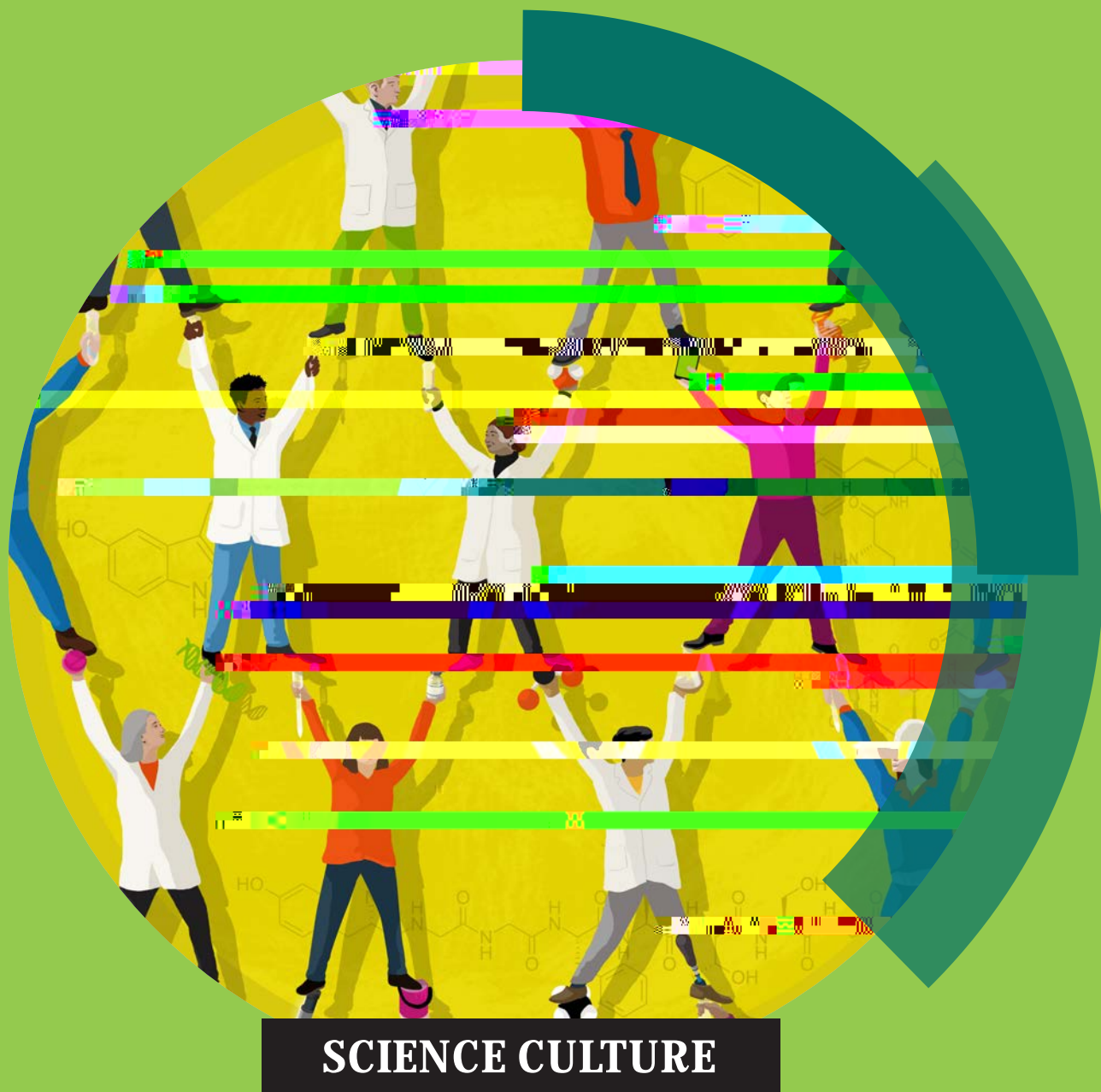


ROYA



**A sense of belonging  
in the chemical sciences**

It



It



It is a good thing to have a good idea of what is going on in the world, but it is also important to have a good idea of what is going on in your own life. The best way to do this is to read and to think. Reading gives you a new perspective on the world, and thinking helps you to understand it better. So, if you want to be a good person, you should read and think a lot.

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I still remember my chemistry teacher inspiring me with her leadership. She had a PhD in chemistry and made me feel that I could find my place in the chemical sciences, and aspire to become a leader.

I still remember my chemistry teacher inspiring me with her leadership. She had a PhD in chemistry and made me feel that I could find my place in the chemical sciences, and aspire to become a leader.

