

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.**

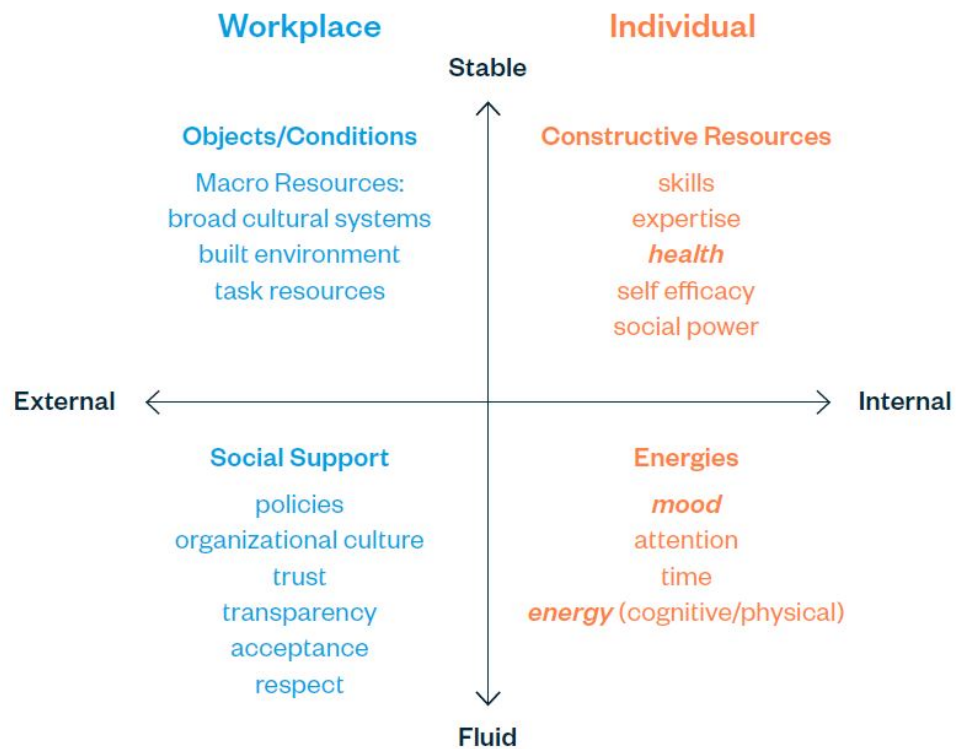
People invest their own resources: time and talent.

