Kobi Mizrahi
Princeton University
Industrial Relations Section
Louis A. Simpson International Bldg.
Princeton, NJ, 08544
kmizrahi@princeton.edu
609-212-9054
Feb 4th, 2025

Application for NBER Innovation Research Boot Camp 2025

Dear Selection Committee,

I am writing to express my interest in participating in the NBER Innovation Research Boot Camp 2025. I am currently a fourth-year PhD student at Princeton University, specializing in Labor and Public Economics.

I have completed two years of PhD coursework in economics, focusing on labor and public economics, and also including classes in industrial organization and behavioral economics. My research has primarily centered on topics of innovation, and in particular on the link between the production of knowledge through science and innovation, which I believe aligns closely with the themes of the boot camp.

I am particularly interested in the boot camp's sessions related to methods suitable for studying innovation, and sessions related to public finance and the role of public spending in contributing to innovation, as they directly relate to my work on academic research. I believe that attending the boot camp will provide me with invaluable insights and methodologies to advance my research.

I have attached my curriculum vitae and a transcript that includes all completed PhD courses for your review.

Leah Boustan, Professor of Economics at Princeton University, and my advisor, has kindly agreed to provide a letter of recommendation on my behalf.

Thank you for considering my application. I look forward to the opportunity to contribute to and learn from the NBER Innovation Research Boot Camp 2025.

Sincerely,

Kobi Mizrahi

KOBI MIZRAHI

kmizrahi@princeton.edu

EDUCATION

Ph.D — Department of Economics, Princeton University — 2021-Present

M.A — Economics (Hebrew University) — 2021

B.A — Philosophy, Politics and Economics program (PPE), Hebrew University (Magna cum Laude) — 2019

WORKING PAPERS

"A Second Soul: Age at Immigration, Language, and Cultural Assimilation" (with Jaime Arellano-Bover and Shmuel San) [PDF]

RESEARCH EXPERIENCE

Research Assistant, The Hebrew University of Jerusalem

- Prof. Ori Heffetz (Economics, HUJI/Cornell University) — 2018-2020

Research Assistant, Princeton University

- Prof. Thomas Fujiwara (Princeton University) — 2022

TEACHING EXPERIENCE

Princeton University

- Teaching assistant for Professor Kelly Noonan, Introduction to Microeconomics
- Teaching assistant for Professor Leah Boustan, Introduction to Microeconomics
- Teaching assistant for Professor Swati Bhatt, Junior Independent Work
- Teaching assistant for Professor Silvia Weyerbrock, Junior Independent Work

The Hebrew University of Jerusalem

- Teaching assistant for Professor Asaf Zussman, Introduction to Economics I (Micro, Undergraduate)
- Teaching assistant for Professor Yannay Spizter, Introduction to Economics II (Macro, Undergraduate)
- Teaching assistant for Professor Ori Heffetz, Intermediate Macro (Undergraduate)
- Teaching assistant for Professor Anat Bracha, Game Theory for PPE (Undergraduate)
- Teaching assistant for Professor Hannah Trachtman, Behavioral Economics and Empirical Applications (Undergraduate)
- Teaching assistant for Professor Ori Heffetz, Workshop in Behavioral Economics (Graduate)

PROFESSIONAL ACTIVITIES

- Referee for American Economic Journal: Applied Economics

HONORS AND AWARDS

Princeton Graduate fellowship	2021-Present
The Zalman Shiffer Award for outstanding students, HUJI	2021
The Jacques Nass Prize for research in political economy, HUJI	2021
Center for the Study of Rationality Fellowship, HUJI	2019 – 2021
Bogen International Graduate Program Fellowship, Department of Economics, HUJI	2019 – 2021
Excellence in Teaching, Faculty of Social Sciences, HUJI	2019, 2020
The Encouragement Award, Faculty of Social Sciences, HUJI	2019
Excellence Prize for BA Students, Department of Economics, HUJI	2017, 2018
Dean's List Prize, Faculty of Social Sciences, HUJI	2017

OTHER EXPERIENCE

Military Service: Intelligence Officer in IDF.	2010-2015

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PRINCETON UNIVERSITY

KOBI MIZRAHI entered the Graduate School at Princeton as a degree-seeking student on 09/01/21.
Received MA Degree in Economics on 09/23/23. This transcript prepared on 02/03/25.

