**TIAA INSTITUTE
FELLOWS SYMPOSIUM**

Framing the future of higher education

SUMMARY

TIAA Institute

Inside the summary

Foreword

Surya P. Kolluri
Head of TIAA Institute

Declining enrollment in our nation's colleges and universities has led to today's excess capacity of roughly five million undergraduate seats, despite ongoing institutional mergers and closures. Yet many young people who would like to enroll can't afford to—and question whether borrowing to pursue more education is a good investment. Public support of higher education is unstable and adds weight to the intense financial pressures on the sector.

At the same time, two key external forces are at play. First, the rapid adoption of generative artificial intelligence (AI) raises serious questions about the future of learning and workforce needs—and, indeed, about the fundamental purposes of colleges and universities. Second, remarkable increases in lifespans in the last century are transforming our nation's demographic profile, such that by the mid-2030s, the number of adults aged 65 or older is projected to outnumber children under 18. This shift presents a vast and untapped market for higher education, as individuals aged 25 to 75+ seek to upskill throughout their career course, as well as stay engaged by continuing to learn and contribute to society during their many post-retirement "bonus" years.

The TIAA Institute's 2025 Higher Education Fellows Symposium was about helping higher education leaders look forward for their institutions. In addition to financial pressures, AI, and higher education in an era of longevity, symposium topics addressed how college and university employers can build the workforce they need to achieve their mission—including, importantly, addressing the mental health needs of that workforce—and how best to manage the major restructuring that lies ahead for many institutions.

This report captures highlights of the symposium's contributing scholars and experts' work, which the Institute so highly values. We hope you'll take away new ideas and perspectives to help guide your institution into a future full of opportunity.

A key component of the Institute's mission—and why we host Fellows symposia— is to enhance higher education's organizational effectiveness by building and sharing critical knowledge. To help make that happen, we welcome your input and encourage you to contact the Institute with any research ideas this report may spark. Or perhaps we could meet with a particular group on your campus on a topic of interest, or maybe you have a faculty member to recommend as an Institute Fellow.

In short, we encourage you to help us make connections and build knowledge that matters to you.

Please feel free to reach out to me at surya.kolluri@tiaa.org.

Macrotrends in higher education and advice for leaders on how to respond

David P. Richardson, Managing Director and Head of Research, TIAA Institute
Richard Ekman, President Emeritus, Council of Independent Colleges, and TIAA Institute Fellow
Timothy A. Rodgers, Market Leader, Retirement Solutions, TIAA, *moderator*

The Fellows symposium kicked off with a grounding in macrotrends affecting higher education, along with advice for higher education leaders on how best to respond (or not) to those trends.

David Richardson began with an overview of trends:

Key macrotrends

HEADWINDS

The birth rate for U.S. women has fallen more than 50% since 1950.

DECLINING U.S. BIRTH RATES (PER 1,000)

24	**11**
1950	2022

Source: "Crude Birth Rate, 1950–2022," United Nations, Department of Economic and Social Affairs, Population Division, 2024.

Lower birth rates leads to enrollment declines 18+ years later.

TOTAL COLLEGE STUDENT ENROLLMENT
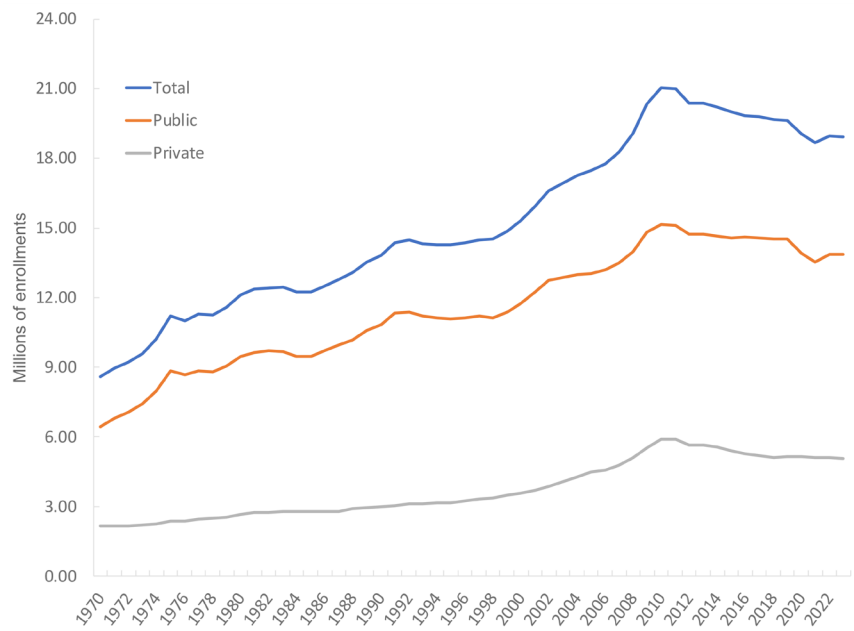
Source: "Table 303.70, Total Undergraduate Fall Enrollment in Degree-Granting Postsecondary Institutions," Digest of Education Statistics, NCES, 2023.

