

HAWORTH

Resilience at Work in Higher Education

Key Resources to Combat Stress & Foster Improved Performance
February 2022



Fostering Resilience on Campus

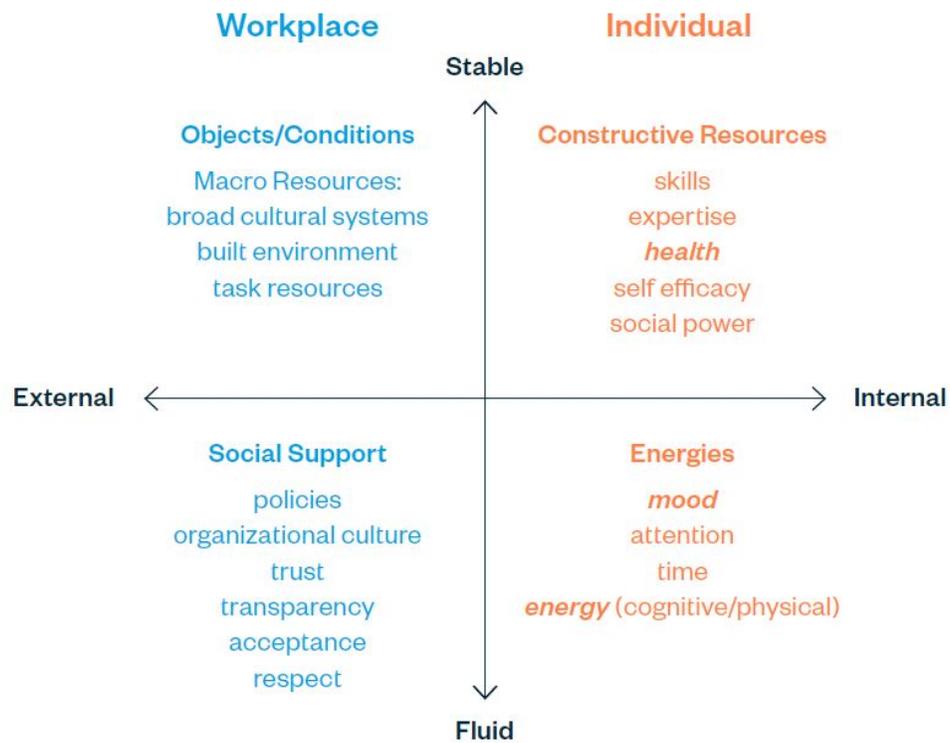
Resilience is the ability to “bounce back” from adverse conditions. How we perceive resources impacts how we respond to such conditions.

People invest their own resources: time and talent.

They also expect employers and educational providers to provide additional resources to meet their work/learning responsibilities and goals.

Why Resources?

Conservation of Resources Categorization



Important Resources for Chronic Stress & Performance

Resources become more important as **stress** increases on the order of

1 – 3%
per category



The more employees perceived resource gains, the better they **performed** – on the order of