	Summer Term 2021 (Regular Student)		Grade
ECO	500	Mathematics for Economists Mr. Ezra Oberfield	P

	Fall Term 2021-2022 (Regular Student)		Grade
ECO	501	Microeconomic Theory I Dr. Pietro Ortoleva	A
ECO	503	Macroeconomic Theory I Mr. Gregor Jarosch	B-
ECO	517	Econometric Theory I Bo Honoré	B-

	Spring Term 2021-2022 (Regular Student)		Grade
ECO	502	Microeconomic Theory II Mr. Sylvain Chassang	A-
ECO	504	Macroeconomic Theory II Giovanni Violante	A-
ECO	505	Research Ethics in Economics Mr. Jakub Kastl	P
ECO	516	Behavioral Economics Alessandro Lizzeri	AUD
ECO	518	Econometric Theory II Ulrich Mueller	C+

	Fall Term 2022-2023 (Regular Student)		Grade
ECO	506	Directed Research I (Half-Term) Mr. Adam Kapor	P
ECO	523	Public Finance I Mr. Henrik Kleven	A
ECO	531	Economics of Labor Dr. Janet Currie	B+
ECO	541	Industrial Organization & Public Policy Mr. Jakub Kastl	A-

	Spring Term 2022-2023 (Regular Student)		Grade
ECO	508	Directed Research II (Half-Term) Mr. Adam Kapor	P
ECO	516	Behavioral Economics Roland Benabou	B+
ECO	524	Public Finance II Mr. Henrik Kleven	A
ECO	532	Topics in Labor Economics Ms. Leah Boustan	A

	Fall Term 2023-2024 (Regular Student)		Grade
ECO	581D	Labor Economics/Industrial Relations Ms. Leah Boustan Assistant in Instruction - Part Time	P

Emily Shandley, Registrar

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KOBI MIZRAHI ----Continuation of transcript

Spring Term 2023-2024 (Regular Student)	Grade
Enrolled Student pursuing no courses	
Assistant in Instruction - Part Time	

Summer Term 2024 (Regular Student)	Grade
Enrolled Student pursuing no courses	

Fall Term 2024-2025 (Regular Student)			Grade
ECO	581D	Labor Economics/Industrial Relations	P
		Prof David Lee	

Spring Term 2024-2025 (Regular Student)	Grade
Enrolled Student pursuing no courses	

REMARKS:
******** General Exam for Economics Passed on 05/31/23

End of transcript

Emily Shandley, Registrar

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PRINCETON UNIVERSITY

GRADING SYMBOLS

In undergraduate courses (numbered below 500) and independent work

A+	Exceptional; significantly exceeds the highest expectations
A	Outstanding; meets the highest standards for the assignment or course
A-	Excellent; meets very high standards for the assignment or course
B+	Very good; meets high standards for the assignment or course
B	Good; meets most of the standards for the assignment or course
B-	More than adequate; shows some reasonable command of the material
C+	Acceptable; meets basic standards for the assignment or course
C	Acceptable; meets some of the basic standards for the assignment or course
C-	Acceptable, while falling short of meeting basic standards in several ways
D	Minimally acceptable; lowest passing grade
F	Failing; very poor performance
P	Grades of A+ through C- in courses taken on pass/D/fail basis (prior to 1988-89, earned grades of A+ through D were converted to P) Satisfactory
AUD	Completion of required work in a course taken on an audit basis
INC	Course not completed at end of term (late completion authorized)
T	Course successfully completed at another institution for Princeton credit
UNR	Course grades not reported by instructor
W	Student withdrew from the University after the term's ninth week of class

In graduate courses (numbered 500 and above)

With the exception of T and W, all of the foregoing grading symbols are used in graduate courses. The following symbols may also appear:

HP	High Pass (used in some graduate courses in the School of Architecture)
LP	Low Pass (used in some graduate courses in the School of Architecture)
N or *	No grade given in the course. Between 1948-49 and 1973-74, represented by N; from 1974-75, represented by *

GRADING POLICY 2004-2014

From fall term 2004-05 through spring term 2013-14, the faculty had a common grading expectation for every department and program: A's (A+, A, A-) were to account for less than 35 percent of the grades given in undergraduate courses and less than 55 percent of the grades given in junior and senior independent work. Each department or program determined how best to meet these expectations. In the fall term 2014-15, the faculty reaffirmed rigorous and transparent assessment measures and removed a numeric target for the percent of A grades.

