#### **Curriculum Vitae**

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|  | **Name** | Dr Mike Brock |
| **Institution** | University of East Anglia (UEA) |
| **Role** | Associate Professor, Economics |
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#### **Supporting Statement**

#### I am currently in my seventh academic year as a member of staff in the School of Economics based at the University of East Anglia (UEA). Here I teach a wide range of subject disciplines, including mathematics and econometrics, behavioural economics and environmental & natural resource economics. My research interests span these fields, with my major focus being the value and opportunities which people derive from their local environment, alongside examining the ways in which behavioural economics may be used as an effective tool to facilitate positive changes in people’s decision-making. Furthermore, I am engaged in various research projects which seek to understand the value people hold for local greenspace, recycling and energy conservation. I feel that these fields of study have obvious policy implications within areas related to both applied microeconomics and environmental economics. I am of the opinion that my research area forms part of a fascinating wider domain within behavioural and social economics and are regions within academia which require further inspection and consideration.

#### The current position I hold is primarily one of teaching and I feel that this reflects my personal and professional strengths. My longer-term ambition is to work within a role which offers me the potential to share my teaching ability and passion whilst also align this with my research expertise. I believe myself to be a strong communicator, meaning I would relish the chance to work with a wide range of students, academics and stakeholders. I such an ambition complements my personal and professional strengths by enabling me to work in a student-facing role, but also pursue opportunities for wider public engagement and facilitate research and include research-led teaching in my specialist discipline of energy and environmental economics.

#### **1. Teaching and Administration**

#### I consistently receive excellent teaching evaluations across the classes I have mentioned above, reflecting my ability to convey information clearly. It also highlights my strong interpersonal skills and the value I place upon building strong relationships with both colleagues and students as a vibrant research academic. My student evaluation scores can be provided upon request. For the past two academic years, I have convened the introductory microeconomics module at undergraduate level which consists of 225 students.

#### Aside from my lecturing and tutoring work, I have devised and convened a postgraduate module in Environmental & Natural Resource Economics (ECO-7020B), which has just finished its third year with a record uptake of 32 students. This gave me a very clear insight into the administrative and teaching duties associated with constructing a new module, and no doubt these skills could be very helpful to a department that wishes to continue to diversify its taught programmes. The module emphasised the applied nature of this research and how students can use taught econometric theory in empirical settings. I was also then able to draw upon my own research to illustrate to students how and why this research can be undertaken. Furthermore, I now have seven years of experience in dissertation and academic student supervision at both undergraduate and postgraduate level

#### A range of administrative duties I have undertaken since becoming a lecturer are listed below:

#### Engagement with prospective students at UG and PG Visit days.

#### Member and then Chair of Extenuating Circumstances Panel (ECP) and Member of both UG and PG Taught Exam Boards.

#### Student Partnerships Officer and Lead Support Tutor for the School of Economics (2017-2019).

#### Outreach programmes to secondary schools, both locally and nationally.

#### I believe that each of these activities help me to comprehend the full range of responsibilities which faculty members hold within an academic institution.

#### **2. Research**

#### My PhD thesis was successfully defended and completed in March 2015. This studied the values held for (and suggested reasons to explain) people’s engagement with local wildlife and constituted three studies whose titles are listed below. Each presented unique challenges, and brought the opportunity to acquire a new and different set of essential skills for effective research in academia. This work has now extended beyond the PhD, and in March 2017 I was successfully awarded grant funding to conduct a collaborative cost valuation study with colleagues at Kent University.

1. Brock M., Perino G. & Sugden R. (2017) “The warden attitude: an investigation of the value of interaction with everyday wildlife”. (Environmental & Resource Economics 67; 127 – 155)
2. ‘Please in My Back Garden: When Neighbours Compete in the Provision of Local Environmental Public Goods.’ (Working Paper)
3. ‘Putting Bambi in the Firing Line: Applying Moral Philosophy to Environmental and Economic Attitudes on Deer Culling’ (Currently under ‘Revise & Resubmit’ for Land Economics)

This work was particularly useful for applied microeconomic and environmental research, where attitudes are frequently heterogeneous or conflicting and thus require a deep inspection regarding how and why respondents form their opinions. In the case of the latter paper, assessing this array of perspectives through latent class modelling indicates the profound implications of how information can most effectively be disseminated to provide the greatest level of public understanding and approval. These skills have also allowed me to pursue research-led teaching, demonstrating empirical applications to students in both my environmental and behavioural economics modules.