High sticker prices negatively affect public perception of the value of higher education.

CUMULATIVE GROWTH 2000 TO 2022

143% Cost of attendance **VS.** **63%** Inflation

Sources: "Trends in College Pricing and Student Aid 2024," College Board; "Inflation—Consumer Price Index for All Urban Consumers," St. Louis Federal Reserve Bank, 2025.

To lower costs for students and families, colleges and universities spend more on financial aid.

TUITION DISCOUNTS—ALL STUDENTS
AVERAGE 2022–2023 ACADEMIC YEAR

51% Private institutions

35% Public institutions
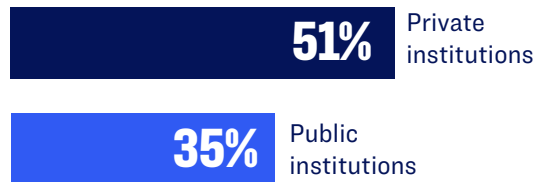
Source: "Annual NACUBO Tuition Discounting Study Finds Financial Aid Awards and Undergraduate Enrollment on the Rise at Private Colleges and Universities," NACUBO, May 14, 2024.

Despite discounts, total student debt continues to grow (albeit more slowly in recent years).

AVERAGE STUDENT LOAN DEBT AT GRADUATION
2010–2024, INFLATION ADJUSTED TO 2024 DOLLARS

Bar chart showing Debt in May 2024 dollars by Graduation year. 2010: $31,320; 2024: $37,850.
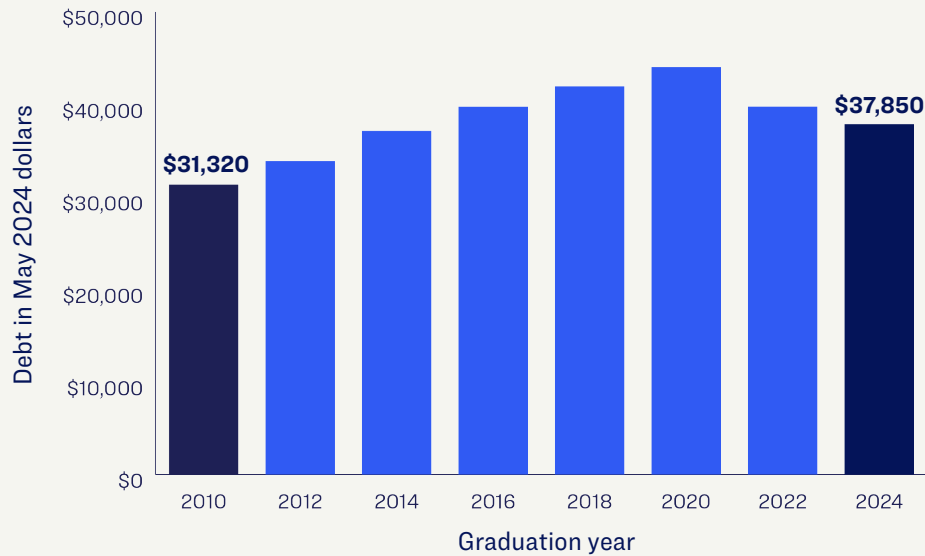
Source: M. Hanson, "Average Student Loan Debt by Year," Education Data Initiative, Aug. 16, 2024.

Notably, the *lowest* student loan default rates are among those with the *highest* loan amounts—generally, loans held by professionals who incurred high educational expenses but earn high salaries. The highest default rates are among those who accrue less than $10,000 in student loans without obtaining a degree.

Regardless of the default rate facts, the massive amount of student loan debt—$1.753 trillion in 2023—is a highly visible issue negatively affecting public perception of the value of higher education.

High costs and debt are barriers to student enrollment and success. For institutions, excess capacity and tuition discounts threaten their financial sustainability, leading to closures, acquisitions and mergers.