COURSE OF STUDY

Undergraduate students at Princeton enroll in a four-year course of study as candidates for the degree of Bachelor of Arts (A.B.) or the degree of Bachelor of Science in Engineering (B.S.E.). Undergraduate course credit is awarded in the form of course units. Each undergraduate course is one course unit; one course unit may be considered the equivalent of 4.0 semester hours. The A.B. program consists of eight terms of fulltime study to satisfy the requirement of 31 courses (30 courses for students matriculating before 2001). Beginning in the junior year a candidate for the A.B. degree undertakes a program of departmental concentration including course work, independent study in the junior year, a two-term senior thesis, and a departmental examination at the end of the senior year. The B.S.E program consists of eight terms of full-time study to satisfy the requirement of 36 courses, which usually include one or two terms of independent work. B.S.E. students pursue departmental concentrations beginning in the sophomore year. Prior to fall term 1974-75, an undergraduate's departmental courses were indicated by a (D) preceding the course title. In addition to the departmental concentration, many students elect to pursue certificates in one or more programs, nearly all of which are interdisciplinary.

Graduate students pursue full-time study toward the Ph.D. degree in the arts and sciences, engineering, architecture, and public affairs; and final professional master's degrees in architecture, engineering, finance, Near Eastern studies, public affairs, and public policy. To qualify for the Ph.D., a candidate spends at least one academic year in residence, passes the general examination, presents an acceptable dissertation, and passes the final public oral examination. Additional requirements for the Ph.D. vary by program. Ph.D. candidates may earn a Master of Arts (M.A.) degree incidentally as part of the Ph.D. program and is awarded once a student successfully passes all parts of the general examination. Requirements for a final professional master's degree, in programs that offer that option, vary by program. Graduate students who are enrolled full time and in residence hold regular student status as they pursue work toward the degree. Students registered *in absentia* are also enrolled full time but are absent from campus in order to make use of materials, facilities, and expertise not available in residence. In their last years of enrollment, the majority of post-generals Ph.D. students take no courses, but pursue full-time research toward completion of the dissertation. Ph.D. students who come to the end of the defined program length without having completed all requirements for the degree may hold dissertation completion enrollment (DCE) status for up to two years and enrollment terminated/degree candidacy continues (ET/DCC) status thereafter. DCE students are enrolled students. ET/DCC students are not enrolled, but they are entitled to submit a dissertation.

TO TEST FOR AUTHENTICITY: Translucent globe icons *MUST* be visible from both sides when held to a light source. The face of the transcript is printed on light brown SCRIP-SAFE® paper bordered in orange on four sides with the name of the institution appearing in white type over the face of the entire document.

ADDITIONAL TESTS: The repeated words UNOFFICIAL COPY appear as a latent image. A black and white or color copy of the document is not an original and should not be accepted as an official institutional document. In accordance with the Family Educational Rights and Privacy Act of 1974, this document cannot be released to a third party without the written consent of the student. If you have any questions about this document, please contact our office at registrar@princeton.edu or (609) 258-3361.

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Research Statement – Kobi Mizrahi

My research explores two broad topics: The production of scientific knowledge and immigration. I am investigating collaboration between researchers in academia and the private sector, analyzing how these partnerships influence scientific production and contribute to innovation. Specifically, I study the effects of collaboration between different types of researchers, the mutual benefits of these interactions, and whether such collaborations enhance the "usefulness" of their research. In this context, "useful knowledge" refers to scientific knowledge that can be applied to improve material welfare, which I measure through its contribution to new patents.

