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RISIS



RESEARCH INFRASTRUCTURE FOR SCIENCE
AND INNOVATION POLICY STUDIES

**Institutional VS regional attractiveness:
What factors are more important to increase the pool of mobile students in tertiary
education?**

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- What is good in the paper:
 - The topic of the paper is highly interesting
 - The evidence could be helpful for future EU policy makers in driving international mobility trajectories in the post pandemic period
 - ...will some other factors play a role in the near future?
 - Focus of the paper
 - Better frame the message/focus of the paper.
 - Different type of mobility?
 - Different type of students (ISCED rank)?
 - Institutional vs. Regional factors?
 - *Suggestion*: separate ISCED classes and frame the paper around the multitude of issues that differentiate bachelor/master/PhD students
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- Results:
 - Research intensity discourages PhD students (credit) mobility...
 - University reputation discourages credit mobility (at the different ISCED levels)...

Non-linear relationships?

D&S issues related to Erasmus sample limitations?

- Investigating the different international mobility factors
 - What about their magnitude? Institutional vs. regional determinants
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- Regional-level factors
 - No effect, also when separately considering different ISCED levels. An important evidence that deserves more investigation.
 - Population density
 - Employment rate
 - Expected earnings
 - % Univ in THE
 - Tertiary education attainment
 - Factors are all defined at a regional level - impact of the overall regional HE system. [NUTS2-level: 1 country-1regions?]
 - More detailed definition of population density (Nature dataset)
 - Places and Institutions surrounding universities weighted for the distance – Google map could be a valid alternative (attending the university in Milan is not the same of attending the university in another Lombardy university province: both for the presence of amenities and carrier opportunities)
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- Factors affecting students' mobility:
 - International offer of the university
 - Hofstede indicators
 - Country-level analyses (similar HE systems [Anglo-Saxon, Mediterranean, etc...])
 - The disciplinary characterization of the universities
 - Investigate the profile of differently “internationally attractive” universities (interesting!). Clustering them and offer a further perspective (degree-credit mobility attractiveness)
 - What about the results based on the same pool of countries in order to better understand the difference between “credit” (27 countries) and “degree” mobility (19 countries).
 - Leverage on the longitudinal nature of the data?
 - ETER data are available for the period between calendar years 2011 (the academic year 2011/2012) and 2016 (2016/2017).
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- Improving the robustness of the analyses:
 - Analyses based on a different definition of international mobility. E.g.
 - Counts (Poisson, Neg. Bin models) and the university size as a control variable
- Ranking measures: refine them. 1) included 2) value