TAILWIND

The earnings premium from earning a Bachelor's degree or higher makes borrowing for college a good investment, on average.

WEEKLY COLLEGE EARNINGS PREMIUM—Q4 2023

$917
High school degree

» **$1,058**
Some college or an associate's degree

» **$1,608**
Bachelor's degree or higher

With a Bachelor's degree or higher, weekly earnings are 75% higher than with a high school degree.

Source: "Median Usual Weekly Earnings of Full-Time Wage and Salary Workers by Educational Attainment," U.S. Bureau of Labor Statistics, 2024.

College completion is key to tapping the highest earnings premium. All that colleges and universities can do to help their students succeed and graduate not only improves students' lives, but institutions' bottom lines as well. Higher completion rates also contribute to our nation's economic growth, and to building an informed and involved citizenry—one that, in a positively reinforcing loop, more readily supports higher education.

Charting a successful path through the macrotrends

Rich Ekman followed Dave's trend overview with advice for higher education leaders on how best to move their institutions forward. He noted that no trend affects all institutions in the same way, and no trend dictates a single institution's destiny. Rather, dynamic leadership makes it possible to leverage a trend as an opportunity to flourish or take it as a warning to act against its potentially harmful effects.

Five key steps leaders can take to identify genuine trends and formulate institutional responses:

1 Review available data to determine whether a trend exists.

2 Determine which of the trends is relevant to your institution.

3 Disaggregate the trend information by region, type of institution, and type of student to determine whether a trend is an opportunity or a threat—or somewhere in between.

4 Amplify the potential for institutional distinctiveness that any trend offers.

5 Position your institution for optimal advantage in the trend's lifecycle. You may decide to be on the pioneering front end, a leading follower, in the largest group that will go along with the trend at some point, or even perhaps actively oppose a trend if, for example, it conflicts with your institution's mission.

To help leaders navigate the macrotrends currently affecting higher education, Ekman illustrated each of the five steps above with practical examples in these areas:

Demography of adult learners

Uses of online delivery

Public perception of higher ed

Mergers

Curriculum development

Extracurricular development

To dive deeper into these examples and learn more about how to identify and leverage opportunities for institutional distinction and, importantly, future viability and success, see Ekman's Institute paper, "How to recognize and respond to genuine trends with significant implications for your institution."

What does AI mean for learners and higher education leaders?

Paul LeBlanc, Board Chair and Co-founder, Matter and Space, and Former President, Southern New Hampshire University

Yves Salomon-Fernandez, President, Urban College of Boston, *moderator*

The symposium's first session on trends affecting higher education didn't overlook the impact of AI, but intentionally left the discussion around it to Paul LeBlanc, who recently co-founded a company focused on reinventing learning for the age of AI. AI has been around for decades, but the event that catalyzed its impact on society was the release of ChatGPT in November 2022 when, overnight, AI was in the hands of everyday users.

> " AI changes everything … like the discovery of fire.
> —Paul LeBlanc

What do higher education institutions need to do in response to AI?

Every higher education leader, dean, chair and faculty member can approach the AI future by asking key questions in three phases.

PHASE ONE

In the short term, ask: *"What do my graduates need to know and master about AI to be competitive in the job market?"*

55%

of 2024 college grads said their studies didn't prepare them to use generative AI tools in the workforce[1]

YET …

66%

of business leaders say they wouldn't hire someone without AI skills[2]

[1]   "2024 Graduate Employability Report: Preparing Students for the GenAI-Driven Workplace," Cengage Group, Jul. 2024.

[2]   "AI at Work Is Here. Now Comes the Hard Part," 2024 Work Trend Index Annual Report, Microsoft and LinkedIn, May 8, 2024.

PHASE TWO

In the mid term, the challenge lies in answering: *"What is the future of the workforce in the age of AI? What happens to knowledge-economy and information-age jobs? What will AI do instead of us? What will be left for humans to do, and what are we good at?"*

85 million

number of all jobs predicted to be displaced by machines in 2025[3]

70%

of employees' tasks today could be automated with the help of AI[4]

[3]   "Future of Jobs Report 2020," World Economic Forum, Oct. 2020.

[4]   C. Taylor, "70% of Jobs Can Be Automated, McKinsey's AI Thought Leader Says—But 'the Devil is in the Detail'," Yahoo! Finance, Nov. 27, 2023.

