

Main Document

Ideas for how to be GOATS

Guardians Of (Australian) Academia, Teaching, and Science

The title of this is jokey but the intent is absolutely not. It is intended as a compendium of resources for Australian/NZ/Oceania¹ academics, educators, and scientists (and anybody who cares about these topics) so we can collectively do what we can to safeguard the tradition of intellectual, humanistic, and scientific inquiry that is currently under the greatest global threat it has been under in generations.

This is a *collective* document, changing flexibly with time and circumstance, so we welcome people who can contribute to it.² We have shared it in the spirit of acting quickly and not letting the perfect be the enemy of the good, but it is only a start: there is much that could be improved, so please help us do so.³

If you do want to add something, please first read the [guidelines](#) at the bottom of the page.

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¹ Non-Australians are absolutely welcome as well, but the central aim is for those of us in Australia/NZ/Oceania to figure out what we can do (for ourselves and for everyone else) in a space where we won't be irritating people who are in the middle of much worse situations, or where ideas that are appropriate for our specific context are drowned out by information that doesn't apply or ideas that we can't implement. You can put links within [Strengthen](#) and [Solidarity](#) to groups where people from elsewhere can discuss what options are open to them.

² This document was created following a group discussion at the Australian Math Psych Conference but we strongly encourage you to share this widely to other scientists and educators and add links and thoughts regardless of what field you're in. This is a problem that affects all of us, so the solution is collective action among all of us.

³ We encourage everyone to do their absolute best at providing links and resources that are actually useful, legitimate, not secretly bad or made by evil people, etc., but we are all doing this in our spare time and none of us are experts and it is better to do imperfect things rather than nothing at all. So do use your discretion when reading them! Reach out to the main maintainers of this document (Andrew Perfors, andrew.perfors@unimelb.edu.au and William Ngiam, william.ngiam@adelaide.edu.au) if you find something that is truly problematic that you can't just delete or that keeps coming back, but otherwise make edits as you see fit, trust in your colleagues to do the same, and resist the temptation to nitpick or delete imperfect things. Something can be valuable for some people or some purposes even if it has shortcomings, so only delete if a link is actively spreading misinformation, creating security vulnerabilities, is harmful to a group of people, and the like.

2. [Speak](#)

Resources and ideas for how we can raise awareness and drive public discussion in a useful direction (and why this might be worth doing)

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Resources and ideas for how we can strengthen science, academia, education, universities, etc.

4. [Solidarity](#)

Resources and ideas for how to look after ourselves, build community, aid the vulnerable, etc

Guidelines for adding stuff

This is intended as a *resource* and not a site for discussion of any sort. Discussion is valuable, so if you know about discord or slack channels or other sites that facilitate that better, include links to them in the [solidarity](#) sheet so people can go there. For this document, please just provide links and resources according to the following basic principles:

1. Don't use track changes or make suggestions - just edit things directly. This will become quickly unreadable if people use track changes. Similarly, don't put comments in the document. If you think a link needs more context or has some issue just write that in the document (but please make your threshold high for judgments like this, the surest way to lose momentum is to have everything nitpicked to death by pedantic nerds or for us to end up with miles of text to wade through before we find anything useful).

2. Feel free to make new offshoot pages or tabs if it starts to get unwieldy, but *if* you do a massive structural change like this, (a) be sure to move existing material to the right place so it is still findable and doesn't become an organisational nightmare, and (b) notify Andy/William (contact info in footnote below). For smaller edits you don't need to notify us, we just want to stay on top of the big ones.

3. It's okay for some things to be linked in multiple places (e.g., if about both strengthening and speaking out) but do check for duplicates before you add something so we don't end up with a situation with five copies of the same thing. If you see duplicates close together (i.e., not in different contexts and clearly redundant) please feel free to delete them; making sure this is useful is up to everyone!

