

# Robbie Maris

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## Overview

I am a PhD candidate in the economics of education at UCL in the Centre for Education Policy and Equalising Opportunities ([CEPEO](#)). I have a strong passion for interdisciplinary, policy-relevant research in education and environmental economics. Driven by curiosity and a commitment to impact, I aim to produce rigorous, accessible research that informs sustainable economic growth and policymaking. Beyond academia, I enjoy supporting football and giving back to the community through volunteering, teaching, and outreach.

## Education

### University College London

*PhD in Economics of Education*

*Sept 2023 – Sept 2026*  
*[expected]*

- Thesis: The Returns to New Vocational Qualifications in England and the Causal Impacts Exam Resits

### University of Waikato, New Zealand

*MMS (Masters) in Environmental Economics*

*Jan 2022 – Jul 2023*

- Grade: First Class Honours
- Thesis: Field Experiments to Promote Volunteering for Nature Restoration Groups
- Coursework: Econometrics, Microeconomic Theory, Global Trade Modelling, Research Methods

### University of Waikato

*BBus in Economics and Chemistry (double major)*

*Jan 2019 – Nov 2021*

- GPA: 8.9/9.0 (A+)
- Coursework: Econometrics, Microeconomics, Macroeconomics, Environmental Economics, Chemistry

## Experience

### PhD Researcher

*Education Policy Institute (EPI)*

*London, UK*  
*Oct 2023 – now*

- Worked on research projects at EPI within the post-16 and vulnerable learners team
- Writing proposals to obtain external funding for research projects
- Led and contributed to EPI analyses of vocational qualifications (T levels) and English and maths resits
- Focus on dissemination skills - published Op Eds, Reports and Blogs and presented to government officials
- Worked very closely with UK education admin data as an ONS accredited researcher

### Research Assistant

*University College London*

*London, UK*  
*Sept 2024 – now*

- Working on a variety of projects at UCL, including:
- Analysis of TIMSS 2023 data for England for the Department for Education (DfE)
- Investigating students' price elasticity for UCL qualifications
- Analysing drivers of student satisfaction within UCL departments

### Research Assistant

*Lincoln University and University of Waikato*

*Hamilton, New Zealand*  
*Mar 2021 – now*

- Quantitative research assistant across two universities leading and contributing to statistical analyses for a range of projects
- Led the quantitative evaluation of university wellbeing workshops for agricultural students
- Worked on interdisciplinary and mixed methods research papers
- Analysed vaccine preferences during the Covid-19 pandemic

### Researcher in Environmental Economics

*EnviroStrat*

*Auckland, New Zealand*  
*Nov 2021 – Aug 2023*

- Worked in highly collaborative teams on a variety of client-driven research projects
- Developed natural capital accounts for regional councils using the UN natural capital accounting framework
- Worked on conservation finance and land use change research

## Teaching

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### University College London

*Department of Political Science*

*Sept 2024 – Jan 2025*

- Senior PGTA for POLS0007 in Semester 1 of the 2024/25 and 2025/26 academic years. This course was an introduction to the principles of social science research and involved taking three seminars, marking and providing feedback.
- Senior PGTA for POLS0010 - Data Analysis in academic year 2025/26. This is a second-year undergraduate module covering multiple regression, advanced survey methods and spatial analysis.

### University of Waikato

*Department of Economics*

*Sept 2024 – Jan 2025*

- Provided feedback and marking for a first-year undergraduate economics course (ECONS102 - 2020).
- In 2023, taught two practical lab sessions for BUSAN205 (data analytics) for second-year business and economics students.
- Guest tutor for a post-graduate applied econometrics course (in R and Stata).
- Co-delivered a workshop on randomised control trials (RCTs) at the Australasian Agricultural and Resource Economics Society (AARES) Annual Conference in 2023