A key concept for thinking about the future of work is the distinction between AI's incredible capacity for calculative prediction on the one hand, and human judgement and practical wisdom on the other. LeBlanc referred to Chris Dede of Harvard's Graduate School of Education, who wrote, "It's the intangible factors, like ethical considerations and empathetic responses, that make humans better equipped than AI to make complex decisions about human affairs."[5]

LeBlanc agreed, and pointed toward a theory of future jobs that leads to entirely new course catalogs, less focused on information-age majors and more on the humanities and meaning, navigating cultures, creativity, and developing wisdom, judgment and empathy. Graduates with those skills will be in demand in the age of AI.

PHASE THREE

The longer-term question for higher education leaders to grapple with is: *"What are universities for?"*

ONTOLOGY
The study of what it means to exist.

Information economy »» Economy of care »» The foundation to build a fair and just society

LeBlanc urged a shift from epistemological questions about what students need to know and how to assess that knowledge, to larger ontological questions about why universities exist, how knowledge can be used, and what we want society to look like. He argues that this third phase can lead us from the information economy to an economy of care, where the work that humans excel at is more highly valued. LeBlanc envisions K-12 teachers, social workers, mental health counselors, child and elder caregivers—and others whose work derives from their humanity—being far better paid, supported and respected. An economy of care would be the foundation upon which to build a fair and just society.

LeBlanc believes AI is a paradigm-shifting technology and our world will be reinvented as a result of its emergence. He acknowledged that while he has a hopeful vision for the future, the transition—like so many others throughout history—will be chaotic and challenging. That's true not just for governments, business and workers, but for higher education as well.

5   C. Dede and D. McCool, "AI Won't Take Your Job if You Know About IA," Harvard Graduate School of Education, Feb. 27, 2024.

Supporting mental health: insights for employers

Claire Borelli, Senior Executive Vice President and Chief People Officer, TIAA
Surya P. Kolluri, Head of TIAA Institute

The Institute report, "Connecting mental and financial wellbeing: insights for employers," documents the increase in employees' mental health challenges in recent years and the connection between financial stress and mental health issues. Importantly, the work also offers concrete advice for employers to meet the diverse needs of their employees.

Claire Borelli, an enthusiastic supporter of the research, and Surya Kolluri engaged in a conversation to dive deeper into the report's recommendations, aiming to help employers jump-start a virtuous cycle of mental health and financial well-being for their employees.

61%
of U.S. workers reported experiencing at least one symptom of a mental health condition (e.g., depression or anxiety)

39%
cited personal finances as negatively impacting their mental health

Source: "2023 Mental Health at Work Report," Mind Share Partners.

TIAA recognizes the importance of mental well-being for its employees and integrates mental health support into its workplace culture. Borelli described efforts to bridge the gaps between what employees need and the mental health supports available to them—including helping alleviate financial stressors.

The first step, Borelli said, is to encourage your organization's leaders and managers to help break down the stigma associated with mental health and financial problems. That means being willing to open up conversations that bring these issues forward. It's not easy, but your leaders need to go beyond HR policies and programs and walk the talk by not being afraid to have these conversations.

> The pandemic heightened awareness about the prevalence of mental health challenges, with rates of poor mental health rising. Organizations should openly discuss mental health to help break down the stigma and, importantly, take a leadership role in addressing this defining issue of our time.
>
> —Claire Borelli

Understanding employees' needs and perspectives

The aim is to understand your employees—where they are in their life, what's going on with them—and to be there for them. Borelli encouraged development of programs designed to listen to employees' concerns and needs across the spectrum. For example, Employee Resource Groups (ERGs) that allow conversation and ideas to flow freely, assessing benefit utilization levels to learn more about what matters most to employees, and constantly soliciting input and being open to feedback.

> 66 Listening is particularly important for underserved groups, and across the lifecycle, too, so employers can meet their employees where they are.
>
> —Claire Borelli

To illustrate, we know that younger employees are dealing with student debt and many older employees are providing elder care. Benefits can be tailored to help relieve those stressors: employer matches to help pay off student loans, subsidized care for employees taking care of parents, etc.

Borelli emphasized the importance of learning what your employees need and, likewise, what will motivate them. That could be different benefits, better pay, greater recognition, more responsibility—the drivers will vary, and managers need to listen to learn what will work best. She predicted that employers will be pleasantly surprised at how much they can learn from opening up conversations. With regard to benefits, the end result, she said, could be a concierge-like approach, as opposed to a one-size-fits-all offering. Ideally, resources can be shifted to offer employees what they need based on their current situation, and without costing the organization more.