This is an experiment! If free edit access doesn't work out we will freeze it and revert to the last good version but we really hope that it goes well. No single person has the capacity to do a good job of this so crowdsourcing is the way to go, and we trust the scientific community to develop good norms about how to do this - please prove our faith to be well-placed. 😊

Study

Study

Resources and links explaining what is going on

This page contains links to articles and resources explaining the current situation in academic and scientific institutions around the world. If you want to add something, follow the instructions [here](#). It can include articles about current events but also resources explaining things like where funding goes, what percent of budgets support what, how investment in universities has changed over time, what kind of ROI education investment gets, etc – things that would help us in our messaging. We haven't had time to compile these but would welcome contributions along these lines.

(Note: resist the temptation to include articles about everything e/se going on right now. We know it's a disaster, but let's focus here on the science/academia/education parts)

Australia/NZ

- **14 May 2025:** APAC replaces criterion that specifies psychology as a science-based discipline in revised accreditation standards. [\[link\]](#)
- **23 March 2025:** Trump admin cut funding to seven Australian universities [\[link\]](#) [\[link\]](#)
- **March 2025:** A thing for academics to be aware of: visitors to US being detained for weeks without legal process for “irregularities” in their visa (ESTA) when traveling to US [\[link\]](#) [\[link\]](#)
- **14 March 2025.** Australian researchers are ordered to confirm that they are “taking appropriate measures” around DEI and gender in order to conform to “American beliefs” for US funded research. NTEU calls it “blatant political interference” [\[link\]](#)[\[link\]](#)[\[Link\]](#)
- **February 2025.** The Australian Research Council has opened commentary about (big) proposed changes to the ARC grant schemes [\[link\]](#). **Submissions close on 13th April.**
- **5 December 2024.** *The Spinoff*. Changes to research funding in Aotearoa, explained. About how NZ have killed the ARC equivalent for humanities and social science grants, and put basic science on the chopping block. [\[link\]](#)[\[pdf\]](#)
- **February 2024.** General overview article with some useful history and information about how university education in Australia is funded. It's not ideal, and should be replaced if anybody finds anything superior or more recent, but this is better than nothing. [\[link\]](#)[\[pdf\]](#)

United States

- **28 Aug 2025:** Famed Australian American mathematician, Terence Tao, on the cuts to research funding by the Trump administration. [\[link\]](#)

- **24 May 2025:** An executive order calls for removal of scientific integrity structures under the guise of “gold standard science”. The language mirrors that of the Open Science movement, such as calling for reproducibility and transparency to attack science. [\[Link\]](#)
- **28 April 2025:** Universities required to re-shape DEI offices and schemes [\[link\]](#)
- **22 April 2025:** Harvard sued the Trump administration over funding cuts [\[link\]](#)
- **18 April 2025:** *Science*. Academic journals are being questioned and funding may be affected [\[link\]](#)
- **18 April 2025:** National Science Foundation (NSF) terminates awards on DEI and misinformation/disinformation. [\[link\]](#) [\[Web Archive link\]](#)
- **1 April 2025:** Unfortunately not an April Fool’s joke: huge NIH purge [\[link\]](#)[\[link\]](#)
- **28 March 2025.** Great visualisation of the impact of US federal health research cuts [\[link\]](#)
- **27 March 2025.** Trump admin cutting team responsible for critical atomic measurement data [\[link\]](#)
- **26 March 2025:** NIH cutting Covid-related research, also climate change & South Africa [\[link\]](#)
- **19 March 2025:** US government attacks Columbia University [\[link\]](#)
- **18 March 2025:** A Google Sheets list of rescinded NIH and HSF grants [\[link\]](#)
- **14 March 2025:** Good overview article on NIH grant terminations [\[link\]](#)
- **11 March 2025:** Overview of how Trump is following a classic authoritarian playbook on science and universities, by a professor in the UK [\[link\]](#)
- **10 March 2025:** *Science*. Pentagon ends funding for social science research [\[link\]](#)
- **10 March 2025:** *Science*. NIH axing grants on vaccine hesitancy, mRNA vaccines [\[link\]](#)
- **7 March 2025:** US government halts \$400m of grants to Columbia for “antisemitism” [\[link\]](#)
- **7 March 2025:** *Medpage*. Jobs lost and lifesaving cures not discovered: Possible impacts of research cuts [\[link\]](#)
- **6 March 2025:** *Nature*. NIH to terminate hundreds of active research grants focusing on LGBT+ health, gender identity, and DEI. [\[link\]](#)
- **4 March 2025:** *Nature Ecology & Evolution*. Deep cuts. Sweeping job losses and freezes to science funding in the USA have created a time of immense unease for researchers and are likely to result in costs to global health and innovation, and for the planet. [\[link\]](#)
- **3 March 2025:** *Science*. Department of defense defunding landmark program that funds social science, including violent extremism, disinformation, etc. [\[link\]](#)
- **28 February 2025:** *Atlantic*. Grad school is in trouble [\[link\]](#)
- **27 February 2025:** *Atlantic*. Inside the collapse at the NIH [\[link\]](#)
- **26 February 2025:** *Independent*. US aiming to permanently ban giving any visas to transgender people which has implications for conference/research travel and career progression [\[link\]](#)
- **25 February 2025:** VA research funding (not just NIH or NSF) is being slashed [\[link\]](#)
- **February 2025:** [Here](#) is a spreadsheet keeping track of which universities are reducing or eliminating PhD programs
- **20 February 2025.** *Nature*. Trump’s siege of science: how the first 30 days unfolded and what’s next. [\[link\]](#) [\[pdf\]](#)

