

## Iain Embrey

A Labour Economist studying the educational, social, and behavioural factors that perpetuate poverty.

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## Academic qualifications:

2019: PhD in Economics – Lancaster University (awarded without corrections);

2016: MSc Economics – Lancaster University (awarded with Distinction);

2012: Master of Education – The University of Birmingham (awarded with Distinction);

2010: PGCE – The University of Birmingham (confers qualified teacher status);

2009: Master of Mathematics – The University of Warwick (awarded with First Class Honours).

## Publications:

*States of Nature and States of Mind: A generalized theory of decision-making.* Theory and Decision, 2019.

## Working Papers

*Re-estimating the Technology of Cognitive and Noncognitive Skill formation.*

Revise and Resubmit at the Journal of Human Resources;

*Modeling Advanced Persistent Threat Campaigns.*

Revise and Resubmit at Risk Analysis;

*The Education Trap: Could a grades-focused educational system be perpetuating poverty in advanced economies?*

Submitted to the Journal of Economic Behaviour and Organization;

*A Review of Dual-self Modeling.*

Revise and Resubmit at the Journal of Economic Surveys;

*On the Benefits of Normalization in Production Functions.*

Pending submission;

*Noncognitive Skills: Theory and Empirics.*

Job Market Paper Pending Submission. Abstract:

Noncognitive skills have provoked substantial research interest in recent years. However, existing evidence for their importance relies heavily upon reduced-form regressions that do not account for the simultaneous production of cognitive and noncognitive skills. Moreover, existing constructs of noncognitive skill are typically chosen for their convenience, or else for their explanatory power over psychological survey items. In response, we analyze a decision-theoretic model of educational development to derive five candidate noncognitive skills, and we test their importance by adapting an established longitudinal and structural econometric model of multidimensional skill formation. We find: first, that noncognitive skills matter for cognitive development; second, that different aspects of noncognitive skills matter to different degrees; and third, that once a child begins to take her own decisions, her propensity to think analytically becomes the most important noncognitive determinant of her ongoing cognitive development.

## Teaching experience:

I bring a wealth of teaching experience with an exceptional record of raising achievement and obtaining positive feedback from students. Details of this teaching experience can be found on my teaching statement, but in brief I have: a full year of professional teacher training, 5 years of full-time teaching in secondary schools, and 4 years of teaching across two universities, including seminars, workshops, and the development of several e-learning courses.

## Academic references may be sought from:

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