**Belonging in the Chemical Sciences**

We are living in a time of rapid change. We are seeing the rise of artificial intelligence, the development of new materials, and the growth of the green economy. These changes are creating new opportunities and challenges for the chemical sciences.

The Royal Society of Chemistry has a long history of excellence in research and education. We are proud to be part of a community that is committed to the highest standards of scientific achievement.

What we need now is a new generation of leaders who are passionate about the chemical sciences and who are committed to making a difference in the world.

We are excited to be part of the new generation of leaders who are passionate about the chemical sciences and who are committed to making a difference in the world.

We have a great future ahead of us. We are excited to be part of the new generation of leaders who are passionate about the chemical sciences and who are committed to making a difference in the world.

Our future is bright. We are excited to be part of the new generation of leaders who are passionate about the chemical sciences and who are committed to making a difference in the world.

Dr Helen Pain CChem FRSC Chief Executive Royal Society of Chemistry

# A / t

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But it's not just about the chemistry. It's about the people. The chemists who work in the chemical industry are often the ones who are most affected by the changes. They are the ones who are most likely to be in the front line of the changes. They are the ones who are most likely to be affected by the changes. They are the ones who are most likely to be affected by the changes.

The **Belonging matters to chemists** report found that the chemical industry is a place where people feel they don't belong. The report found that the chemical industry is a place where people feel they don't belong. The report found that the chemical industry is a place where people feel they don't belong.

**Belonging at work impacts chemists' well-being** Chemists who don't feel they belong at work are more likely to experience mental health problems. Chemists who don't feel they belong at work are more likely to experience mental health problems. Chemists who don't feel they belong at work are more likely to experience mental health problems.

**When chemists feel they belong, they do better work** Chemists who feel they belong at work are more likely to be productive and engaged. Chemists who feel they belong at work are more likely to be productive and engaged. Chemists who feel they belong at work are more likely to be productive and engaged.

**Questions of belonging, and experiences of not-belonging, are particularly important for people from under-represented groups in the chemical sciences** Chemists from under-represented groups are more likely to experience not-belonging. Chemists from under-represented groups are more likely to experience not-belonging. Chemists from under-represented groups are more likely to experience not-belonging.

Chemists from under-represented groups are more likely to experience not-belonging. Chemists from under-represented groups are more likely to experience not-belonging. Chemists from under-represented groups are more likely to experience not-belonging.



## The five enablers of belonging

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Everyone gets to be heard and have their voice heard in the team that are the

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Everyone gets to be heard and have their voice heard in the team that are the

We can all take action to help everybody feel like they belong in the chemical sciences. We have to take the first step and get started.

## Our three commitments

1

We will ensure that everyone has the opportunity to be heard and have their voice heard in the team that are the

2

We will ensure that everyone has the opportunity to be heard and have their voice heard in the team that are the



We will ensure that everyone has the opportunity to be heard and have their voice heard in the team that are the



**Belonging matters. It affects chemists' ability to share ideas, try new things, collaborate and ultimately to enjoy their work and stay in the profession.**

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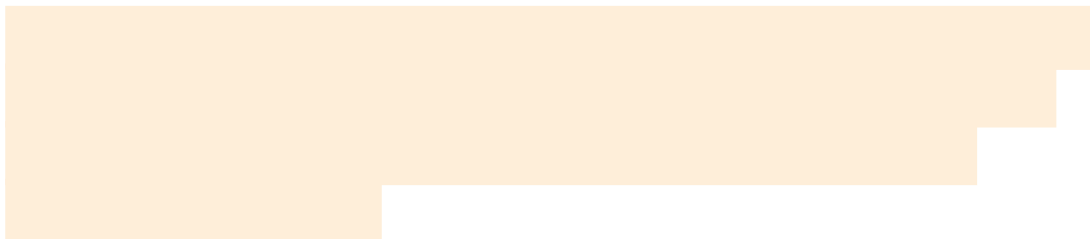
**A sense of belonging leads to better science outcomes** Chemists and the academic environment create the feeling of belonging. The sense of belonging is judged and feedback has the effect of adding to the academic environment. The academic environment affects the academic performance.

**“When I felt I belonged, I was very productive, I collaborated a lot, I really enjoyed it.”**

**“When you don’t feel you belong you feel you’re not really doing good science, it’s not amounting to anything, you’re not hitting the bar.”**

**Conversely, not belonging negatively impacts science outcomes** Chemists find that feeling the belonging is related to the idea of belonging. The fact that the academic environment affects the academic performance.

