

LETTERS

Edited by
Jennifer Sills



Lithium-ion batteries, shown here mid-assembly, substantially contribute to the US economy.

US must support chemistry research

As chairs of US-based chemistry departments, we are deeply concerned about federal decisions to decrease overhead rates (1), reduce scientific funding (2), lay off program managers at scientific agencies (3), and restrict diversity, equity, accessibility, and inclusion initiatives (4). These shifts threaten the strength of the US research enterprise and the nation's role as an economic and technological leader.

Chemistry research drives advances in medicine, energy, materials science, and environmental sustainability. The chemical industry alone contributes more than US\$600 billion annually to the US economy and supports more than 4 million jobs (5). Federally funded academic research in chemistry has directly led to groundbreaking discoveries in pharmaceuticals [such as the cancer treatment drug paclitaxel (6, 7)], renewable energy [such as lithium-ion batteries (8)], and advanced materials [including polymers such as polypropylene carbonate (9)], fueling entire sectors of the economy.

The chemistry departments that produce these innovations rely on stable research funding to maintain laboratories, support faculty and student researchers, and sustain critical infrastructure. Overhead is essential for maintaining the facilities and administrative support required for groundbreaking discoveries. Without adequate funding, universities will struggle to engage in

high-impact research, diminishing the ability of the US to lead in emerging technologies and address global challenges.

Each year, US institutions award more than 20,000 chemistry degrees at the undergraduate and graduate levels (10), producing a workforce essential to industries ranging from biotechnology to semiconductors, along with graduates that go on to health sciences professional programs. However, uncertainty in research funding discourages students from pursuing these careers, weakening the talent pipeline that is crucial for economic growth and national security. Moreover, restrictions on programs aimed at broadening participation in science threaten the global competitiveness of US science by hindering efforts to attract the brightest minds from all backgrounds (11).

Federal leaders should uphold commitments to scientific research by ensuring robust and stable funding across all US agencies, maintaining institutional indirect cost recovery rates to support the infrastructure necessary for discovery, and protecting policies that promote an inclusive and thriving scientific workforce. Failing to support the scientific enterprise will erode decades of progress in research and innovation, ceding leadership in key technological areas to global competitors.

Karen Allen¹, Peter B. Armentrout², Clifford Berkman³, Steven G. Boxer⁴, Michael Burkart⁵, James W. Canary⁶, Ronald K. Castellano⁷, Linda Columbus⁸, Victoria J. DeRose⁹, Howard Fairbrother¹⁰, Gregory

S. Ferguson¹¹, Joe Foley¹², Christy Haynes¹³, Jennifer M. Heemstra¹⁴, Frieder Jaekle¹⁵, Kenneth Knappenberger¹⁶, Wei Kong¹⁷, Laura J. Kaufman¹⁸, Tristan H. Lambert¹⁹, Yu-Shan Lin²⁰, Haitao Liu²¹, Ricardo Metz²², Amanda Morris²³, Catherine J. Murphy²⁴, Mark Pecuh²⁵, William Pennington²⁶, John A. Pojman²⁷, Sarah Reisman²⁸, Matthew Shores²⁹, Alexander M. Spokoyny³⁰, Greg Szulczewski³¹, Troy Van Voorhis³², Timothy H. Warren³³, Lai-Sheng Wang³⁴, Vicki Wysocki³⁵, Jin Zhang³⁶