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

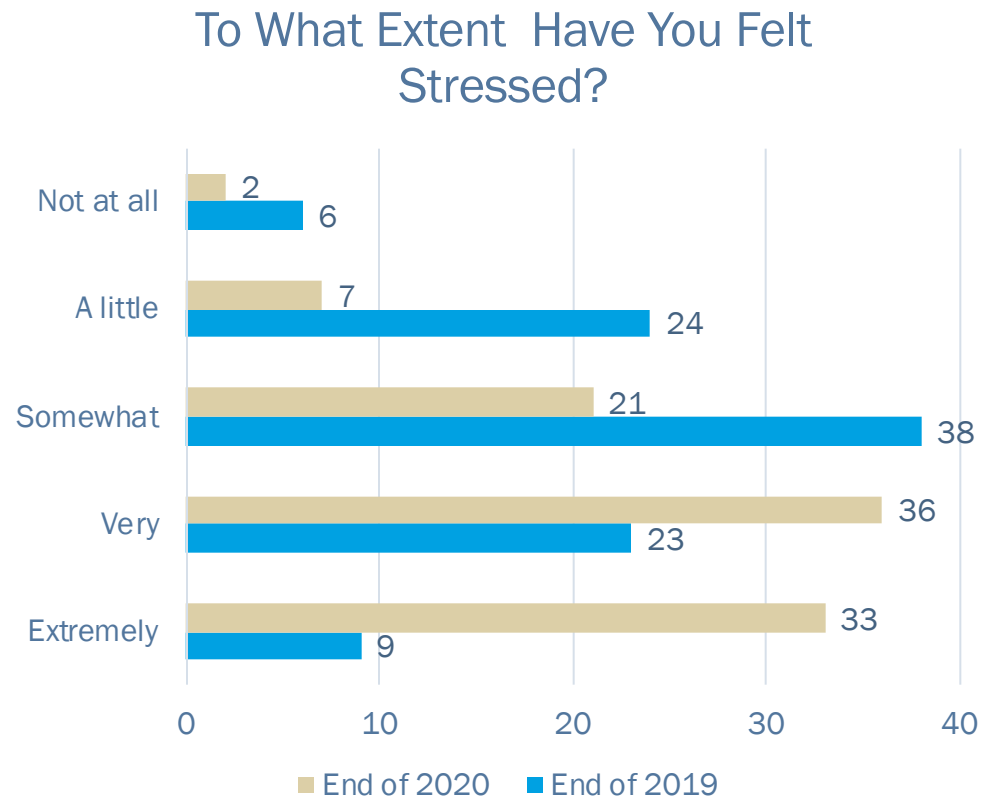


**23% in any change in performance is directly related to these factors**



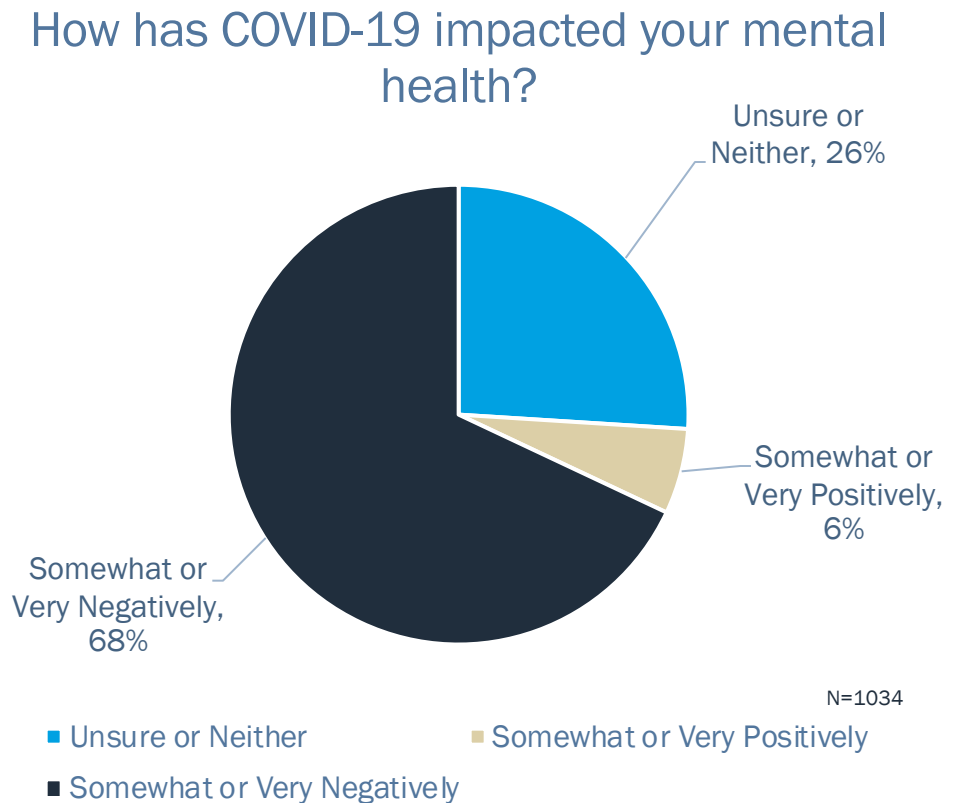
