

## **Is the geochemistry academic work environment a potential barrier to inclusion and progression?**

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Geochemistry provides tools to address research topics across Earth, environmental and planetary sciences. Affiliated to these disciplinary departments/schools geochemists are working across the UK higher education institutions (HEIs). ‘Evaluating Diversity and Inclusion within the (geochemistry) Academic Ladder (E-DIAL)’, project funded by the UK’s Natural Environmental Research Council investigates whether or not these academic ‘homes’ strive to be inclusive for all geochemists.

In addition to presenting the diversity data (e.g., ethnicity, gender identity, sexual orientation, disability) of the geochemistry community and representation across the academic ladder (a separate abstract in this session), we integrate with the quantitative responses of individuals about their workplace environment and the support that they receive. We also scrutinise corresponding qualitative data using thematic analysis [1] to evaluate the work environment. Our results provide insights into the working experiences among geochemists in their academic homes. We explore whether these experiences and senses of belonging vary systematically among identity groups. We utilise these data to understand potential challenges that geochemists from minority groups may be facing within their academic home and how these challenges may be impacting their career progression. We acknowledge that these data provide only an incomplete snapshot. However, these data allow us to probe the research environment within which the geochemistry workforce operated during the period when the data were collected (2021-2022). Using the data, we hope to find out whether the academic homes that host geochemists are providing workplace environments that are truly inclusive for everyone, including minority groups, to progress and thrive. These findings lead us to propose possible improvements needed to break barriers to the inclusion, retention and professional attainment among all geochemists.

[1] Braun, V., and Clarke, V. (2006). Using thematic analysis