Clearly communicating benefits and services

Even the best benefits packages need to be promoted so employees understand what's available and can take full advantage of the offerings. That education begins, importantly, from the top down, such as when organizational leaders use their platforms to break through the stigma associated with mental health problems and emphasize the importance of seeking help.

Borelli noted, though, that the "movable middle" is also key. The middle is managers, who need to fully understand the issues and be willing to talk to their people about them—and provide clear information about policies and resources available to help employees address their mental health needs. Organizations should also identify and tap their "culture carriers" to spread the message.

> 66 Even the best benefits packages need to be promoted so employees understand what's available and can take full advantage of the offerings.
>
> —Claire Borelli

Benefits to employers

We know there's a direct correlation between financial health and mental health. Benefits and programs that focus on improving financial well-being—such as workshops on debt management and budgeting, free financial advising sessions, retirement planning assistance, and so on—also improve employees' mental well-being. In turn, employees' better mental health fosters a more supportive and productive work environment, ultimately contributing to the overall health and success of both employees and their organization.

The changing nature of higher education leadership

Ricardo Azziz, Principal, Tellurian Global, LLC, and Former President,
Georgia Health Sciences University
Anne Ollen, Managing Director, Programs and Practice, TIAA Institute

Ricardo Azziz offered practical advice for higher education leaders in times of transformational change. He and his colleagues have distilled their research and real-world experience to help leaders pursue successful institutional mergers and managed closures, too, when that's what's needed for the best interests of students.

The number of high school graduates is expected to peak in 2025 and decline for 15 years thereafter. This so-called demographic cliff actually has been affecting higher education for some time. Colleges in the Midwest and the Northeast have been facing declining numbers of 18-year-olds for many years. Moreover, high school graduate enrollment rates dropped nearly five percentage points from 2019 (pre-pandemic) to 2024. The result, in short, is excess capacity of approximately five million undergraduate seats in the higher education sector.

On top of excess capacity, ongoing increases in the cost of providing a college education is causing contraction in the sector.

NUMBER OF U.S. DEGREE-GRANTING HIGHER EDUCATION INSTITUTIONS PEAKED IN 2013
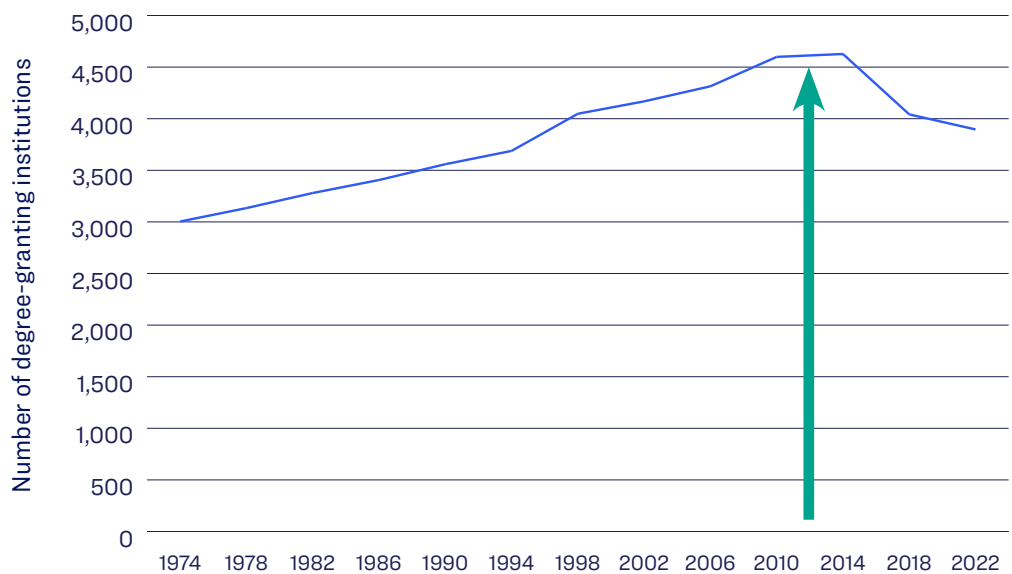
Source: "Table 317.40. Degree-granting postsecondary institutions, by control and level of institution: Selected academic years, 1949-50 through 2022-23," Digest of Education Statistics, NCES, 2023.

MOST OF THE DROP OVER TIME HAS BEEN FROM CLOSURES

3x
as many closures as
mergers over the
past decade

40%
of students who experienced an
abrupt closure and did not reenroll
in another institution

Source: "A Dream Derailed? Investigating the Impacts of College Closures on Student Outcomes," State Higher Education Executive Officers
Association and National Student Clearinghouse Research Center, 2022, pp. 23.