- **20 February 2025.** *Stat News*. National Academies is altering pending reports to appease Trump administration, some members say. [\[link\]](#)[\[pdf\]](#)
- **14 February 2025.** *Atlantic*. The erasing of American science. [\[link\]](#)[\[pdf\]](#)

United Kingdom

- **April 2025. The Times article on Amy Orben.** Amy Orben is leading a UK governmental review on smartphone use and its impact on teens. Amy has been critical of the claim that smartphone use has (large) negative impacts on teen wellbeing, stating that we need stronger evidence. However, this has been interpreted as a position (that social media bans will not help), rather than a nuanced position. I worry about this type of reporting about academics in the press, especially one that I hold in high regard on the rigour of their research (shared by WN). [\[link\]](#), prepend 12ft.io to get around paywall]
- **UK Higher Education Shrinkage.** This is a live page of all the redundancies, restructures, reorganisations, and closures taking place across the sector at the moment. [\[link\]](#)

Other

- **8 March 2025. Everywhere.** Fulbright scholars stranded when Trump admin freezes funding [\[link\]](#)
- **Vera Kempe**, Chair of Psychology of Language Learning at Abertay University, paints a picture of scholarship under autocracy, informed by her lived experience. [\[link\]](#)

Instructions for adding to this page

First, follow the general principles mentioned [here](#).

Second: in the interest of making this manageable please only add resources that contain qualitatively distinct information from what is already there, or usefully consolidate lots of disparate info. List them in reverse chronological order, with the title and outlet name; if those are insufficiently clear, describe them in one or two sentences. If possible, please link to versions that aren't paywalled (use a gift link, create a pdf that you can link to, etc). As much as possible avoid opinion pieces; the purpose of this page is to ensure that we are as informed as possible. Resources that might help you to marshal persuasive arguments, which can be opinion pieces, are probably better on the [Speak](#) page which is all about communication.

Be sure to put the article under the appropriate heading by country or location. We have created initial headings corresponding to the countries that we expect to have the most impact on Australia, but this was just a first pass and will probably need to change. Editors are encouraged to create new ones or combine old ones, but if you do that, please make sure you move the links so they are in the right headings.

