Table 1. A list of 61 proposed benefits to academics, universities and students before (left column), during (middle column) and after (right column) disruption. Key categories (shown in grey) and codes are shown here in descending order of unique mentions by participants. The benefits are categorised as benefits to academics' competency, academics' emotional state, teaching and learning, institutional, and students.

BEFORE a crisis, …	DURING a crisis, …	AFTER a crisis, …	Representative Quotes
Academics will… *(competence (18/18))*			
be more organised (9) work on other things, aside from teaching (8) know what to expect, if there is a crisis (7) use resilience, to make them a better academic in general (6) have increased adaptiveness (4) be more responsive to a wide range of everyday disruptions (3) use resilience skills in a non-crisis (2) have more shared knowledge with colleagues (2) be open to new ideas (1)	better support their colleagues (7) know what to consider (7) better support their families (6) get back to 'normal' more quickly (5) achieve things and get things done (4) be flexible to the changing circumstances (3) know what you can and can't control (2)	develop future-focussed skills and strategies (1)	*(being organised)* "By getting organised and all that is going to be beneficial in lots of different ways. You know, you're going to come back to it a year later when you think "Oh were was that thing?" "What did I do?" and "Where did I put that?", "How was my computer filing system structured?" Having that level of organisation is just going to help you anyway in your daily work." *(knowing what to expect)* "You know what to do in a crisis. You know what things you can let go and what things you can't. I think that's the key thing. And you also know which bits of learning are then at risk, now that there's no building to go to and what bits are not, because you can do it another way."
Academics will feel… *(emotional state (16/18))*			
more confident about their job (1) more empathy for colleagues and students (1)	(relatively) in control (8) emotionally prepared (7) like they can cope (5) less stressed (4) (relatively) calm (3) less miserable (1) more confident about their job (1)		*(emotionally prepared; more empathy)* "It's about emotional stability, as well, isn't it? More able to support students, colleagues, family and friends through crisis as well. If you are prepared, then you're actually not going to have a breakdown as well… The ideal would be that if there was a crisis, the academics would be calm and actually able to think about the issues that are going on with their own families and houses without also thinking oh my office, and my teaching and you know."
Learning and Teaching (L&T) will… *(15/18)*			
be simplified from day-to-day (9) be resilient to academic illnesses (6) be more innovative (i.e., academics trying new T&L strategies) (6) be more incentivised towards improved T&L (3) be better understood at the School-level (3) be more efficient (2) be resilient to academic absences (e.g., sabbatical) (2) have built-in, time-saving resources (1) be more digital (1)	be focussed on learning outcomes rather than course logistics (9) be flexible to changing delivery modes (4) be able to continue, during the crisis (3) be made of courses which are flexible to a range of instructors (3) have T&L materials 'ready to go' (1)	be changed from current T&L practice (2) be more innovative (1) be easier (1) allow academics to have new outlooks on T&L (1)	*(simpler and more innovative teaching)* "One of benefits could be it could open the door to encouraging you to look at alternative teaching methods or simplify the way that you run things, potentially…" *(resilient to illnesses)* "And then someone who is resilient and someone who can respond to a range of different situations and having a resilient course, or having a resilient way of doing things enables you to cope if you get sick and how are you going to keep the course running and meet the objectives of that?" *(being digital)* "{It} supports academics in accepting and adopting new strategies and tools (digital in particular) that are beneficial in and beyond potential crisis"
The institution will… *(13/18)*			
build time-saving digital infrastructure (2) improve programme management at the School-level (1)	be prepared for the crisis (4) effectively respond to the crisis (2) allow academics to show leadership (2) have a crisis plan in place (1) be less stressed (1) get back to 'normal' faster (1) have independent academics who can work without much guidance (1) have improved abilities to deal with major issues that arise (1) help by reducing stress on the wider region (1)	learn institutional lessons (1)	*(get back to 'normal' faster)* "And clearly operationally, so working life can continue, not exactly as normal but it can proceed in some form or other. In other words, it's not necessarily a total loss of six weeks or six months." *(show leadership)* "… It could be quite an exciting challenge … apart from the horror of dealing with the {event}, but it could be in a situation where everything feels out of control, it could be a really empowering thing to do to be able to take charge and start to put the pieces back together."
Students will… *(9/18)*			
	experience better support (8) feel less stressed (2) experience a safe and stable work environment (2) continue their studies (1) see role models in the crisis response (1)		"{Students are} going to need somebody that's going to understand their situation and they feel that they're being listened to… If you don't have that they're going to feel like they're under pressure from yet another source in their life and so it's going to make their performance even harder. So if they feel that have a safe place to go where they're -- where they feel like they're looked after and respected and people understand them."