and all accepted applicants are expected to fully engage with each of the three phases: pre-workshop, workshop, and post-workshop.

Pre-workshop

We created a Canvas page for EDUCATE and this was used to share materials and collect materials from participants. Prior to the workshop, participants were given a small number of assignments:

1. Provide a syllabus
2. Provide a bio and a picture
3. Complete a survey on their background and experiences
4. Read “Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning” and provide structured reflections on the article using the discussion board on Canvas.
5. Participants also chose a second reading from a short list and they again reflected on the article using the discussion board on Canvas.

The workshop

The workshop was a hands-on experience over three days, providing participants the opportunity to experience pedagogic practices from the perspective of a student and to develop processes that address diversity and inclusion. The program provided breakfast and lunch in the hotel where the workshop was held, and then dinner at nearby restaurants. All participants that completed the workshop had two nights of their hotel rooms paid for by the AEA.

The workshop schedule is attached. At the very start of the workshop, participants were encouraged to be intentional about what they want students to know and to be able to do. In particular they were encouraged to reflect on choosing content that is relevant to lives of the students and focus on skills that are expected of economists. This is best achieved by developing learning outcomes at the course and topic level and then engaging in an exercise of backwards course design (learning outcomes to assessment to instructional strategies). As noted above, the workshop was designed so that instructors could learn pedagogy that creates an active engaged classroom that yields better outcomes for women and URM. We choose three pedagogical

practices that create such environments: cooperative learning, using data in the classroom, and classroom experiments. One practice (interactive lectures) was dropped this year due to Gail Hoyts absence. In each session, participants engaged in the activities as their students would do. For example, they partook in an experiment and they participated in a cooperative learning exercise. Two sessions were dedicated to exploring diversity. The objective of the first session was to have participants think more deeply about how diversity and inclusion is relevant for them as educators and to think more intentionally about how diversity and inclusion might support their course objectives. In the second session, the framework of relevance, belonging and growth mindset (RBG) was used to frame challenges to enhancing diversity and inclusion that participants identified in their pre-survey, to identify mechanisms to help overcome such challenges and reflect on how RBG might be used as a path to enhancing diversity and inclusion more generally.

On the final day, participants were asked to identify two techniques discussed during the workshop that they would be interested in using in their class. Breakout room meetings were used to allow facilitators to provide more details about the implementation of the technique and for participants to ask additional questions.

Lastly, participants were asked to complete an evaluation of the workshop. The evaluation, discussed later in this report, was completed by all twenty-eight participants.

Post-workshop

Post-workshop, each participant will choose at least one technique to introduce on a small-scale into their class this fall. For example, if they are interested in using experiments in the classroom, they will conduct one or two experiments in the fall. Participants will work with a facilitator/mentor and one or two other participants throughout the semester as they learn how to best enhance learning using the experiment. Some participants began this process in the fall and others will do so in the spring semester. During the process they will meet with other participants and facilitators to provide guidance and answer any questions. Once completed, they will have completed a comprehensive class re-design.

Workshop Survey Evaluation

At the end of the third day participants were directed to an anonymous survey on Canvas. The survey provided an opportunity to comment on the content and the format of the workshop. They were also given the opportunity to provide open-ended responses regarding what they saw as the strengths and weaknesses of the workshop.

A primary goal of the workshop was to show workshop attendees how to create classrooms and courses that will improve diversity and inclusion in the profession. Participants were asked if the workshop provided “a better understanding of how to address diversity and inclusion” in their teaching. All participants either agreed or strongly agreed with this statement. As one participant noted “I appreciated the emphasis on using RBG as a framework to meaningfully engage with D+I.”

There were five sessions dealing with techniques for improving the classroom (learning outcomes, backward course design, cooperative learning, data integration, and experiments) and

three-fourths or more thought all sessions were of high or exceptional value. The workshop sufficiently motivated participants so that 23 say they are highly likely to complete the fall and spring phases of innovating their courses, and the remaining participants are fairly likely to do so.

An important aspect of the workshop was the creation of community amongst the participants. This community is important for keeping participants engaged during and after the workshop, and it provides them a supportive cohort of economists with whom they can discuss classroom and teaching issues. In addition, some are already planning to work together this year enhancing their courses. Over ninety percent of the participants felt that the workshop achieved this. The support from the AEA is essential to the success of EDUCATE and it is noted and appreciated by participants. As a participant wrote on their evaluation: “I am very grateful for the opportunity to study at this workshop. It is not likely that I would have been able to attend without the sponsorship provided for accommodations. Overall I have a higher opinion of the AEA because of this workshop.”