5 – 18%
per category

Most Influential Factors for **On-Site** Performance



Ambient Qualities



Legibility



Culture



19% in any change in performance is directly related to these factors

Most Influential Factors for **Off-Site** Performance



User Control



Ambient Qualities



Accessibility of
Coworkers

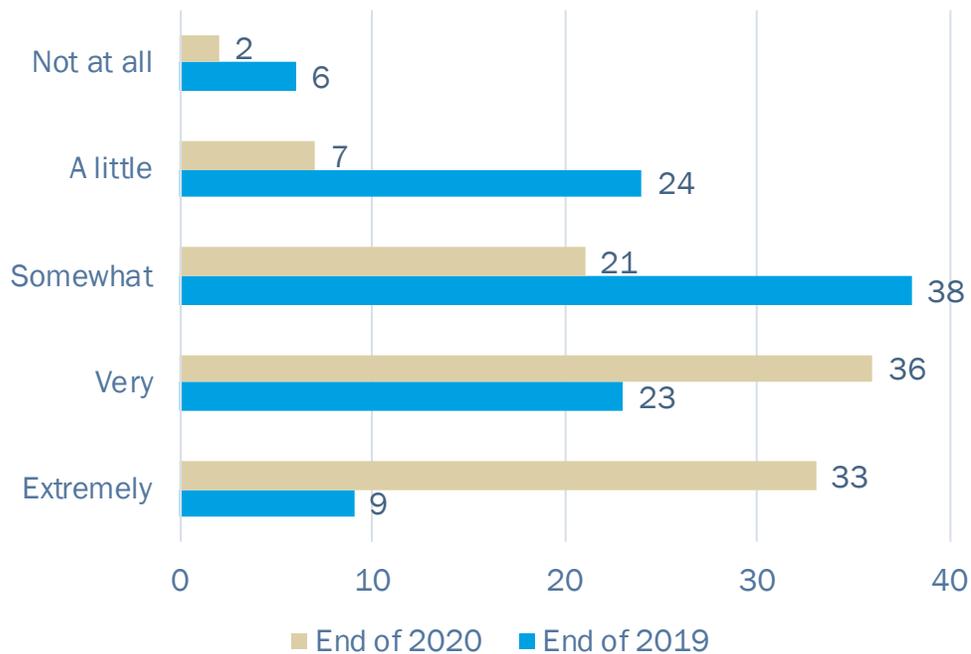


23% in any change in performance is directly related to these factors

Navigating Uncertain Times

Faculty

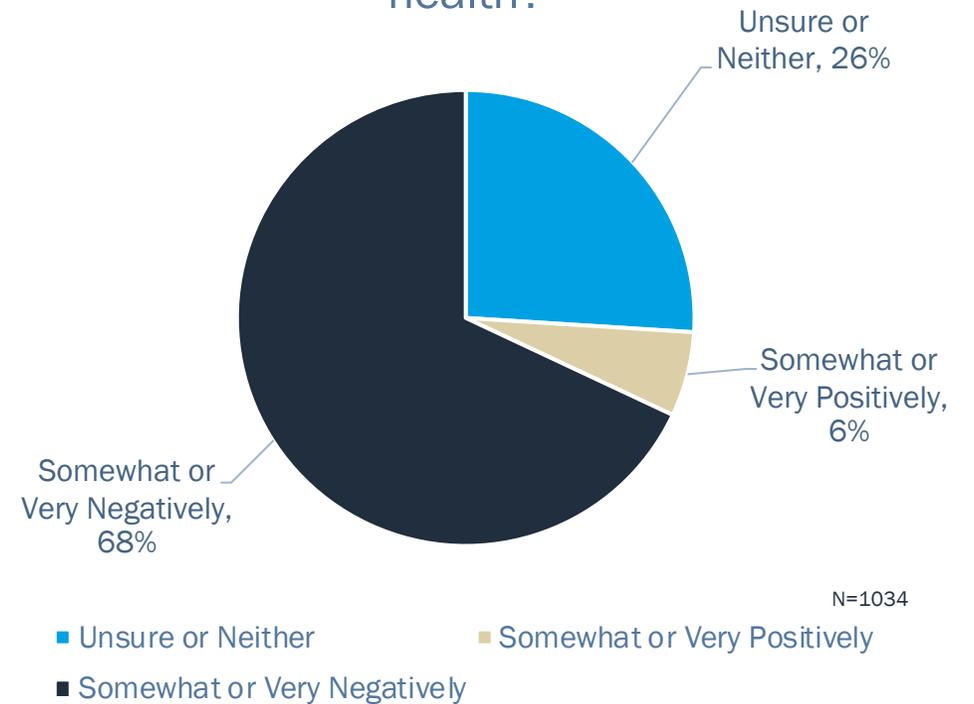
To What Extent Have You Felt Stressed?



