Table 3. A list of incentives which can be used to reduce barriers and motivate academics and universities to improve their resilience to disruption. Responses and categories (A-E) are shown in order of most frequently mentioned. In the middle column are the matched barriers (done by the authors, not the participants). Incentives which address multiple barriers should be considered of higher priority by academic developers. The right-hand column includes representative quotes for each category.

	A. Resources & Support (18)	Number of Barriers addressed…	Representative Quotes
A1.	Provide one-on-one staff support to test resilience initiatives, new products and procedures, and build digital literacy (11)	11	***Staff support; resources*** "Acknowledging that workload issue, to say, okay, so if this is our plan, how are we going to progress? Does that mean this course needs a lot of work and therefore we're going to apply a tutor, a teaching aid, whatever you want to call it? {And} resources and support, to not necessarily do the work for the academics, but support in achieving {their goals}… Because sometimes it does take more than one person, but acknowledging what that extra resource might need to be."
A2.	Provide resources (i.e., material & financial) to support resilience initiatives (6)	6	
A3.	Make the resilience-building process accessible, transparent and explicit (6)	9	
A4.	Practice crisis scenarios (5)	16	
A5.	Share successful resilience case studies and 'champions' from our institution and other disaster experiences (5)	13	***Making resilience accessible*** "I think alignment is the key, you know, like aligning these innovation grants {with resilience}, aligning them, embedding it … for {academics} to see the three or four different ways in which we can embed it in the culture… have it {be} very explicit that they care about it and that they stay on message"
A6.	Get tutors and graduate students to run resilience projects and share the workload (4)	6	
A7.	Provide a resilience-building 'template' for staff to follow (1)	6	
A8.	Increase the institution's digital resources (1)	5	
A9.	Provide resilience information on the internal institutional website (1)	7	
B.	**Acknowledgement from Senior Leadership (13)**		
B1.	University leaders endorse and demonstrate support for resilience (9)	9	***Demonstrated support*** "There needs to be a recognition that there's actually time and money being spent {on resilience}. That it's not all falling on us. And that there's a perception, often times, by academic staff as 'Oh my God, another thing that's dumped on us that we've got to do for which there's very little pay off and that will cost me one publication a year and that means I'm not going to get promoted.' This is a raw deal. So there needs to be some creative and persuasive way of pitching this so that it's seen as necessary and a good thing and that it doesn't cost us individually a lot."
B2.	Have a School-level resilience plan (5)	12	
B3.	Get buy-in from the Head of School (3)	11	
B4.	Have an institutional-level resilience plan (3)	6	
B5.	Have an annual 'resilience to disruption' day at the University (3)	14	***Plan*** "All three {levels, i.e., individual, departmental and institutionally} need a very strong plan that's backed by senior leaders -- well, institutional and department need backing from senior leadership team… and not just having the plan, but successfully communicating about the plan"
B6.	Emphasize the major losses that the University would incur (1)	13	
C.	**Extrinsic Motivators (11)**		
C1.	Buy-out: Time explicitly set aside to focus on resilience initiatives (11)	15	***Buy-out*** "We have research and study leave for academics where they can take six months out, buy-out of all of their teaching and go and focus on their research. Why don't we do that for teaching? Let's have 'teaching enhancement leave'. Give them six months out of teaching so that they can focus on two or three courses, and completely redesign them, start from scratch, think about their teaching process et cetera, et cetera … I mean, there's always going to be some staff that are passionate about teaching and will find time. But for the vast majority, because that acknowledgment of its importance isn't there, whether they believe it or not, the University doesn't demonstrate it, their teaching will always be 'turn up and deliver.'"
C2.	Acknowledge the importance of resilience explicitly in hiring, promotions, performance review and KPI's (10)	12	
C3.	Acknowledgement and recognition of excellence in resilience through awards and cash bonuses (6)	6	
C4.	Provide funding for staff to take up resilience initiatives (3)	10	***Promotions*** "Honestly at the individual level, the biggest carrot is the promotions criteria... If you really want people to take it seriously en masse, then you've got to start tying it in with the one thing that most of them care about, which is promotions... I think promotions is a way of actually addressing it among some of the junior staff. And if you begin to affect their mode of thinking they'll carry that through to their later career as well."
C5.	Reduce current teaching loads (1)	8	
C6.	Encourage resilience-building as a research opportunity (1)	8	
D.	**Community Building (8)**		
D1.	Communicate about resilience within the institution and the wider academic community (4)	11	***Communicating about resilience*** "Coming back to that idea of cultivating a sense of University-wide community. Like if we received a video email from the Chancellor of the University… saying 'Hey, you know you guys are all really important. the University is going to be holding these workshops so that you can learn how to use this type of technology to teach your classes in the case of a crisis, because we really want to make sure everyone is on board.'… It doesn't take much, you know, but it shows that they're putting some effort in and they're reaching out to us, and they're telling us that we matter in this equation."
D2.	Cultivate a stronger sense of community within and across the Schools (4)	11	
D3.	Share T&L practice within Schools to encourage capacity building (3)	17	
D4.	'Grass roots': Empower academics to be a part of the resilience-building process (1)	13	
E.	**Incorporate and acknowledge resilience in day-to-day procedures (6)**		
E1.	Emphasize and embed resilience within institutional T&L, course re-development and everyday teaching (5)	12	***Embedding resilience*** "It's about embedding it, and the ability to cope with other events like sickness or sabbatical or whatever and show how these things can be really helpful. And I think you're probably going to get most traction out of linking our resilience to teaching and learning innovation … Because that's going to naturally lead to doing things in different ways and flexible learning. And flexible learning is what is going to be the key to this, to a resilient teaching environment."
E2.	Embed resilience within health and safety procedures and emergency protocols (2)	2	
E3.	Emphasize the benefits of resilience in other types of absences (e.g., sabbatical) (2)	4	***Embedding in T&L revision*** "Everyone revises or revamps or refreshes their courses so to -- and that's something that I think people are comfortable with and accept as part of their job. And to encourage them to do the resilience thing at the same time, so it's just part of a process that's happening anyway."