**“I qualify what I say. I say, ‘maybe this is a bit naïve of me’ or ‘sorry if I’ve misunderstood’, so it’s not perceived as offensive. I feel I’d be judged if I didn’t.”**



## Not belonging in the workplace

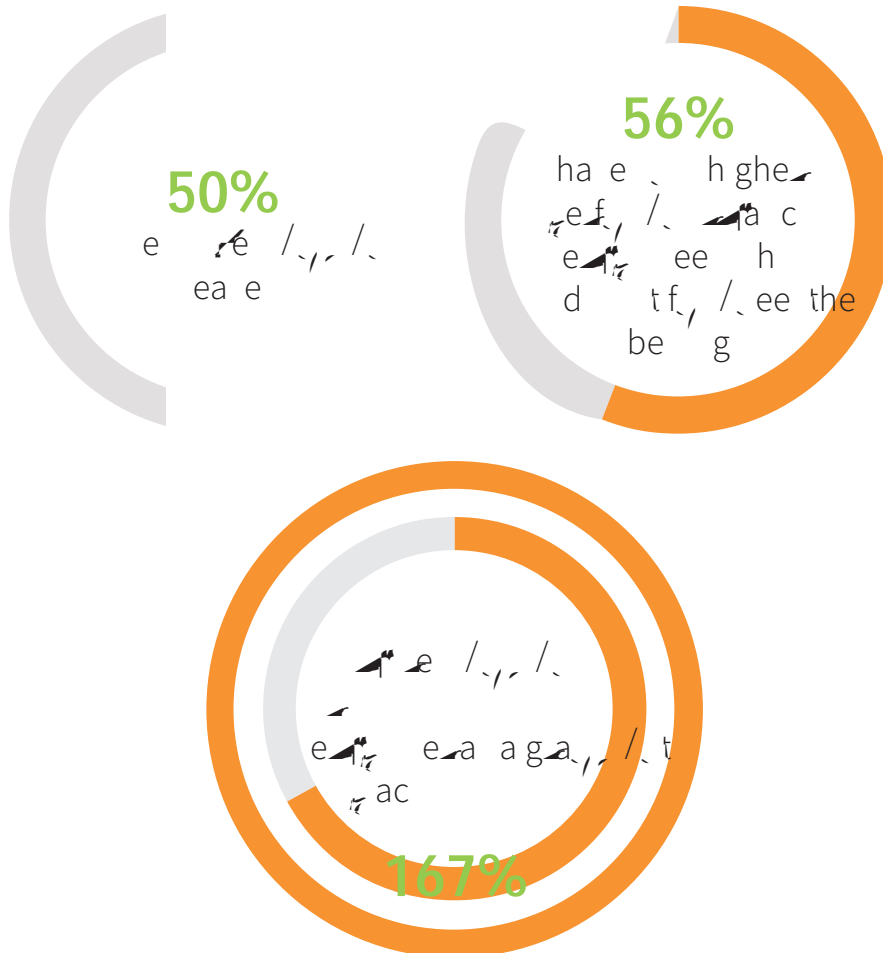
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In the workplace, employees who feel a sf belonging ar68 06e:





# 4 t t t ! ?

## 1. Being told that you don't belong directly or indirectly.

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## 2. Being the only one with a particular lived experience or identity.

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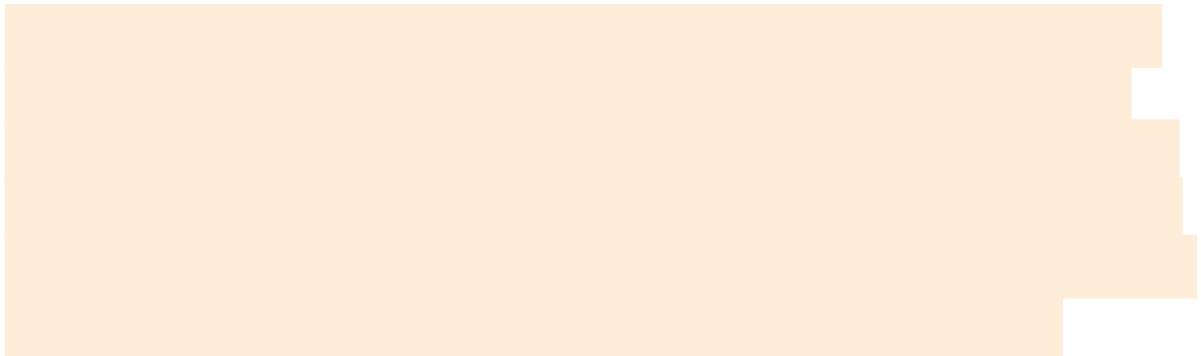
**“The higher up you go, the less women there are, and the more women feel like they don’t belong.”**