Speak

Speak

Resources and ideas for how we can raise awareness and drive public discussion in a useful direction (and why this might be worth doing)

This page contains ideas (and links to resources for implementing those ideas) around winning the “information war” about the benefits of science, education, universities, academia, etc. The goal is to raise public awareness, as well as build public trust in science.

Why should we do this?

Science, academia, education – these are collective enterprises for all of humanity. We are all dependent on each other, not just to share data and ideas and learn from each other, but also because it is core to what and who we are. There is a global wave of authoritarianism and anti-intellectualism which means that science and academic inquiry is under threat and nowhere is entirely safe.

In addition, in practical terms, the best way for us to achieve any of the aims in strengthening science or providing solidarity is for us to have a supportive government ourselves – which means we *must* do a better job with the information war than we have been doing. If our universities are well-funded that means we have the resources to employ more scientists, take up research projects that colleagues elsewhere could not continue pursuing, host data and other resources, and so forth. If they are not, we spend more time just trying to keep our own heads above water.

- **21 February 2025.** *Kit Yates Substack*. UK and other non-US scientists must act to support our US colleagues [\[link\]](#) [\[pdf\]](#)

Suggestions for effective messaging

You should all say what you feel called upon to say – authentic is always good! – but we strongly suggest that you try to follow the following principles and messaging.

It's not about changing minds – it's about raising issue salience

It's generally pretty hard to change people's beliefs and values but what is much easier is to *raise the salience* of topics or bring people's attention to the importance of values they already have. This means we shouldn't be trying to persuade people who are skeptical of science that our arcane computational model matters or vaccines are good or whatever; nor should we open

ourselves up to have conversations about university funding or scientific waste or other topics where there is legitimate debate to be had.

Instead, we should have two goals: (1) remind people that education is good and science is good; and (2) make them aware that these things are under threat. See below for elaboration on each of these, but the main point here is to remember that what we're doing is **making these things come to mind** for people when they vote or talk about politics or contact their representatives - we want these issues to be salient when people make decisions, we want politicians to know that hurting science or cutting research or defunding universities are political losers (and maybe they should actually do more in support!)

The message should be simple

Every marketer, every communicator, everybody who studies how humans learn from each other, we all agree: messages should be simple and clear. Not only are these easier for different people to repeat different versions of (varying framing, specifics, narratives) but also they are easier for the recipients to understand and pass on and have conversations about.

We suggest the following simple message:

1. Education/research is under threat
2. Education/research is good
3. We should preserve and strengthen it

Not every message has to have both 1 and 2, and 2 is probably the most important if you have to choose.

For 1: can mention diminishing funding to universities and science here, fewer resources all the way around, shortages of teachers and many professions that rely on or support it, etc. Feel free to mention what is happening elsewhere like the US but if you do, you need to be very clear about the impacts to us: fewer scientists so massive slowing of pace of discovery (and thus even more importance that we step up), loss of access to important data, fewer viable career paths for us, etc.

For 2: stories are especially great here, but can point out things like our tertiary system has long enabled us to compete above our weight internationally; it supports the flourishing of many industries which require educated workforce; affordable and good public education helps individuals; etc

The message should be repeated often

Decades of research in cognitive science supports the idea that sheer **repetition** is one of the most persuasive things out there. Repeat, repeat, repeat.

When we say “repeated often” we mean that *lots of us should repeat this* (and variants on it) in *all sorts of venues and to all sorts of audiences*. We can each take our own angle and perspective, saying things that are credible and authentic. Tell stories of how education changed your life or the life of your students; talk about how some scientific finding improved your health or cleaned your environment or gave you the tools to create some art that touched lives. Look up statistics like the economic benefits of our tertiary sector, or how many Australians benefit from higher education. Mention what is happening elsewhere in the world and point out that it is going to be falling to us to carry the torch. There are lots of ways to stick to this message and variety and authenticity are key – but always stick to the same basic message.