## Boards, Committees and Volunteer Experience

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### Football Referee

*2013 – present*

- Currently a supply league (level 4) referee in England
- Was a level 4 referee in New Zealand, refereeing football at tiers 2-4
- Invited to referee at two international tournaments and recipient of most promising county youth referee in 2017, 2018 and 2019

### Committees

*2021 – present*

*University of Waikato and University College London*

- Invited Member of the University of Waikato Scholarships Committee between 2021 and 2023 (Student Representative)
- Student Representative on the Student Partnerships Committee (SPC) at the Institute of Education (UCL)

### Academic Service

*2024 – present*

*Peer review for the following:*

- Australian Journal of Agricultural and Resource Economics (AJARE)
- Cogent Psychology
- Mental Health and Prevention

## Selected Awards and Achievements

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- UBEL Economic and Social Research Council Doctoral Studentship *2023 – 2026*
- William Georgetti Scholar *2023-2026*
- Rhodes Scholarship Finalist *2023*
- New Zealand Association of Economists (NZAЕ) Jan Whitwell Prize for Best Masters/Honours Presentation; New Zealand Association of Agricultural and Resource Economics (NZARES) Postgraduate Award *2022*
- Freemasons Postgraduate Scholarship *2022*
- Masters Research Scholarship from Manaaki Whenua for Strategic Objective 2 of the Biological Heritage National Science Challenge *2022*
- University of Waikato Research Masters Scholarship *2021-2022*
- Sir Paul Callaghan Eureka! Awards National Finalist *2022*

- University of Waikato Summer Research Scholarship; poster Prize 2022
- Five Subject University of Waikato Awards (Economics and Science) 2022
- University of Waikato Te Paewai o te Rangi: Scholarship for Outstanding Academic Achievement 2018-2021
- Kelliher Economics Foundation Scholarship 2018-2021

## Journal Articles

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### Environment

Dorner, Z., Maris, R., & Carlsson, F. (2025). Environmental identity in economics and policymaking [Forthcoming]. *Review of Environmental Economics and Policy (REEP)*.

Dorner, Z., McLeod, L. J., Milfont, T. L., Stahlmann-Brown, P., Hine, D. W., Maris, R. D. C., Kitson, J. C., & Tassell-Matamua, N. A. (2024). Motivating residents to volunteer for urban waterway restoration: A segmentation approach. *Conservation Science and Practice*, 6(11). <https://doi.org/10.1111/csp.2.13258> ↗

Maris, R., Dorner, Z., & Carlsson, F. (2025b). Information Nudging and Monetary Incentives: A Green Partnership for Volunteering? *Environmental and Resource Economics*, 88(9). <https://doi.org/10.1007/s10640-025-01018-5> ↗

Maris, R., & Holmes, M. (2023). Economic Growth Theory and Natural Resource Constraints: A Stocktake and Critical Assessment. *Australian Economic Review*, 56(2), 255–268. <https://doi.org/10.1111/1467-8462.12505> ↗

Maris, R., & Matthews, Y. (2023). Are views of water bodies associated with higher water consumption? An empirical analysis from New Zealand. *Water Resources and Economics*, 42, 100220. <https://www.sciencedirect.com/science/article/pii/S2212428423000051>

McLeod, L. J., Hine, D. W., Milfont, T. L., Dorner, Z., Tassell-Matamua, N. A., Maris, R. D. C., Kitson, J. C., & Stahlmann-Brown, P. (2024). Protecting and restoring freshwater biodiversity across urban areas in Aotearoa New Zealand: Citizens' reporting of pollution in stormwater drains and waterways. *Journal of Environmental Management*, 351. <https://doi.org/10.1016/j.jenvman.2024.120019> ↗

### Education/Labour

Hay, A., Stanley-Clarke, N., Maris, R., Winder, L., & Knook, J. (2024). Building connections in health and well-being education: Qualitative findings of a study with New Zealand agricultural students. *Health Education Journal*, 83(2). <https://doi.org/10.1177/00178969231225089> ↗

