Moritz Seebacher

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Fields

Labor Economics, Economics of Education, Big Data Economics

Current Position

10/2022 – present **Junior Economist**
ifo Center for the Economics of Education

10/2022 – present **PhD Candidate in Economics**
LMU Munich Supervisor: Prof. Ludger Woessmann
Expected graduation: summer 2027

Education

11/2020 – 09/2022 **Master of Science in Economics**
University of Konstanz

10/2017 – 09/2020 **Bachelor of Science in Economics**
University of Konstanz

09/2019 – 01/2020 **Semester Abroad**
University of Valencia

Research Visits

09/2025 – 12/2025 **Yale Department of Economics**
Host: Prof. Joseph Altonji

Job Market Paper

Online Social Networks and Long-Run Career Success

[Click here for the latest version]

How does access to online social networks at labor market entry affect workers' careers? I study this question by exploiting the staggered rollout of Facebook across U.S. colleges in a difference-in-differences design, tracking the career trajectories of nearly 800,000 business and economics students through their public LinkedIn profiles. I show that early access to Facebook leads to more successful careers: exposed students work in higher-paying jobs, are 3.8% more likely to receive early-career promotions, and are 3.4% more likely to reach senior leadership roles in their late 30s. I find that these effects can be attributed to (i) a more successful college-to-work transition, driven by help from college peers in accessing higher-quality early-career jobs, (ii) more stable and productive early-career worker-firm matches, and (iii) intensified early-career sorting into higher-quality and career-supporting firms. The results highlight how access to online social networks during a sensitive period of a young worker's career can reduce information frictions, facilitate the college-to-work transition, and generate long-lasting career benefits.

Publications

Pathways to Progress: The Complementarity of Bicycles and Road Infrastructure for Girls' Education

Economics of Education Review, 97, 102483, 2023 [Link]

In which settings can bicycles help to improve girls' education in low-income countries? This paper analyzes the complementarity between all-weather roads and a bicycle program in India aimed at increasing girls' secondary school enrollment. Using a triple-difference strategy, I find that the program benefits girls living 3–10 km away from schools

with all-weather road connections, increasing their enrollment by 60 percent and reducing the gender enrollment gap by 51 percent. There are no effects for girls in villages without all-weather roads or girls living more than 10 km from school. The findings emphasize the importance and interdependence of road infrastructure, mode of transport, and distance to school for improving girls' education in India.

Working Papers

Multidimensional Skills on LinkedIn Profiles: Measuring Human Capital and the Gender Skill Gap (with David Dorn, Florian Schoner, Lisa Simon, and Ludger Woessmann)

IZA Discussion Paper No. 17896, 2025 [Link]

We measure human capital using the self-reported skill sets of nearly 9 million U.S. college graduates from professional profiles on LinkedIn. We aggregate skill strings into 48 clusters of general, occupation-specific, and managerial skills. Multidimensional skills can account for several important labor-market patterns. First, the number and composition of skills are systematically related to measures of human-capital investment such as education and work experience. The number of skills increases with experience, and the average age-skill profile closely resembles the well-established concave age-earnings profile. Second, workers who report more skills, especially specific and managerial ones, hold higher-paid jobs. Skill differences account for more earnings variation than detailed measures of education and experience. Third, we document a sizable gender gap in skills. While women and men report nearly equal numbers of skills shortly after college graduation, women's skill count increases more slowly with age subsequently. A simple quantitative exercise shows that women's slower skill accumulation can be fully accounted for by reduced work hours associated with motherhood. The resulting gender differences in skills rationalize a substantial proportion of the gender gap in job-based earnings.

Work in Progress

College Alumni Networks, Job Placements, and the College Selectivity Premium (with Cäcilia vom Baur, Katia Werkmeister, and Ludger Woessmann)

Draft available upon request

What is the causal role of college alumni networks in graduates' first job placement and earnings differences across colleges? Descriptively, graduates from the same college cluster at the same firm three times more than firm and college observables predict. Using resume data from LinkedIn profiles covering over 90 million college×cohort×firm cells, and exploiting plausibly exogenous variation in the timing of alumni firm-to-firm moves around graduates' job search, we find that each additional alumnus raises the employment probability at this firm by 13%. Alumni in management and those from the same major have a stronger effect. While alumni from elite colleges do not provide stronger ties than alumni from less-selective colleges, they work at better-paying firms. This affects the college selectivity wage premium: alumni networks account for at least 4% of the entry-level wage gap between elite and less-selective colleges.

Who Gets Promoted? Evidence from LinkedIn Profiles (with David Dorn and Ludger Woessmann)

Policy Publications

Wie Fahrräder die Bildungschancen von Mädchen in Entwicklungsländern verbessern können

ifo Schnelldienst, 77(3), 33–38, 2024 [Link]

Conferences, Workshops, and Invited Seminars

2026	Colloquium on Personnel Economics (Rotterdam), EEA-ESEM (Dublin), EALE (Barcelona), Verein für Socialpolitik (Innsbruck)
2025	Yale Department of Economics, MIT Sloan School of Management, IAB PhD Workshop (Nuremberg), CAREER Workshop (Amsterdam), Lindau Nobel Laureate Meeting (Lindau)
2024	Verein für Socialpolitik (Berlin)
2023	International Workshop on Applied Economics of Education (Catanzaro), EALE (Prague), Verein für Socialpolitik (Regensburg)

Teaching Experience

Winter 2025/26	**Centralized vs. Decentralized Education Systems: An Economic Perspective** (Bachelor) Supervisor of bachelor thesis, LMU Munich
Summer 2025	**Identifying Sheepskin Effects in the Returns to Education** (Bachelor) Supervisor of bachelor thesis, LMU Munich
Winter 2023/24	**Economics of Education** (Bachelor) Teaching Assistant, LMU Munich
Winter 2023/24	**Determinants of Effective Teacher Incentive Schemes** (Bachelor) Supervisor of bachelor thesis, LMU Munich
Summer 2023	**Worker Skills and the Digital Transformation of the Labor Market** (Bachelor Seminar) Supervisor of term papers, LMU Munich
Summer 2019	**Mathematics for Economists II** (Bachelor) Teaching Assistant, University of Konstanz
Winter 2018/19	**Mathematics for Economists I** (Bachelor) Teaching Assistant, University of Konstanz

Awards and Scholarships

2025	DAAD Scholarship, research stay at Yale University
2022	VEUK Award for Academic Excellence, Master of Science in Economics
2020	VEUK Award for Academic Excellence, Bachelor of Science in Economics
2017 – 2022	Deutschlandstipendium, University of Konstanz

Refereeing

2025	*Economics of Education Review*
2023	*Economics of Education Review*

Research Experience

05/2022 – 09/2022	**Student Research Assistant** Politics of Inequality Cluster, University of Konstanz

Outreach and Volunteering

2024, 2025	**YES! – Young Economic Solutions** Scientific advisor for student competition projects
05/2018 – 07/2024	**Private tutoring and student support** Studenten bilden Schüler e.V., Tintenklecks e.V., Konstanz Buddy Program

Skills

Languages	German (native), English (fluent), Spanish (basic)
Technical	R, SQL, Stata, Python, Google Cloud, LaTeX

References

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Prof. David Dorn
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Prof. Joseph Altonji
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Prof. Ingrid Haegele
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