The more of us do this, the better. 1000 of us repeating this in 1000 different places is way, way better than ten of us trying to hit some high-profile places. Not only are 1000 people inherently more persuasive than ten, but that means 100x more chances for a voter to have heard the message. 1000 different frames and stories means orders of magnitude more chance of someone saying something that strikes a chord with all of the vastly different people from all walks of life that we are hoping to reach.

Things to remember

People are convinced by **narratives and stories** much more than facts and figures. (Facts and figures can often *support* a narrative or a story, but shouldn't be the entire focus). Stories don't even have to be huge or dramatic – child being saved from cancer etc – they can be things like “I grew up in a rural community without many opportunities but then I went to university and now I'm doing X and we should make sure we preserve these opportunities for the next generation”

You don't have to be perfect. People respond to authenticity, which often means imperfection. You just need to be you, and not be afraid to try things and speak out. It will be much, much better if we have 1000 imperfect communications of this message than 10 “perfect” ones. MUCH BETTER.

Things to avoid

That said... salience can work against us as well as for us, which means that we need to be careful not to create a national conversation that works against our goals.

Avoid making arguments that make us look like selfish whiners who are out of touch with the realities that many Australians face. Don't say things like “it will suck if my research on X is defunded” without linking it to general impacts or sympathetic stories of people who would be hurt (especially if X is an arcane topic, but even if it's not, it can be easily read as “privileged person is sad at losing privilege”). Even something like “universities are losing funding” without a

story or context can be heard as "these governments are eliminating waste, what a good idea!" – it is much better to talk about **concrete consequences** of losing funding (higher prices for students, fewer graduates, programs eliminated along with stories of people impacted by that, etc). Or, better, **a positive framing of what resources and funding accomplishes** like "look at the awesome program/students/whatever we have and wow things like this are being really cut elsewhere and gosh this better not happen here" type of thing.

Also, as much as possible, **try to avoid being partisan** - don't frame articles around "So-and-so loves Trump and will be bad for science" and the like. There are several reasons for this. (1) Most people across party lines value science, education, etc - businesses need a trained workforce, people know it opens up their kids' futures, we all want doctors and scientific advances, etc. But as soon as it's framed in a partisan way you activate the ingroup/outgroup tribalism part of people's brains and those who feel that their group is attacked will, instead of listening, automatically try to figure out why you're wrong and why they should disbelieve you. Simply sharing the message above, on the other hand, will remind them of their values and reinforce those values, and then *they* will notice when politicians aren't upholding those values, or politicians will feel obliged to go on the record and explicitly state their support of those values. (2) Our goal is to make it so that *whoever* wins elections feels obligated to maintain or even strengthen their support of universities, science, education, etc. They need to know that this is *not* a partisan issue and that, whoever they are, trying to cut or defund science or universities is not a political winner.

Resources

- [Science homecoming](#) is a super-useful site set up to mobilise scientists in the US to speak out by writing articles in their hometown papers. Some things apply just to the US but many of the general ones (about how to pitch and frame ideas, etc) apply universally. This is probably one of the best actions each of us individually can take in Australia - not just our hometowns but whatever media markets we have access to, with whatever variant on our basic [message](#) makes sense to you.
 - [Here](#) is an example! And [another](#)! And [another](#)!
- [Stand up for science](#) is organising a day of protest in the US on March 7th. Not sure if this is something that would be appropriate here (perhaps not as protest, but as awareness) or if anybody has the appetite to put something analogous together, but even if not, there may be something some of us can do to support them or at least learn from what they are putting together.
 - Inspiring report of how it went [\[link\]](#)
- The [Science Public Engagement Partnership \(SciPEP\)](#) has a range of useful resources and reports on how to effectively communicate science.
- The [Union of Concerned Scientists](#) is a nonprofit that seems to be actively trying to coordinate resistance and solidarity within the US; for instance, there is a [webinar](#) on 26 February offering training about how to engage in advocacy given the fraught political situation. Some of this may be applicable or helpful to us.