Hay, A., Stanley-Clarke, N., Winder, L., Maris, R., Andrews, C., & Knook, J. (2025). Benefits for peer educators in delivering wellbeing education to agricultural students. *Health Education Journal*, 84(1), 58–68. <https://doi.org/10.1177/00178969241297549> ↗

Knook, J., Stanley-Clarke, N., Maris, R., Hay, A., Andrews, C., & Winder, L. (2025). A Mixed Methods Assessment of an Online Mental Health and Resilience Program for Agricultural Sector Students. *Journal of Agromedicine*, 30(1). <https://doi.org/10.1080/1059924X.2024.2421982> ↗

Maris, R., & Cameron, M. P. (2023). The labour market trade-offs of pet ownership. *Economics and Business Letters*, 12(1). <https://reunido.uniovi.es/index.php/EBL/article/view/18289>

Winder, L., Stanley-Clarke, N., Maris, R., Hay, A., & Knook, J. (2025). Wellbeing education increases skills and knowledge among tertiary students in the agricultural sector: Insights from a mixed methods study. *The Journal of Agricultural Education and Extension*, 31(2), 180–196. <https://doi.org/10.1080/1389224X.2024.2351545> ↗

### Interdisciplinary

Maris, R. (2025c). The impact of commitments on longitudinal survey attrition. *International Journal of Social Research Methodology*. <https://doi.org/10.1080/13645579.2025.2544123> ↗

Maris, R., Dorner, Z., Hess, S., & Tucker, S. (2025). Social Media and the Evolution of Vaccine Preferences During the COVID-19 Pandemic: Discrete Choice Experiment. *JMIR Infodemiology*, 5(1). <https://infodemiology.jmir.org/2025/1/e66081>

Stanley-Clarke, N., Hay, A., Maris, R., Ryan, A., Knook, J., & Winder, L. (2024). Optimism bias as a barrier to accessing mental health support amongst tertiary students. *Higher Education Research & Development*, 43(7). <https://doi.org/10.1080/07294360.2024.2339838> ↗

Tran, M., Maris, R., Hess, S., Dorner, Z., Huynh, E., Glass, K., & Lancsar, E. (2025). Temporal stability of preferences: The case of COVID-19 vaccines in Australia and New Zealand. *Social Science & Medicine*. <https://www.sciencedirect.com/science/article/pii/S0277953625007488>

Veronesi, E. R., Cairns, S. M., Alizadeh, H., Hampton, J., Maris, R., Godsoe, W., Goldson, S. L., & Clavijo McCormick, A. (2023). Individual and combined effects of predatory bug Enyptatus nicotianae and Tri-choderma atroviride in suppressing the tomato potato psyllid Bactericera cockerelli in greenhouse grown tomatoes. *Agronomy*, 13(12). <https://www.mdpi.com/2073-4395/13/12/3019>

## Works in Progress

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Chaudhury, P., Farrell, D., Barnard, K., Jones, E., Wyness, G., Shure, N., Smith, S., & Maris, R. (2025). What works? the drivers of student satisfaction in higher education.

Crawford, C., Maris, R., Petit, F., & Wyness, G. (2025). Degrees of demand - price elasticity in higher education.

Hertweck, F., Maris, R., Tonin, M., & Vlassopoulos, M. (2025). Patterns in university applications: Socioeconomic status, gender, and subject vs. institution preferences.

Maris, R. (2025a, September). Blending Academic and Vocational Education: The Impact of T Levels [CEPEO Working Paper No. 25-11]. <https://EconPapers.repec.org/RePEc:ucl:cepeow:25-11>

Maris, R. (2025b). Determinants of success in exam retakes: Evidence from england's resit policy.

Maris, R. (2025d). Upper Secondary Pathways and Progression to Further Study [CEPEO Working Paper No. 25-08]. <https://repec-cepeo.ucl.ac.uk/cepeow/cepeowp25-08.pdf>

Maris, R., Anders, J., Campbell, T., & Wyness, G. (2025). Determinants of negative attitudes towards vocational education - evidence from europe.

