

**Table 2.** A list of 56 barriers which could be potentially detrimental to the uptake of resilience initiatives. Responses and categories are organised by level within the institution and in order of most frequently mentioned (e.g., lack of time (15/18) sits above high staff workload (9/18)). In the right-hand column are the matched incentives (Table 3). Barriers with multiple incentives could be more easily addressed and barriers with fewer should be carefully considered to develop strategies to address them.

	<b>Barriers</b>	<b>Addressed by these strategies...</b>	
<b>Across all levels</b>	1. Lack of time (15)	A6, C1, C5, E1	
	2. Lack of institutional mandate, buy-in, and acknowledgement to improve resilience (15)	A3, A5, B1, B3-B6, C2-C4, C6, D1, D4, E1	
	3. High staff workload (9)	A1, A6, C1, C5	
	4. Lack of a resilience-improvement plan that works across all levels of the institution (6)	A9, B2, B4, D1-D2, D4	
	5. Increasing numbers of students (5)	---	
<b>Individual-level</b>	<b>Perceptions &amp; Behaviours (18/18)</b>		
	6. Unwillingness to change, adapt and be flexible (11)	---	
	7. Not interested in the improvement of resilience (9)	A5, B1, B5, B6, C1-C6, D4, E1, E3	
	8. 'Academic freedom': preferred lack of interference, 'ownership' of courses, and autonomy (8)	A3, D3, D4	
	9. Overwhelmed by the resilience-building task (7)	A1, A3-A7, A9, B5, C1, D1, D3, D4, E1	
	10. Distrustful of digital technology (7)	A1	
	11. Inability to work with others (6)	---	
	12. Family/personal life prioritised over work responsibilities (6)	C6, D2, E1	
	13. Limited pedagogical perspectives: limited to face-to-face/on campus, paper-based assessments (5)	A1, D3, E1	
	14. Research prioritised over teaching (4)	B1, C1-C3, C6	
15. Resilience professional development sounds boring (4)	A3-A5, B5, B6, C1, C2, D4, E1, E3		
16. Lack of recognition and motivation for T&L changes (3)	C1-C6, D2, D3		
17. Crisis-denial: Not wanting to imagine that a crisis will occur in our lifetime (3)	A4, A5, B5, B6, E3		
	<b>Competencies (14/18)</b>		
	18. Poor digital literacy (12)	A1, A8, C1, D3	
	19. Not sure how to become more resilient: lack of instructions or template(s) (10)	A1, A3-A5, A7, A9, B2, B4, B5, C2, D1, D3, D4, E1	
	20. Lack of resilience skills (See Definitions) (4)	A1, A3-A5, B5, C1, C2, C6, D1, D3, D4, E1	
<b>School-level</b>	<b>Culture &amp; Community (16/18)</b>		
	21. Lack of shared T&L culture (9)	D2, D3	
	22. Individualism/lack of collaboration (9)	B6, D2, D3	
	23. Personality conflicts, lack of positive working relationships and cohesiveness (4)	B5, D2, D3	
	24. Lack of innovation culture (3)	A5, B3, C5, C6, D2, D3	
		<b>Management &amp; Leadership (15/18)</b>	
	25. Lack of School-level plan (11)	A4, A5, A7, B2, B3, C2, D1	
	26. Poor School leadership: delegation, coordination, organisation (7)	B2, B3, D2, D4	
	27. Disagreements on curriculum (4)	A3, A7, B2, B3, D4	
	28. Resilience not prioritised within School (3)	B1-B3, C2-C4, C6, D1	
29. Lack of School T&L policy on everyday course responsibilities and requirements (3)	D3		
	<b>Logistics &amp; Staffing (11/18)</b>		
30. Inter-dependency of staff (5)	---		
31. Lack of T&L tools, equipment, lecture materials (5)	A2, A8, C4, D3		
32. Uneven workload (4)	C5		
33. Inter-dependency of courses (3)	---		
34. Lack of staff cover for teaching (3)	A6, B2, C4		
35. High staff turnover (3)	---		
36. Over reliance on tutors and teaching assistants (3)	---		
	<b>Discipline-based (7/18)</b>		
37. Different disciplinary approaches to resilience; it's not 'one-size-fits-all' (5)	A1, A3-A5, B2, D3		
38. Variation in T&L spaces, places, and times (4)	A5, B5, C1, D3		
<b>Institutional-level</b>	<b>Management &amp; Leadership (16/18)</b>		
	39. Poor institutional leadership (6)	B1, B2, B6, D1	
	40. Lack of longevity in resilience vision and efforts (6)	A4, B2-B5, C2, D1, D4, E1, E2	
	41. Resilience as a standalone initiative; not embedded (5)	A4, B2, B4, C2, E1, E2	
	42. Bureaucracy (3)	A4	
		<b>Infrastructure (14/18)</b>	
	43. Limited digital systems, structures and processes (e.g., educational capture, IP, licensing) (12)	A1, A4, A8, A9, B6, C1	
	44. Limited physical systems, structures and processes (9)	A2, A4, B6	
	45. Face-to-face/campus-based culture, but campus is vulnerable (5)	A2, B2, B5, B6	
		<b>Support &amp; Resources (12/18)</b>	
46. Lack of rewards and extrinsic incentives (10)	B1, B6, C1-C5, E3		
47. Lack of staff expertise, resources and training in resilience (8)	A1, A2, A5-A7, A9, B1, B6, C1, C4, C5, D3, D4, E1		
48. Lack of funding and material resources to support resilience (6)	A2, A8, B1, B6, C1, C4		
	<b>Community &amp; Communication (12/18)</b>		
49. Lack of cohesive and nurturing institutional community (10)	A4, B3, B5, D1-D4		
50. Ineffective institutional-level communication to all staff and students (7)	A3, A9, B1-B5, D1, D2		
51. Ineffective cooperation and communication between students and staff (5)	A4, A9, B5, D2		
	<b>Students (11/18)</b>		
52. Lack of pastoral care model for students (8)	B5, D2, D3		
53. Students are not digitally literate (5)	A1, A8		
54. Students have diverse needs and require a range of supports (4)	A4-A6, B2, B4		
55. Students are expected to be effective learners without training or resources (4)	A2		
56. Resilience must be considered and nurtured in students, too (3)	A4, A7, B2, B5, B6, C1, C3, C4, D1, D2		