

Discussion on “Universities and the Rise of Services”

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Summary

Question: How do universities shape spatial variation in structural change?

- **New mechanism:**

University → **new tasks** that use high-skill worker in service

→ raises high-skill demand in service (relative to manufacturing)

- **Key implications:**

(1) higher skill wage premium

(2) **task reallocation:** old tasks (used by manufacturing) switch to low-skill labor

Motivating evidence: regions with (top) universities tend to

1. experience bigger structural changes (manuf. ↓, service ↑)

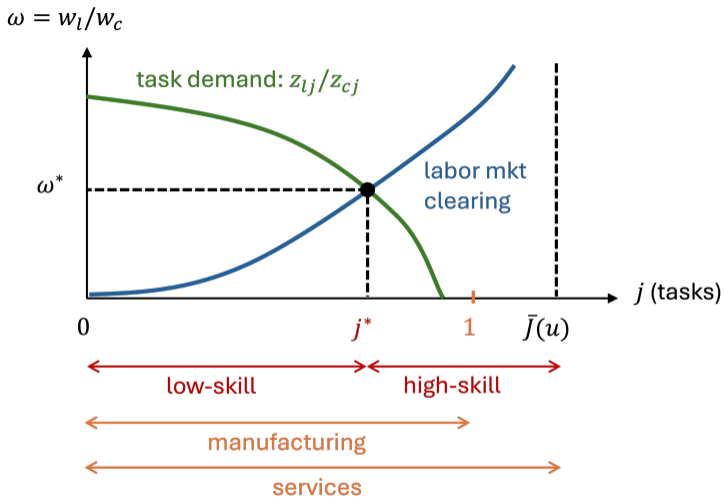
IV: university site-selection winner vs. runner-up (Andrews 2023)

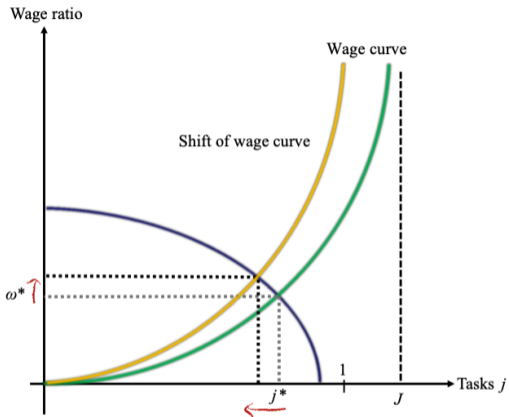
2. experience bigger **increase in skill premium**

3. become more concentrated in **new-title creating** occupations

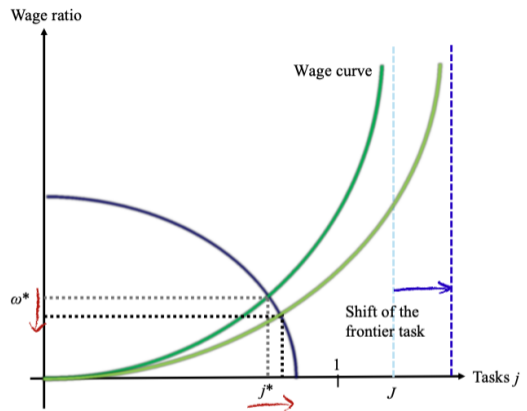
Theory:

- **simple model:** new tasks → structural change, higher skill premium, task reallocation
- **full model:** quantify magnitude; decompose channels





(a) Supply of High-skilled Labor



(b) Innovation

Discussions

- Overall:
 - Novel mechanism with insightful economic intuition!
 - Very clear illustration and writing
 - I am motivated by the evidence
- **Two Main comments on further highlighting the contribution**
- Some thoughts on (future) quantitative analyses

Comment 1: direct evidence on task use by sector and skill

Key assumption:

- New tasks are more skill-intensive
- New tasks only used by services
- Manufacturing tasks are less skill-intensive (✓ literature)

Model predictions:

- University \rightarrow new tasks \rightarrow structural change & \uparrow skill premium (✓ Facts 1-3)
- New tasks \rightarrow task reallocation toward low-skill, especially in manufacturing

Sector-by-skill income shares can be informative!