¹Department of Chemistry, Boston University, Boston, MA, USA. ²Department of Chemistry, University of Utah, Salt Lake City, UT, USA. ³Department of Chemistry, Washington State University, Pullman, WA, USA. ⁴Department of Chemistry, Stanford University, Stanford, CA, USA. ⁵Department of Chemistry and Biochemistry, University of California San Diego, San Diego, CA, USA. ⁶Department of Chemistry, New York University, New York, NY, USA. ⁷Department of Chemistry, University of Florida, Gainesville, FL, USA. ⁸Department of Chemistry, University of Virginia, Charlottesville, VA, USA. ⁹Department of Chemistry and Biochemistry, University of Oregon, Eugene, OR, USA. ¹⁰Department of Chemistry, Johns Hopkins University, Baltimore, MD, USA. ¹¹Department of Chemistry, Lehigh University, Bethlehem, PA, USA. ¹²Department of Chemistry, Drexel University, Philadelphia, PA, USA. ¹³Department of Chemistry, University of Minnesota, Minneapolis, MN, USA. ¹⁴Department of Chemistry, Washington University in St. Louis, St. Louis, MO, USA. ¹⁵Department of Chemistry, University of Rutgers—Newark, Newark, NJ, USA. ¹⁶Department of Chemistry, Pennsylvania State University, University Park, PA, USA. ¹⁷Department of Chemistry, Oregon State University, Corvallis, OR, USA. ¹⁸Department of Chemistry, Columbia University, New York, NY, USA. ¹⁹Department of Chemistry and Chemical Biology, Cornell University, Ithaca, NY, USA. ²⁰Department of Chemistry, Tufts University, Medford, MA, USA. ²¹Department of Chemistry, University of Pittsburgh, Pittsburgh, PA, USA. ²²Department of Chemistry, University of Massachusetts Amherst, Amherst, MA, USA. ²³Department of Chemistry, Virginia Tech, Blacksburg, VA, USA. ²⁴Department of Chemistry, University of Illinois Urbana-Champaign, Urbana, IL, USA. ²⁵Department of Chemistry, University of Connecticut, Storrs, CT, USA. ²⁶Department of Chemistry, Clemson University, Clemson, SC, USA. ²⁷Department of Chemistry, Louisiana State University, Baton Rouge, LA, USA. ²⁸Division of Chemistry and Chemical Engineering, California Institute of Technology, Pasadena, CA, USA. ²⁹Department of Chemistry, Colorado State University, Fort Collins, CO, USA. ³⁰Department of Chemistry and Biochemistry, University of California Los Angeles, Los Angeles, CA, USA. ³¹Department of Chemistry and Biochemistry, University of Alabama, Tuscaloosa, AL, USA. ³²Department of Chemistry, Massachusetts Institute of Technology, Cambridge, MA, USA. ³³Department of Chemistry, Michigan State University, East Lansing, MI, USA. ³⁴Department of Chemistry, Brown University, Providence, RI, USA. ³⁵School of Chemistry, Georgia Institute of Technology, Atlanta, GA, USA. ³⁶Department of Chemistry and Biochemistry, University of California Santa Cruz, Santa Cruz, CA, USA. Email: ajmorris@vt.edu

Opinions are the authors' and do not necessarily reflect the views of their institutions.

REFERENCES AND NOTES

- Office of the Director, National Institutes of Health (NIH), "Supplemental guidance to the 2024 NIH grants policy statement: Indirect cost rates" (Notice NOT-OD-25-068, NIH, 2025).
- Full-Year Continuing Appropriations and Extensions Act, 2025, Pub. L. No. 199-4 (2025).
- K. Vasquez, "Impacts of NSF firings come into focus as scientists weigh next steps," *Chemical and Engineering News*, 24 February 2025.
- The White House, "Ending radical wasteful government DEI programs and preferencing," Executive Order 14151 (2025).
- American Chemistry Council, "The business of chemistry by the numbers" (2025); <https://www.americanchemistry.com/chemistry-in-america/data-industry-statistics/the-business-of-chemistry-by-the-numbers>.
- G. M. Cragg, *Med. Res. Rev.* **18**, 315 (1999).
- E. G. Cleary, J. M. Beierlein, N. S. Khanuja, L. M. McNamee, F. D. Ledley, *Proc. Natl. Acad. Sci. U.S.A.* **115**, 2329 (2018).
- M. Li, J. Lu, Z. Chen, K. Amine, *Adv. Mater.* **30**, 1800561 (2018).
- A. Ju, "Cornell-developed polymer has commercial debut," *Cornell Chronicle*, 20 November 2014.
- American Chemical Society (ACS), Bachelor's degree recipients 2021-22, ACS Approval Program Data and Reports; <https://www.acs.org/education/policies/acs-approval-program/data-reports.html>.
- S. Dixon-Fyle, K. Dolan, D. V. Hunt, S. Prince, "Diversity wins: How inclusion matters" (McKinsey & Company, 2020).

10.1126/science.adx8085

Protect transgender scientists

Transgender and gender nonconforming (TGnC) people are a primary target of the Trump administration. Multiple executive orders seek to erase TGnC protections; mandate denial of gender identity; and ban diversity, equity, and inclusion (DEI) (1). Changes to federal funding policies related to TGnC individuals and DEI threaten to

curtail academic diversity and freedom (2). Institutions have been hesitant to resist, but for many TGnC scientists—especially TGnC individuals of color, immigrants, and those with disabilities—invisibility is not an option. Anticipatory obedience (3, 4), and even passive allyship, is insufficient; institutions must abandon neutrality and defend targeted communities to minimize further harm (5, 6). As queer and TGnC scientists, we call on researchers at all levels—from undergraduates to university presidents—to take direct, consistent, and rapid action.