The number of mergers relative to closures is growing, though—which is a good sign, given that students whose institutions close abruptly are often thrown off the college track.

Azziz emphasized the need to prioritize the interests of students first and foremost as decisions about an institution's future are made. Too often, he said, leadership's goal is to serve as the chief cheerleader for the college. That approach, though, can too easily lead to the denial of reality and, ultimately, closure rather than to a more favorable merger that could have been managed had decisive action been taken sooner.

Based on deep experience and extensive research on nearly 100 cases for a book on strategic mergers, Azziz and his colleagues identify key aspects of a successful merger:

SEVEN ESSENTIAL ELEMENTS FOR MERGER SUCCESS

A committed and understanding governing body

The right leadership

A compelling unifying vision

An appropriate sense of urgency

A robust and redundant communication plan

A strong project management system

Sufficient dedicated resources

Source: R. Azziz, G. C. Hentschke, L. A. Jacobs, and B. C. Jacobs, *Strategic Mergers in Higher Education*, Johns Hopkins University Press, 2019.

The most important element is the first: **a committed and understanding governing body**. It doesn't make any difference what else you know or do, if your board doesn't understand what's going on, Azziz said, the merger is doomed to fail.

The second most important element for merger success is **the right leadership**, yet the typical background of college and university presidents doesn't prepare them well to lead major institutional restructuring—or as Azziz puts it, "Big Scary Change."

Azziz's forthcoming book (Johns Hopkins University Press, 2025) stems from a TIAA Institute paper, "Critical competencies for leading major institutional restructuring in higher education (aka Big Scary Change)" (2023). He and his colleagues discuss the critical competencies for leading Big Scary Change:

SEVEN CRITICAL COMPETENCIES FOR LEADING "BIG SCARY CHANGE"

1. Experience and comfort managing significant change, uncertainty and risk
2. Providing all-inclusive operational envisioning
3. Sensing and driving the pace of change: Setting the drumbeat
4. Prioritizing and driving communication: Creating urgency and selling the vision
5. Building transformative teams and managing delegated work
6. Leading from the front: Directly engaging
7. Courage

It's clear that these competencies differ from those needed for the day-to-day needs of a university. For example, on driving the pace of change, Azziz noted that once the decision has been made to restructure, certain demands will need to be met straightaway. The process needs to unfold quickly because the forces of opposition will mount quickly too. The leader has to keep the drumbeat going to stay ahead.

Once again, Azziz emphasized the importance of governing boards—in this instance by knowing that their institutions need major restructuring—understanding what kind of leader they need to hire to make that happen and, finally, by supporting that leader through what will undoubtedly be challenging times.

An Employee Value Proposition for higher education

Anne Ollen, Managing Director, Programs and Practice, TIAA Institute

The TIAA Institute is pursuing a research initiative to help the higher education sector attract, retain and develop employees—and, likewise, be more successful in the competition for talent. Ollen presented an overview of the Institute's Employee Value Proposition for higher education.

An Employee Value Proposition (EVP):

- Identifies the **mix of tangible and intangible rewards and benefits** that make working for a given organization particularly attractive.
- Conveys an organization's **comparative advantages** as an employer and serves as a **differentiator** in recruitment and retention efforts.
- Takes a **holistic approach** focused on an employees' needs and expectations, extending well beyond salary.

Understanding people's job choices is fundamental to development of an effective EVP.

WHY HIGHER EDUCATION LOSES EMPLOYEES

63%
Salary/
compensation

35%
Work-life
balance

34%
Career paths/
opportunities

73% **of potential leavers would consider jobs outside higher ed**
Work/life balance and remote work flexibility are key issues for them.

An EVP for higher education has five levers.

1. Total compensation
2. Work-life balance
3. Professional development and learning
4. Culture and community
5. Mission and purpose

EVP Lever 1: Total compensation

Emphasize value of entire compensation package. Call out benefits that are a competitive advantage.

PERCENTAGE OF EMPLOYEES RATING SPECIFIC BENEFITS AS IMPORTANT

| 98%	94%	92%	77%	62%
Retirement plans	Health benefits	Paid time off	Retiree health insurance	Tuition remission

Institutions can address salary disadvantages by emphasizing competitive benefit packages. That message resonates best when tailored to its targeted audience's lifecycle stage. For example, childcare benefits matter most to parents of young children.