I am currently leading two research projects at UEA which assess our motivations to adjust our behaviour in light of environmental choice architecture. The first seeks to uncover the extent to which we improve energy efficiency when our relative consumption is explicitly revealed, with specific focus upon how this applies to group settings and the role of pre-existing sustainable attitudes. The second is a field trial with 1400 respondents into how best to incentivise recycling behaviour, motivated through a combination of experimental literature on reactions to contest settings and the policy-driven desire of the UK Government to introduce Deposit Return Schemes in the UK. These projects are in collaboration with divisions of the university, Norwich City Council and Norfolk County Council, illustrating my ability to collaborate with key public organisations and deliver research with high impact potential.

I have disseminated my research widely, and regularly attend major conferences since my doctoral studies commenced in October 2011. This includes presenting at major environmental economics conferences such as ENVECON, BIOECON, ESRA, and EAERE. These events give me the opportunity to emphasise the important role that I am having to continued research excellence on a national or international stage.

Whilst not being afforded the time for writing grant proposals within my existing contract, I remain research-active wherever possible and have been instrumental in receiving small grant awards through both the Eastern Arc Seed funding (£2,000 jointly with Kent University) and in receiving over £10,000 in internal funding awards through the impact-driven research projects I have proposed and subsequently undertaken. These published and working papers can be viewed on my UEA personal webpage <https://people.uea.ac.uk/michael_brock>

#### **3. Development and Training**

#### Through my career, I have strived to build a strong set of training and research skills which will equip me for a position in economics research. These include:

#### **Personal and Professional Development (PPD) Programme** and undertaking the **MA-HEP Programme for teacher training in Higher Education:** both allowed me to grasp a more rigorous knowledge of aspects regarding both research and teaching. Examples of the training sessions which will be useful to the post include ‘Research Communication Skills’, ‘Working with Others Outside of Academia’, ‘Research Ethics’ and ‘The Role of Public Engagement’. I am also in the process of completing my application to be an accredited **Senior Teaching Fellow**.

#### **Training workshops**, including those for teaching (The Economics Network October 2012, Norwich) and research (The CASS course on Survey Design, March 2013, Cardiff). I also organised school-based training workshops in teaching technology (July 2015) and GIS spatial mapping (January 2019).

#### I am a **member of the Centre of Behavioural and Experimental Social Sciences (CBESS)** based at UEA and also sat for three years on the **Economics Ethics Committee.** Both roles enabled me to become very familiar with the processes and procedures which are vital to maintaining academically rigorous economics experiments. I am also a member of the **Centre of Competition and Policy (CCP)** and have been a **key collaborator in the successful £1 million grant application and execution of the UKERC energy bid** at the Centre.

#### I am also involved with the **Tyndall Centre** based at UEA and also with the **Sustainability Group** within the university. This has helped me to gain a better understanding of the work that is conducted within and adjacent to the School of Environmental Sciences, and also afforded me opportunities to engage and contribute to associated funding applications such as the current **NERC ESIP bid** and **GCRF grant positioning on Sustainability**.

#### **4. Public Engagement**

#### These engagement activities include public dissemination of my research and through internships I have run for six years. The internships are collaborative ventures with firms and public bodies, and typically seek to understand stakeholder values for public environmental amenities, alongside the social and economic benefits which can be derived from such facilities. These activities show a passion to impart research ideas and concepts to those outside of the academic sector.

#### **Qualifications**

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| **PhD , UEA**  (Oct 2011 - Mar 2015) | “Understanding the Human Value for Local Wildlife and how a Connection with Nature can contribute to Well-being” |
| **MSc Economics, UEA**  (Sep 2010 – Sep 2011) | Distinction |
| **BSc Economics, UEA**  (Sep 2007 – Jun 2010) | Class 1\* (Starred First Class Honours) |

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| **Current Working Papers:**   1. The Can Challenge: Exploring the Best Way to Incentivise Pro-Environmental Behaviour   *Mike Brock , Stefania Sitzia & Jiwei Zheng*   1. Assessing Group Cohesion and Environmental Attitudes on Energy Conservation Habits   *Mike Brock & Natalia Borzino*   1. Failing to Embrace ‘Test & Trace’? The Problems and Solutions suggested by Behavioural Economics.   *Mike Brock & Richard Fordham*  **Other Publications**  Agarwala, M. & **Brock, M.** (2018) “Natural Capital Accounting for Water Resources” The Oxford Handbook of Food, Water and Society. Allan, T., Bromwich, B., Colman, T. & Keulertz, M. (eds.). Oxford University Press  Bowen, F., **Brock, M.,** Craske, J. & Lu, L. (2019) ‘Response to Ofwat consultation on driving transformational innovation in the sector’ *Centre for Competition Policy.*  **Brock, M**., Fraser, I., Law, C., Mitchell, S. & Roberts, D (2020) ‘An economic analysis of twitching behaviour and species rarity’ *Journal of Environmental Economics & Policy.* |