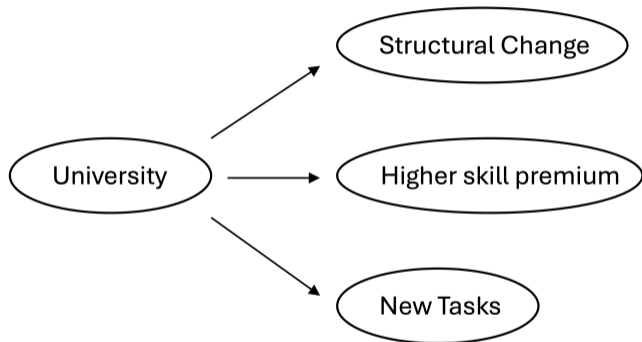
Occupational-level correlation:

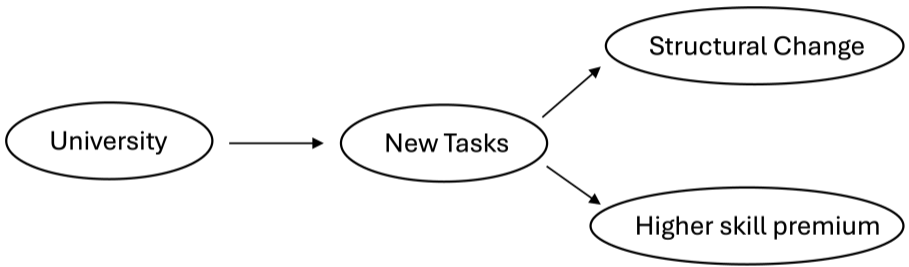
- new-task index \leftrightarrow skill intensity
- new-task index \leftrightarrow sector intensity

Regional-level: (can use Fact 3 as first-stage)

- (University \rightarrow) more new tasks \rightarrow Facts 1 and 2
- (University \rightarrow) **more new tasks \rightarrow Δ skill intensity (manuf. vs. services)**

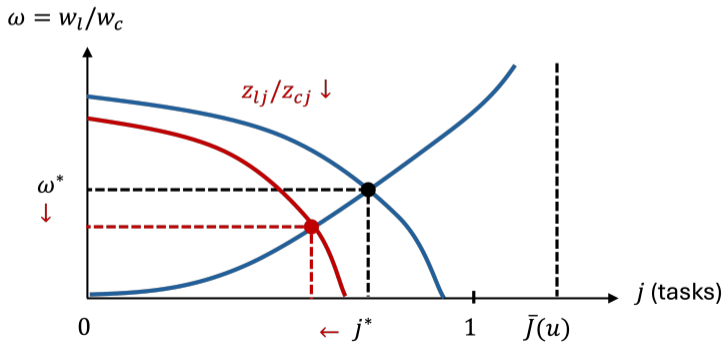
Can use as calibration or external validation for quantitative model





Comment 2: universities can also improve skill-biased productivity (z_{cj}/z_{lj})

- Conventional direct effect of education (school quality)
- Also raises demand, consistent with Facts 1 and 2
- But **opposite task allocation!**



Quantitative analyses

Current draft: (already addressed comments 1 & 2, but implicitly)

- allow cross-region variation in both Δj and $\Delta(z_l/z_c)$
- quantify using sectoral skill intensity and decompose

Would also be interested to see (in future work) ...

- counterfactual that highlights the **interaction** between two mechanisms
- policy: national vs. place-based university subsidy?

Conclusion

- Great work! Novel and insightful mechanism
- To highlight the contribution, ...
 - bring in direct evidence: sectoral skill-intensity can help
 - stress novelty against conventional mechanism (skill-biased productivity)

Minor comments

- The $B(f)$ term seems to unnecessarily complicate Section 4. Section 5 includes the \mathcal{J}^ϕ term, but it is not mentioned in Section 6; do you assume $\phi = 0$ there?
- In a quantitative model, can allow $\alpha_c^S > \alpha_l^S$ to partially incorporate the income effect (and to be consistent with the treatment for housing).
- Is it possible to also use the site-selection IV for Facts 2 and 3? It is unclear why the specifications and time ranges differ across Facts.
- In Table 1, responses in high-skill service are smaller than in service; this seems to be inconsistent with your story?
- Is Fact 2 stronger in service than manufacturing?