EVP Lever 2: Work-life balance

Emphasize benefits that promote work-life balance other than remote work, since that's not a comparative strength for higher education.
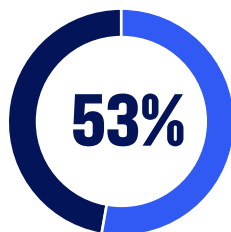
PERCENTAGE OF EMPLOYEES RATING SPECIFIC BENEFITS AS IMPORTANT

92%	71%	70%	52%	48%
Paid time off	Paternity leave	Mental health programs	Childcare benefits	Eldercare benefits
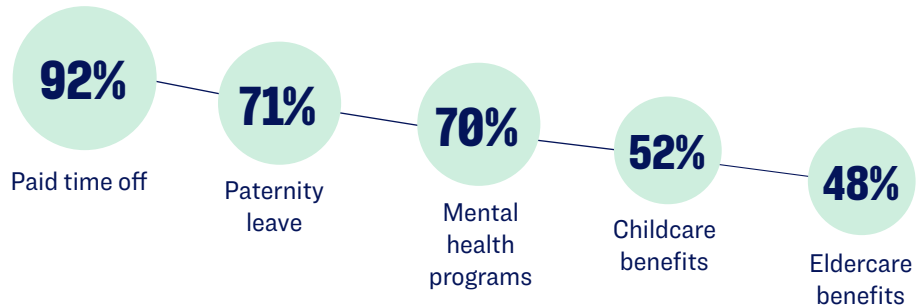
EVP Lever 3: Professional development and learning

Enhance efforts to provide professional development and career advancement opportunities.

53%

Career trajectory and advancement is a top driver for increased job satisfaction.

But just over half of higher ed employees are satisfied with opportunities for advancement.

EVP Lever 4: Culture and community

Culture and community are compelling intangibles of higher ed employment.

77%

are satisfied with the culture at their institution

53%
would sacrifice at least some pay to work for a great manager

20%
would give up $10,000 or more

EVP Lever 5: Mission and purpose

Helping advance higher ed's mission can be a compelling intangible—but shouldn't be overestimated.

Almost **1/3**

of higher ed employees cited mission among top reasons for choosing their institution

But the current environment creates headwinds

36%

of higher ed employees feel higher education has changed for the worse in recent years

An EVP should be a living document, with shifting balances of the elements based on changing circumstances and needs. The EVP can be adjusted, for example, to appeal to targeted employees who matter most in the context of institutional strategic priorities at any one point in time.

Ollen noted that the Institute has released brief expert commentaries that dive deeper into each of the five EVP elements, and has extended its EVP work into the healthcare sector as well. That work is available on the EVP page of the Institute's website.
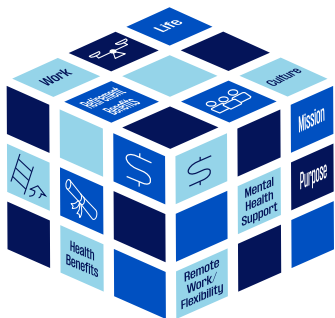
The future of higher education in an era of longevity

James C. Appleby, CEO, Gerontological Society of America
Surya P. Kolluri, Head of TIAA Institute

Previous symposium sessions centered on helping higher education leaders address key trends affecting U.S. higher education, including declining U.S. birth rates resulting in a smaller pool of traditional-age college students, as well as fewer high school graduates enrolling in college. These trends have led to excess capacity in the sector and put the financial sustainability of many higher education institutions at risk.

In this session, James Appleby and Surya Kolluri took a fresh look at the challenges in their conversation around Institute-supported research by the Gerontological Society of America (GSA), "The future of higher education in the era of longevity." They noted the dramatic increases in life expectancy over the past century that, combined with lower birth rates and immigration, are changing the picture of the U.S. population:

FROM PYRAMID TO PILLAR: A CENTURY OF CHANGE PROJECTED IN THE U.S. POPULATION

Source: Vespa, J. "The Graying of America: More Older Adults than Kids by 2035," U.S. Census Bureau, Mar. 13, 2018.
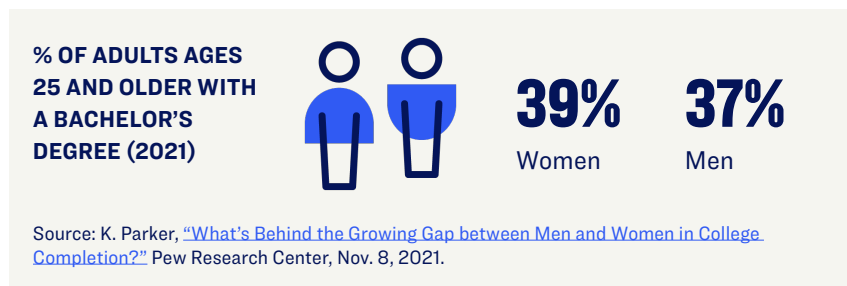
Clearly, the U.S. population is aging. Indeed, the number of adults aged 65 or older is projected to outnumber children under 18 by the mid-2030s.