To conduct this research, I utilize data on PhD graduates across various fields (e.g., computer science and chemistry), integrating information from multiple sources. I combine graduate school and advisor data from ProQuest, publication and affiliation records from OpenAlex, and employment histories from LinkedIn to construct a comprehensive panel of work and publication histories. Additionally, I leverage the Reliance on Science dataset to assess the impact of scientific publications by measuring their citation frequency in patents. By analyzing variations in the social connections formed during graduate school, I estimate the effect of these networks on the likelihood of cross-sector collaboration and research quality, as measured by citations in patents. In future work, I plan to examine the impact of public research funding on collaboration patterns and the usefulness of resulting scientific knowledge.

In the area of immigration, I am studying how the age at arrival of migrants influences their cultural assimilation in the destination country. Our research utilizes Israeli administrative records to investigate the assimilation patterns of Former Soviet Union (FSU) Jews who migrated to Israel as children. By focusing on age-at-arrival effects, we aim to understand how early-life exposure to the host country's institutions, language, and social norms affects long-term cultural integration. This work contributes to broader discussions on immigrant assimilation and the factors that shape the economic and social integration of migrant populations.

My ultimate goal is to advance our understanding of the mechanisms driving innovation. Attending the NBER Innovation Research Boot Camp would provide a unique opportunity to deepen my knowledge of innovation-related research methodologies and connect with leading scholars in the field. The boot camp's focus on cutting-edge empirical strategies and discussions on innovation policy aligns closely with my research interests. I am eager to refine my analytical approaches, gain insights into the latest advancements in the field, and engage with peers and faculty who share my passion for studying innovation and its broader economic implications.

Princeton University

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February 4, 2025

Dear Selection Committee,

I am pleased to write this letter in support of **Kobi Mizrahi**'s application for the 2025 NBER Innovation Research Boot Camp. Kobi is a fourth-year PhD student in the Economics Department at Princeton University with interests in labor economics and the economics of innovation. I know Kobi well, having been a professor in his second-year labor field course, as well as his advisor for his third-year paper. I am currently serving as the chair of his dissertation committee.

Kobi is currently working on an exciting project on how collaborations between researchers in academic institutions and the private sector contribute to the production of scientific knowledge. At various points in history (e.g., during the early Cold War), universities were encouraged to collaborate with private industry. Do university-based scientists have specific resources or ways of thinking that cannot be easily replicated in private firms, thus making collaboration between these two settings uniquely productive?

For this project, Kobi is building a state-of-the-art panel dataset that will combine information on scientists' PhD training and their affiliations, collaborations and productivity over the course of their careers. Kobi is combining data on (1) graduate alma mater and PhD advisor from ProQuest, (2) publication and affiliation records from OpenAlex, and (3) employment histories from LinkedIn. He is supplementing this scientist-level data with paper-level data on citation frequency in patents from the Reliance on Science dataset.

Kobi's plan is to compare scientists who, by virtue of idiosyncratic variation in graduating cohorts within department-university-year cells, have closer connections to classmates who went into private industry vs. academia. These networks formed in graduate school affect the likelihood that any given scientist has cross-sector ties that encourage him or her to participate in industry-academia collaborations.

In addition to his ongoing work on innovation, Kobi has a completed paper on immigration and assimilation, entitled "A Second Soul: Age at Immigration, Language, and Cultural Assimilation." Along with his co-authors Jaime Arellano-Bover (Yale) and Shmuel San (Hebrew University), Kobi is using detailed Israeli administrative data to study the cohort of immigrants who arrived as children and young adults to Israel from the Former Soviet Union in 1990 or 1991,

when the Iron Curtain fell. For families that participated in this immigration wave, the year of immigration was determined by political considerations and was unrelated to their children's age in the critical years. Kobi shows that children who arrived at younger ages are better able to assimilate, as measured by taking university standardized admission tests in Hebrew (rather than Russian), marrying an Israeli native, and having more children (conforming to the Israeli, rather than the Soviet, fertility norm). Given the richness of the administrative data, the paper is even able to compare siblings in the same families who arrived in Israel at different ages.

I anticipate that this paper will become the gold standard for identifying "age at arrival" effects on immigrant assimilation. Although this is not an innovation paper, I imagine that being conversant in the immigration literature will be an asset at the NBER Innovation Boot Camp.

I strongly endorse Kobi's application, and I am confident that Kobi will be an engaged student in the NBER Innovation Research Boot Camp.

Sincerely,

Leah Boustan

Leah Boustan
Professor of Economics