- [An action primer for scientists](#) is a blog post (written 21 Feb 2025), primarily focused toward people in the US, but with some ideas that translate to us. Much of it is around messaging but there are also ideas about pressuring institutions and academic societies, etc.
- [Declaration](#) to defend research against US government censorship is a form that members of the worldwide scholarly communication ecosystem can sign “to publicly condemn and resist the censorship of academic research”
- Upcoming hybrid events: **seminar on “Protecting Academic Freedom: What do we know and what do we need to know?”** Fri 7 Mar 10:30am-12pm AEST through UQ’s PEPSS series by Scholars at Risk and Dr. Sol Iglesias (rego [here](#)); **NTEU civil liberties forum** (“can we still protest?”) Mar 10, 2025 12:00 AEST (rego [here](#) for zoom link).
- This [site](#) hosts a bunch of stories submitted by scientists about how their research has been impacted by US policies. Good source of inspiration for your own writing as well as perspective, and if you are the kind of person who has been impacted you could add your own
- Good article [here](#) about how to effectively communicate the value of basic science
- Science Comedy [Program](#) could be a good way to surreptitiously get the message out there or at least reach different kinds of audiences.
- A good thing to point out to those more economically-minded is that science funding drive exponential economic returns.
 - NIH funding is estimated to deliver a 2.56x multiplier effect of economic activity; \$36.9 billion generated \$94.5 billion in new economic activity worldwide. *The Harvard Gazette* [[link](#)]
- It is worth noting that **trust in science** is still somewhat high! This January 2025 article from the Australian Science Media Centre suggests that two-thirds of Australians think we should be involved in governmental policy, and 57% perceive scientists to be honest [[link](#)]
- How do we save science? Good article about how anti-science disinformation has driven some of this, and how to handle it [[link](#)]
- Options available to fight this, from a policy fellow [[link](#)]

Ideas for how and where to start

- **Reach out to your university or school engagement people.** Their job is to help you figure out where to put your message and in my experience they are *ecstatic* if someone reaches out to them. Tell them what you want to say, and ask for advice where to place it. You don’t need to have a new research finding necessarily, even for places like Pursuit or the Conversation! Maybe they won’t be able to help, but there’s no harm done in asking and they are professionals with insight.
- **Reach out to outlets directly.** Science homecoming, linked [above](#), incorporates a brilliant idea: writing articles for hometown papers. Not only do you have an automatic “in” but these are often places that are desperate for content, with an audience that may have been previously unreachable, and you are in a place to speak to what they value.

They have lots of links and examples and there is absolutely no reason why the general approach would not apply here.

- **Remember that our students are a huge resource!** Where appropriate, don't hesitate to tell your students about what is going on (around the world, its impacts on us) and encourage *them* to speak out as well. They have access to (and credibility with) audiences we don't (their friends, family, and community) and have amazing levels of energy and creativity if we can harness it.
- **Do it with a friend.** If it feels daunting to do this, find a friend (or two) who cares and split up the work and effort. Keep each other going.
- **Write letters to the editor.** Those are actually read and make a difference.
- **Engage with the community more directly.** You can communicate the value of science and education indirectly - be creative: if you're a comedian include stuff in your routine; go to your local farmer's market and set up a booth; if you're an ecologist set up nature walks, whatever. Share ideas here! There is a lot of misinformation around what science is and what scientists are like, and we can change that (and communicate the value of what we do) by just being more visible.
 - [Raising the Bar](#) is an annual global event where leading researchers share their knowledge with the public in the city's best bars. You don't have to stick to the annual event; you may be able to find a local pub and organise regular scheduling for local researchers to speak!

Remember: something is better than nothing. You don't need to be perfect. Just keep trying.

Strengthen

Strengthen

Resources and ideas for how we can strengthen science, academia, education, universities, etc.

This page contains ideas (and links to resources for implementing those ideas) around making science, education, and academia stronger in ways that aren't about communicating to the public. Everything from hosting data to figuring out how to maintain career opportunities to scrutinising how we could improve.