Maris, R., Dorner, Z., & Carlsson, F. (2025a). The causal impacts and behavioural spillovers of volunteering for the environment.

Maris, R., Stanley-Clarke, N., Hay, A., Winder, L., & Knook, J. (2025). Overly optimistic? the presence of optimism bias in mental health attitudes among agricultural university students.

## Reports and Blogs

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Golding, J., Richardson, M., Isaacs, T., Barnes, I., Wilkinson, D., Swensson, C., & Maris, R. (2024). Trends in International Mathematics and Science Study (TIMSS) 2023: National report for England [Publisher: Department for Education]. [https://discovery.ucl.ac.uk/id/eprint/10201200/1/TIMSS\\_2023\\_national\\_report\\_for\\_England.pdf](https://discovery.ucl.ac.uk/id/eprint/10201200/1/TIMSS_2023_national_report_for_England.pdf)

Maris, R. (2023). *Pro-environmental behaviour change for nature: Empirical and theoretical evidence from a field experiment in Aotearoa New Zealand* [Masters Thesis]. The University of Waikato. Retrieved April 16, 2025, from <https://researchcommons.waikato.ac.nz/bitstream/10289/16046/4/thesis.pdf>

Maris, R. (2024a). Research shows the resits policy needs a complete rethink. *FE Week*. <https://feweek.co.uk/research-shows-the-resits-policy-needs-a-complete-rethink/>

Maris, R. (2024b, January). Time for a resit reset? <https://epi.org.uk/publications-and-research/blog-time-for-a-resit-reset/>

Maris, R. (2025e). V levels can streamline, but beware a re-badging exercise. *FE Week*. <https://feweek.co.uk/v-levels-can-streamline-but-beware-a-re-badging-exercise/#comments-start>

Maris, R. (2025f). We still need to tackle the high T Levels dropout rate. *FE Week*. <https://feweek.co.uk/we-still-need-to-tackle-the-high-t-level-dropout-rate/>

Maris, R., Khandekar, S., & Robinson, D. (2024). *A quantitative analysis of T level access and progression* (tech. rep.). Education Policy Institute.

Maris, R., & Robinson, D. (2025). *English and Maths Resits - Drivers of Success* (tech. rep.). Education Policy Institute. [https://scholar.google.com/citations?view\\_op=view\\_citation&hl=en&user=wgOQC80AAAAJ&citation\\_for\\_view=wgOQC80AAAAJ:Zph67rFs4hoC](https://scholar.google.com/citations?view_op=view_citation&hl=en&user=wgOQC80AAAAJ&citation_for_view=wgOQC80AAAAJ:Zph67rFs4hoC)

Otty, A., & Maris, R. (2025). Bottom 10% are missing out on GCSE core subject success. *FE Week*. <https://feweek.co.uk/bottom-10-per-cent-missing-out-on-gcse-core-subject-success/>

## Conference Presentations and Invited Talks

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- Quantitative Methods Hub Seminar, University of Oxford
- CEPEO Seminar Series, University College London
- Advances with Field Experiments Annual Conference 2024

May 2025  
Nov 2024  
Sept 2024

- European Association of Environmental and Resource Economists (EAERE) Annual Conference 2024 *July 2024*
- Association of Environmental and Resource Economists (AERE) Summer Conference 2023 *June 2023*
- Australasian Agricultural and Resource Economics Society (AARES) 2023 Conference *Feb 2023*
- New Zealand Agricultural and Resource Economics Society (NZARES) Annual Conference 2022 *Sept 2022*
- New Zealand Association of Economists (NZAЕ) Annual Conference 2022 *June 2022*
- Australasian Agricultural and Resource Economics Society (AARES) 2023 Conference *Feb 2022*