Institutions must respond to attacks on the human rights of TGnC people (1), including the right to be seen before the law as themselves and the right to free movement and residence (7, 8). Recent policy changes prevent TGnC people from obtaining accurate gender markers on legal identification, including passports (9). Institutions should therefore avoid requirements for federal identification to access health care, education, and employment and should empower individuals to review, correct, and expunge personal data. Institutions should protect TGnC individuals, particularly immigrants, against law enforcement data requests and doxxing attacks. Corresponding resources, such as legal assistance, should be freely available to all affiliated personnel to protect themselves and their communities.

The Trump administration has eliminated federal funding of research on, and health care for, TGnC individuals, as well as DEI efforts supporting TGnC scientists. Dozens of LGBTQ+-related grants have been canceled, with specific focus on TGnC projects (10), and the Trump administration is attempting to eliminate gender-affirming care from the Affordable Care Act and Title IX protections (11, 12). With support from state and local governments, institutions should commit to continued insurance coverage for TGnC health care and offset the impact of federal cuts with additional grants and funding. Institutions must support TGnC and other marginalized scientists by securing their safety and privacy; their access to legal aid and health care; and their opportunities in education, employment, and society.

Nasa Sinnott-Armstrong^{1,2}, Desiree Forsythe³, Jane M Benoit⁴, Callie R. Chappell⁵, Lisa S. Y. Coe^{6,7}, Bruno Francesco Rodrigues de Oliveira⁸, Natalya Evans⁹, Anna C. Fagre¹⁰, Jonathan M. Gilligan^{11,12}, Maria Hamilton¹³, Colin Moran Henneberry¹⁴, Suzanne L. Ishaq^{15,16}, Juliet Johnston¹⁷, Erin Krichilsky^{18,19}, Jamie Alcira Lopez^{20,21}, Kay McMonigal²², Melanie Ortiz Alvarez de la Campa²³, Rahmeen Rahman²⁴, Nicole E. Schwartz²⁵, Lauren Talluto²⁶, Eric J. Taylor²⁷, José M. Vargas-Muñiz²⁸, J. L. Weissman^{14,29}

¹Herbold Computational Biology Program, Public Health Sciences Division, Fred Hutchinson Cancer Center, Seattle, WA, USA. ²Department of Genome Sciences, University of Washington, Seattle, WA, USA. ³Department of Biology, Santa Clara University, Santa Clara, CA, USA. ⁴Department of Biological Science, Florida State University, Tallahassee, FL, USA. ⁵Department of Biology, Stanford University, Stanford, CA, USA. ⁶Department of Biology and Genetics Institute, University of Florida, Gainesville, FL, USA. ⁷School of Teaching and Learning, College of Education, University of Florida, Gainesville, FL, USA. ⁸Department of Microbiology and Parasitology, Biomedical Institute, Fluminense Federal University, Niterói, RJ, Brazil. ⁹Marine Science Institute, University of California Santa Barbara, Santa Barbara, CA, USA. ¹⁰Department of Microbiology, Immunology, and Pathology, Colorado State University, Fort Collins, CO, USA. ¹¹Department of Earth and Environmental Sciences, Vanderbilt University, Nashville, TN, USA. ¹²Department Civil and Environmental Engineering, Vanderbilt University, Nashville, TN, USA. ¹³Department of Marine Sciences, University of Georgia, Athens, GA, USA. ¹⁴Department of Ecology and Evolution, Stony Brook University, Stony Brook, NY, USA. ¹⁵Department of Animal and Veterinary Sciences, University of Maine, Orono, ME, USA. ¹⁶Microbes and Social Equity working group, Orono, ME, USA. ¹⁷School of Science and Math, Hampshire College, Amherst, MA, USA. ¹⁸American Museum of Natural History, Richard Gilder Graduate School, New York, NY, USA. ¹⁹Department of Ecology, Evolution, and Environmental Biology, Columbia University, New York, NY, USA. ²⁰Department of Bioengineering, Stanford University, Stanford, CA, USA. ²¹Department of Applied Physics, Stanford University, Stanford, CA, USA. ²²College of Fisheries and Ocean Sciences, University of Alaska Fairbanks, Fairbanks, AK, USA. ²³Department of Molecular Microbiology and Immunology, Brown University, Providence, RI, USA. ²⁴Department of Infectious Disease, Imperial College London, London, UK. ²⁵Department of Biology, Schmid College of Science and Technology, Chapman University, Orange, CA, USA. ²⁶Department of Ecology, University of Innsbruck, Innsbruck, Austria.