Appleby highlighted the opportunities a growing older population presents for higher education to broaden who they serve to include the entire population, from 18- to 80-year-olds and beyond. This purposeful reenvisioning not only enriches the lives of older people during their 15+ "bonus" years gained from longevity increases, but also helps the higher education sector address its financial challenges.

Age inclusivity in higher education

Much has been made of the demographic cliff facing higher education as a result of lower birth rates and, likewise, fewer 18-year olds entering college. That's been happening for many years, and the stereotypical 18- to 22-year-old college student population has shifted such that today nearly 25% of full- and part-time undergraduates are at least 25 years old.

The shift also reflects rapid changes in the job market that send older students back to college to retrain and upskill to improve their career trajectories. As people live—and work—longer, that demand will only increase. Further, the pandemic-driven explosion of online learning has made higher education more accessible to more people, including parents and working adults—millions of whom have some college credits but no degree.

% OF ADULTS AGES 25 AND OLDER WITH A BACHELOR'S DEGREE (2021)

39% Women   **37%** Men

Source: K. Parker, "What's Behind the Growing Gap between Men and Women in College Completion?" Pew Research Center, Nov. 8, 2021.

In short, Appleby sees the opportunity for colleges and universities to meet educational needs across the lifespan—creating possibilities to enroll millions of students at life stages other than the traditional-age students of years gone by.

Appleby explained that institutions will need to figure out how to make all age groups feel welcome, supported and engaged on campus. GSA has created a framework, Age Inclusivity Domains in Higher Education (AIDHE) that outlines seven key domains to focus on, including, for example, teaching and learning, services and resources, research, and outreach and engagement. The goal is to move beyond being simply age friendly to truly intergenerational in all these domains.

Benefits of age-inclusive higher education

Ageism is discrimination, prejudice and stereotyping based on age. Appleby noted that ageism is the last bias that people can still get away with, and cited humor about aging as a compelling example.

According to a meta-analysis of more than 150 studies and 150,000 participants, interventions that provide education about ageing and opportunities for positive contact with older adults reduce ageism and increase interest in careers in ageing among younger people—a much-needed boost in a fast-growing field. Higher education can play a critical role in fostering those positive outcomes.

82% of individuals ages 50 to 80 reported experiencing at least one form of ageism in their day-to-day lives

Source: "Everyday Ageism and Health," National Poll on Healthy Aging, University of Michigan, Jul. 2020.

Further, learning and mixing with students, faculty and staff of all ages is undoubtedly excellent preparation for younger students to thrive in the multigenerational workforce they'll soon join.

Resources

Macrotrends in higher education

Macrotrends in higher education (PPT)

How to recognize and respond to genuine trends with significant implications for your institution

What does AI mean for learners and higher education leaders?

AI won't take your job if you know about IA

AI could actually help rebuild the middle class

Broken: How our social systems are failing us and how we can fix them

Supporting mental health

Connecting mental and financial wellbeing: insights for employers

The role of managers and supervisors in protecting and promoting employee work-life balance and mental health in higher education

The changing nature of higher education leadership

Critical competencies for leading major institutional restructuring in higher education (aka Big Scary Change)

An Employee Value Proposition for higher education

Why would someone want to work for my college or university? An Employee Value Proposition for higher education

Enabling possibility: Reform of faculty appointments and evaluation

What do higher ed employees value most in a job?

Best practices for employee benefits in different life stages

See the Institute's Employee Value Proposition page for a full listing of EVP resources.

The future of higher education in an era of longevity

The future of higher education in the era of longevity

From longevity literacy to longevity fitness

About the TIAA Institute

The TIAA Institute helps advance the ways individuals and institutions plan for financial security and organizational effectiveness. The Institute conducts in-depth research, provides access to a network of thought leaders, and enables those it serves to anticipate trends, plan future strategies, and maximize opportunities for success.

To learn more, visit tiaainstitute.org.

Join the conversation online: @TIAAInstitute

TIAA Institute