General suggestions

- Fill out this [form](#) if you have data science skills and are willing to use them in support of short projects strengthening science and democracy and the like. Organised by Prof Grace Lindsay
- [Science Technology and Australia](#) is an organisation that represents the scientists and technologists of Australia in lobbying and policy advocacy efforts. Members include university institutions and academic societies. [[link to policy vision](#)]
 - The [Psychology Foundation of Australia](#), a collective of research-oriented schools of Psychology in Australia is a member.
- [SciBeh](#) is a group of scientists who aim to use science communication (within science and to the public) with the goal of building our collective intelligence and solving problems together. They have many resources and just ran an online [workshop](#) to support scholars affected by threats to research and academic work in (emerging) autocracies (more may be coming).
- If you are part of a scientific society and they haven't already signed [this](#), encourage them to do so! (It's a petition from dozens of scientific societies from all sorts of fields asking Congress to protect future scientific funding)
- If you are on X/Twitter you should **get off of it now** and encourage your institution to do so too. There is a thriving scientific community on [Bluesky](#) and many [starter packs](#) of scientists who you can follow to get started.

Data and research integrity

- [Safeguarding research and culture](#) is a group of scientists around the world who are creating an alternative infrastructure for the archiving and disseminating of cultural heritage and scientific knowledge. They have a lot of resources and opportunities to get involved, and identify if there are things we can do in coordination with them.
- [This](#) article is about how to build a more resilient multi-country / community-driven scientific infrastructure that is less subject to political interference

- [Declaration](#) to defend research against US government censorship is a form that members of the worldwide scholarly communication ecosystem can sign “to publicly condemn and resist the censorship of academic research”
- **March 4 Webinar:** Association for Public Policy Analysis and Management (US) on the topic of data access to US federal datasets, what has changed, next steps, etc [\[link\]](#)
- The [wayback machine](#) will archive any webpage you want by clicking “save page now”; a good habit to get into for webpages that aren’t yours
- Thoughtful [post](#) about Australia’s library and research infrastructure and what can be done

Careers, jobs, and capacity building

- [This](#) is a survey designed to measure the impact of the US cuts on graduate programs and training, possibly to help support future legal cases. Add to it if appropriate, and contact the organisers (I guess through the form?) if you can contribute in other ways.

Ways we could improve

- On the responsibilities of intellectuals and the rise of bullshit jobs in universities [\[link\]](#)
- [This](#) is a conversational brainstorming by two US-based academics, focusing on how to fix perceived and real problems with the reputation of academic institutions, and with our willingness to share our real thoughts and listen to others. Intended as a thing to spur thoughts about the long term, and understand different points of view, rather than anything specific to do or debate now.

Solidarity

Solidarity

Resources and ideas for how to look after ourselves, build community, aid the vulnerable, etc

This page contains ideas (and links to resources for implementing those ideas) around keeping ourselves sane – this can be links to discords or signal groups or other mechanisms for conversation and community building, information about events, links to hopeful things, etc.

General suggestions

- This topic may be worthwhile to raise at your School's committee meeting.

Community building

- If anybody wants to create a slack or discord or email list or something, please feel free to do so and link the information for how to access it here. (Or multiple ones, with different goals or different people in them! Go wild!)
- [Choose Democracy](#) is oriented toward people in the US but contains many ideas that are applicable here for community building, or that might be ways we could support them. It is not about science/academia in particular but many of the same generalities apply.
- Forming a [ReproducibiliTea](#) journal club centered on meta-research and open scholarship is a simple way to build community at your local institution. Conversations about global trends and scientists' role in society are natural for a venue that openly discusses how science should be conducted.

Signs of hope

- Trust in science in Oceania is high [\[link\]](#)
- Multiple lawsuits have been filed to protect the scientific research structures and processes.
 - Boston Mayor Michelle Wu has filed an amicus brief to halt cuts to NIH research funding. Source: [wbur](#)

Other