²⁷Department of Middle Eastern and North African Studies, University of Arizona, Tucson, AZ, USA. ²⁸Department of Biological Sciences, Virginia Tech, Blacksburg, VA, USA. ²⁹Institute for Advanced Computational Science, Stony Brook University, Stony Brook, NY, USA. Email: nasasinnotarmstrong@gmail.com; dforsythe@scu.edu

The authors are members of the Advancing Queer and Trans Equity in Science Consortium. Opinions are the authors' and do not necessarily reflect the views of their institutions.

REFERENCES AND NOTES

1. N. Chiwaya *et al.*, "Tracking Trump's executive orders," *NBC News*, 5 February 2025.
2. S. Reardon, "Are terminations of NIH grants wasting billions of taxpayer dollars?," *Science* **388**, 12 (2025).
3. P. Ball, "Scientific institutions have a long history of anticipatory obedience," *Chemistry World*, 7 February 2025.
4. Employment Opportunities, "Against anticipatory obedience" (American Association of University Professors, 2025).
5. "Letter to the US President and Congress on the scientific understanding of sex and gender" (Society for the Study of Evolution, 2025).
6. S. Curry, "An open letter to the President of the Royal Society—Time to stand up for your values," (2025); <https://occamstypewriter.org/scurry/2025/02/11/open-letter-president-royal-society-stand-up-values/>.
7. United Nations, "Universal declaration of human rights" (United Nations, 1948).
8. Office of the High Commissioner for Human Rights (OHCHR), *Born Free and Equal: Sexual Orientation, Gender Identity and Sex Characteristics in International Human Rights Law* (OHCHR, ed. 2, 2019).
9. US Department of State, "Sex marker in passports" (2025); <https://travel.state.gov/content/travel/en/passports/passport-help/sex-marker.html>.
10. US Department of Health and Human Services, "HHS grants terminated" (2025).
11. Centers for Medicare and Medicaid Services, "Patient protection and Affordable Care Act; Marketplace integrity and affordability" (2025); <https://www.cms.gov/files/document/MarketplacePIRule2025.pdf>.
12. US Department of Justice, Office of Public Affairs, "US Department of Education and US Department of Justice announce Title IX special investigations team" (2025).

10.1126/science.ady0962

PAST AS PROLOGUE



Wind turbines have been built near the mudflats that the author remembers from childhood.

Remembering China's coastal mudflats

I was born in a small fishing village on the mudflats of the Yellow Sea in central China. When I was young, my father, a farmer, shared with me his appreciation of the mudflats, which were lush with reeds and filled with flocks of flying birds. The vast sea and rich tidal flats provided abundant shellfish and fish to meet the protein needs of local communities during those impoverished

years, but as I grew up, the health of the land deteriorated.

My parents taught me that knowledge can change a person's fate and make the world a better place. Thanks to their encouragement, I excelled in my studies and became the first university student from our village. Driven by a deep love for my birthplace and its vulnerable ecosystems, I pursued a PhD in ecology.

In the decades since, rapid economic development in China has completely transformed my hometown's coastal

landscape. The mudflats have been converted into farmland and aquaculture ponds, and chemical plants and paper mills now occupy the reed wetlands. Intensive corporate farmland, including the land my father used to own, is covered by rows of wind turbines that surround the formerly tranquil habitat of red-crowned cranes. The soaring orioles and flourishing grasses my father and I admired together have vanished.

I now lead projects focused on mudflat ecological restoration. My team explores nature-based solutions to restore native vegetation and works to mitigate pollution from chemical and paper mill waste. During the summer, I visit my hometown with my family. My father takes my daughters to the seaside with a small bucket for fishing and tells them about the landscape of my childhood: the pink saltwort, the lush green reeds, the white egrets and red-crowned cranes, and the numerous scuttling crabs. I hope that my work will help my daughters remember this mudflat, as my father and I do, and carry with them an everlasting nostalgia for this land.

Fu Chen

School of Public Administration, Hohai University, Nanjing, China. Email: chenfu@hhu.edu.cn

10.1126/science.adu4856

CALL FOR SUBMISSIONS

Past as Prologue is an occasional feature highlighting the role of family history in the life of scientists. What role did your family background play in your decision to pursue science, your field, or your career? Submit your story to <http://cts.sciencemag.org>