

Electronic Supplementary Material

Interview questions

Could you tell us about your academic experience?

- How long did you work at the university?
- Can you tell us about your leave/forced leave from the university?

What does being an academic mean to you?

- What does being an academic consist of?
- What are your aims as an academic?

When you think about all of your identities, where would you rank “being an academic”?

How did you first get involved in the Solidarity Academies?

How would you compare them to your time in the university?

- How do you feel about the environment at the SA compared to in your university? What are the aims of the SA?

How has the environment in the university changed over the last few years?

When you think about your goals as an academic how does the university compare to the SA as a space where you could reach your goals?

- What does the university provide vs. What does the SA provide for you to reach your goals?

How would you describe your feelings of empowerment and feelings of efficacy in the university? In the SA?

How do you think you might create social change while in the SA?

Quotes that does not involve Neoliberalism

Main Category I: Grievances

- **Grievances related to university and societal change:**

[referring to the unsupportive environment in the university: ...*even there* (in the university) *if you reached some level, then people unfortunately return to you to do things... I mean, everybody tries to do something scientific, to produce studies, to produce knowledge but when you look at the support they give to the one who does that, unfortunately, there is a big dilemma over there.* (P36)]

- **Grievances related to academic collectives:**

[referring to the in-group conflicts within the solidarity networks: “*You know, there's a saying: every tub stands on its own bottom. It really is, and not everyone wants everybody's sake. Unfortunately, no matter how much in solidarity we seem to be, there is a big conflict inside.* (P28).]

- Grievances after the university life:

[referring to the loss of academia: ...*They already tore us apart, banned us from academia somehow. And when we return, the Academia will not be as what we imagine it to be, it will not be the academia in which we produced science.* (P31)]

Main Category II: Resource Mobilization

- Motivations and aspirations:

[referring to the decreased satisfaction in academic collectives: “*Concerns such as 'We started the project, was the result declared?' begin to occur. After a while, these can impose on your primary priority. Therefore, it necessarily affects the level of satisfaction.*” (P35)]

- Self-and/or collective-efficacy:

[*But since we are constantly exposed to such events and signals, a burden is growing internally, consequently a resistance is also increasing, and yes, we are calculating the next step. On the other hand, we are confident in ourselves. So, we also have the feeling that we can get out of it.* (P28)]

- Material and cognitive/intellectual resources

[*I don't have the luxury to turn away those [translation invitations]. Now I spend my limited time in translation. You know, the only thing I have in mind additionally is to publish article from my doctoral thesis, without putting too much interval after having done my thesis.* (P36)]

Main category III: Social Identities and Identifications

- Academic identities

[*I'm one of those who think that one side of you should always be activist, should be incontact with the segments of the society. I was intending to work to become an activist academic.* (P31)]

- Political identities

[“*How I got involved... Well, by then we were not yet dismissed and I didn't know many people in İzmir.... After signing the petition I realized that I didn't know anyone during the first meeting of İzmir Solidarity Academy. Therefore, I met new people in that meeting.*” (P31)]

- Identification or disidentification with academic collectives

[“*If there will be something in which I can be useful, I can consider joining in. Sometimes the topics are too narrow, if you are not interested in these topics, you can prefer not to go*” (P31).]

Main category IV: Perspectives about (academic) survival outside university

- gains

[“*If there is contact, one can join the solidarity academy and there will be a benefit in terms of promoting academic production*” (P31)]

- concerns

[referring to what should be expected from academic collectives: ...*From that angle, if the academic collectives continue in their current states, I think that they will not be able to reach to the point that we imagined. Maybe they do not imagine this but I do not think that they will not be able to become the academy that we imagine, liberated and in the street.* (P38)]