A common issue raised by participants was the intensity and volume of material packed into a short time. We will consider how to still cover what needs to be covered while providing a little more down-time for participants.

The Future of EDUCATE

The fourth EDUCATE was a success. The workshop created a strong community among participants, and it introduced them to tools that will help them create classrooms that will yield better learning outcomes for all students. We believe that having EDUCATE follow CTREE is the proper timing of the workshop and the current plan is to leave it at this time.

The fifth EDUCATE will be held Friday May 30, 2025 and conclude Sunday June 1, 2025 in Denver, Colorado.

We strongly believe that EDUCATE should be an annual AEA program, similar to CeMENT and the Summer Training Program.

Participant Home Institutions

Belhaven University	State University of New York, Canton
Berry College	Towson University
Boston University	University of Bristol
Duke Kunshan University	University of California, Los Angeles
Florida State University	University of Leeds
Holy Cross	University of North Georgia
Linn-Benton Community College	University of Utah
Macalester College	University of Wisconsin-Whitewater
Mississippi State University	University of Wyoming
Nazareth University	University of York

New York University Shanghai	Wentworth Institute of Technology
Rollins College	Worcester Polytechnic Institute
St Catherine University	

Expanding Diversity in Undergraduate Classes with Advancements in (the) Teaching (of) Economics Workshop Schedule

Friday, May 31st

2:00-3:00 – Overview
3:00-3:45 – Learning objectives
3:45-4:00 – Break
4:00-5:00 – Backwards design
5:00-5:15 – Break
5:15-6:15 – Diversity in the classroom
6:30 – Meet in lobby to walk to dinner
6:45-8:30 – Happy Hour and dinner at a local restaurant

Saturday, June 1st

8:00-9:00 – Continental Breakfast
9:00-10:30 – Pedagogic Practice 1 – Cooperative learning
10:30-10:45 – Break (coffee)
10:45-11:00 – Short identifying challenges exercise
11:00-12:00 – Diversity in the classroom
12:00-1:00 – Lunch
1:00-2:15 – Pedagogic Practice 2 – Data integration
2:15-2:30 – Break (coffee)
2:30-4:00 – Pedagogic Practice 3 – Classroom experiments
4:00-4:15 – Break
4:15-5:00 – Reflections on pedagogic practices
5:30 – Meet in lobby to walk to dinner
5:45-7:45 – Happy Hour and dinner at a local restaurant

Sunday, June 2nd

8:00-8:45 – Continental Breakfast
8:45-9:00 – Picture time (location to be determined)
9:00-10:15 – Assessment
10:15-11:00 – Implementation planning with peers and mentors, Session 1
11:00-11:15 – Break
11:15-12:00 – Implementation planning with peers and mentors, Session 2
12:00-12:30 – Wrap-up and evaluation

**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 2024:** William Bosshardt (Florida Atlantic); David Colander (Middlebury); Bill Goffe (Penn State); 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 (Goffe). 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 2024:** 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 2023 and the disposition of those manuscripts. Data from 2008 to 2021 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 20.30 percent of manuscripts submitted.** The table also provides data for 2022-2023. Those acceptance rates (20.26 and 10.81 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	15.91
2021	227	0	0	163	64	28.19

2008-2021	2645	0	39	2068	537	20.30
2022	227	1	0	180	46	20.26
2023	222	2	0	196	24	10.81

- 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 54. This contained seven reflective pieces on advice for new instructors.
- c. **Special Issue:** One special issue was published in volume 54. This contained seven articles on literacy targeted teaching.
- d. **CTREE:** The *JEE* is a co-sponsor with the AEA Committee on Economic Education of the Conference on Teaching and Research in Economic Education (CTREE). The 2024 CTREE was held at the end of May in Atlanta, GA. The 2024 CTREE will be held at the end of May in Denver, CO.
- e. **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* also receives some financial assistance from the American Economic Association for its work related to CTREE. 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 the journal.
- e. **Size and Availability:** The *JEE* is published in print format and the goal is for each issue to be about 100–120 printed pages with about 8–12 articles per issue. 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.