# Navigating Uncertain Times

## Faculty



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

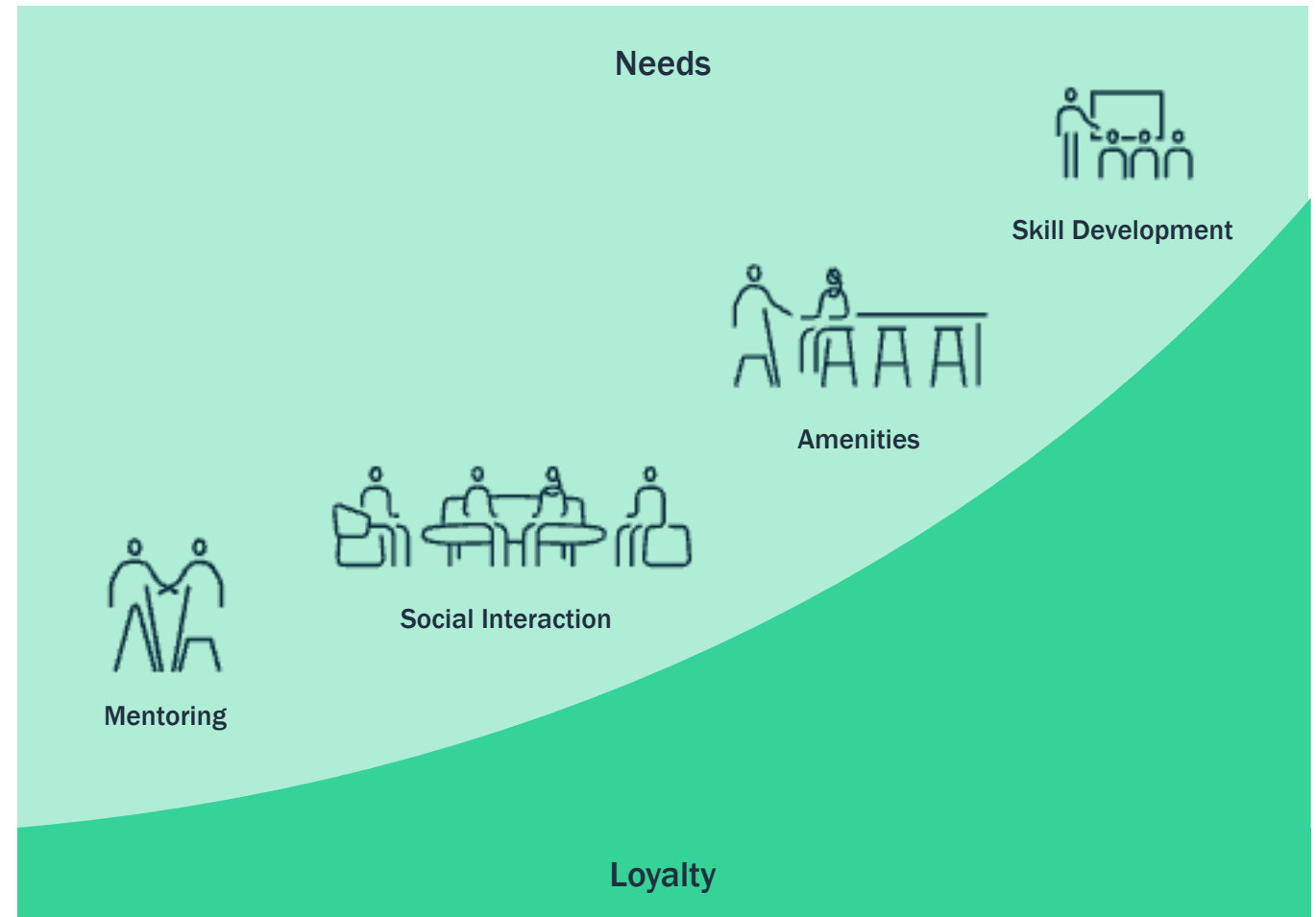
## Students



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