Source: Burned Out and Overburdened, The Chronicle of Higher Education, 2020

Students

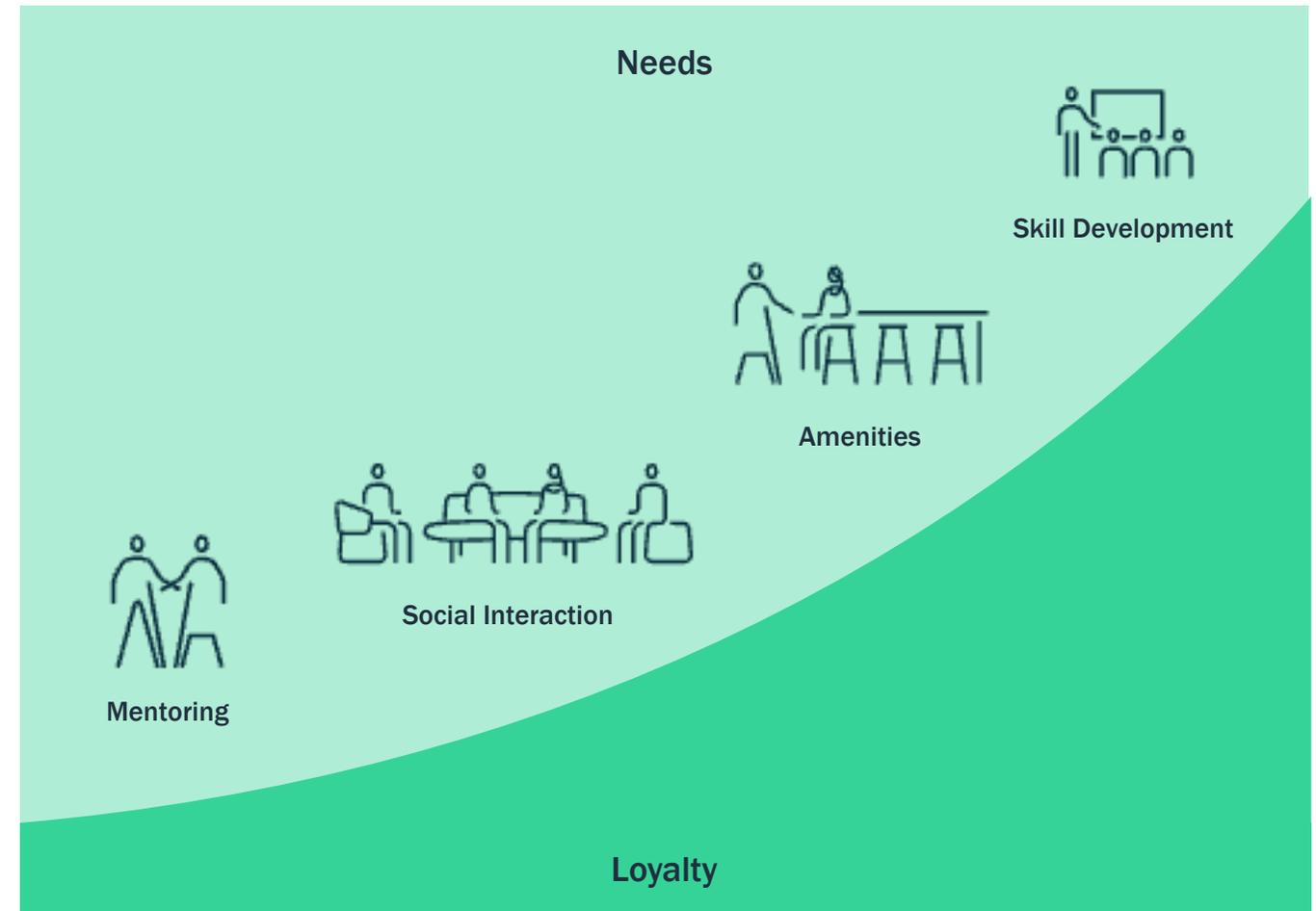
How has COVID-19 impacted your mental health?



Source: Starfish Higher Education Student Survey 2020 (Hanover Research)

People are at the Center

According to a Deloitte survey in 2020, feelings of loyalty for Millennials and Gen Z increased as needs were being met — this includes needs such as mentoring, informal social interaction, amenities, both personal/professional development, and soft skills training.



Fostering Resilience on Campus

Support for Students, Faculty and Staff

- Resource gains and losses are perceived differently among the groups. They might have similar or distinct needs
- Consider resources that will best support teaching and learning to minimize stress and increase performance



On-Campus Design Resources | Classroom

User Control: workpoint adjustments, vertical screens, movement within classroom

Ambient Qualities: access to daylight, access to nature, thermal comfort, air quality, & freedom from noise



On-Campus Design Resources | Group Focus

User Control: workpoint adjustments, vertical screens, private conversations

Ambient Qualities: access to daylight, access to nature, thermal comfort, air quality, & freedom from noise

Legibility: navigational cues, visual access to others & identify intended activity



On-Campus Design Resources | Library

User Control: workpoint adjustments, vertical screens, private conversations

Ambient Qualities: access to daylight, access to nature, thermal comfort, air quality, & freedom from noise

Legibility: navigational cues, visual access to others & identify intended activity



On-Campus Design Resources | Individual Focus

User Control: workpoint adjustments, vertical screens, & private conversations

Ambient Qualities: access to daylight, access to nature, thermal comfort, air quality, & freedom from noise

Legibility: navigational cues, visual access to others & identify intended activity

Culture: support from other students, faculty and staff



On-Campus Design Resources | Faculty & Staff

User Control: workpoint adjustments, vertical screens, movement within classroom

Ambient Qualities: access to daylight, access to nature, thermal comfort, air quality, & freedom from noise



On-Campus Design Resources | Community

User Control: workpoint choice

Ambient Qualities: access to daylight, access to nature, thermal comfort, air quality, & freedom from noise

Interaction with Coworkers: health/safety*, ease and duration of interactions



On-Campus Design Resources | Outdoor Community

User Control: workpoint choice

Ambient Qualities: access to daylight, access to nature, thermal comfort, air quality, & freedom from noise

Legibility: navigational cues, visual access to others & identify intended activity

Culture: support from team



Resources Are the Key to a Resilient Campus



- Remove resource threats and invest in resource gains
- Providing a variety of resources, based on individuals' needs, will help mitigate stress employees and students feel in times of change and adverse conditions
- Keeping employees and students comfortable, healthy and engaged will help them perform their best for the organization and the bottom line.

Discussion