**“There has not been a good role model throughout my entire career in the chemical sciences with the same ethnicity as me.”**

**“When I struggled with mental health, I didn’t feel I belonged, as I couldn’t see others like me suffering in the same way.”**

### 3. Being excluded and 'othered' by peoples' assumptions, stereotypes and biases

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The insights from the chemists involved in this study suggest there are five enablers of belonging in the chemical sciences. These are:





## 1. C t

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**“Within that group of other D/deaf scientists, I feel I do  
 long. We have a shared language, and we can talk  
 out our passion for science.”**

## 2. t

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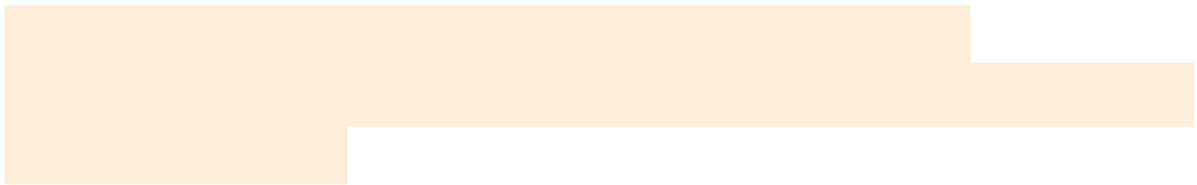
**“I had a supportive supervisor, who treated me like  
 my ideas were valued. I’d never had that before. That  
 made me want to continue in academia, where other  
 experiences had dissuaded me.”**

**made me want to continue in academia, where other  
 experiences had dissuaded me.”**

### 3. Dicit

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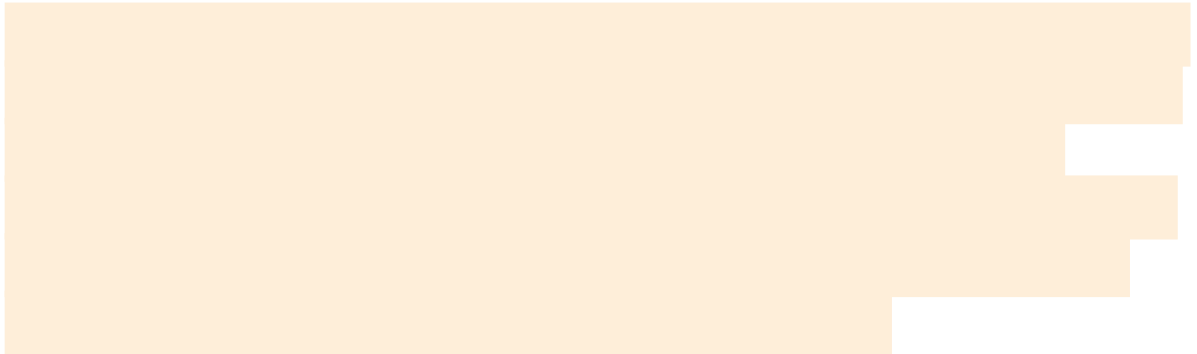
## 5. I t t t '

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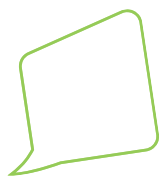
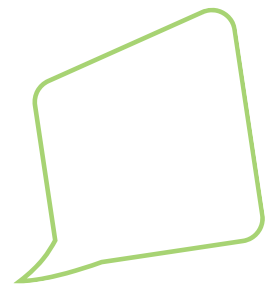
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	Low belongingness	High belongingness
Low value placed on uniqueness	<p><b>Exclusion</b></p> <p>I d d a t t e a d a a                      d e th e a e b t                      the e a e the h a e d e</p>	<p><b>Assimilation</b></p> <p>I d d a t e a d a a                      d e h e the c f t                      ga at a d a t c t e                      a d d a the e e</p>
High value placed on uniqueness	<p><b>Differentiation</b></p> <p>I d d a t t e a d a                      a d e b t the e                      chaacte c a e e e a                      a a b e a d e e d f g                      ga at a c c e</p>	

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## Actions for organisations

**Increase diversity in the chemical sciences community** The aim is to create a diverse workforce that

**Incorporate belonging into inclusion and diversity strategies** The focus is on belonging, which is a key component of inclusion and diversity strategies.

**Create opportunities for people to talk about these issues** It is important to create opportunities for people to talk about these issues.

**Make networking more inclusive** The aim is to make networking more inclusive and accessible to all.

**Increase accountability for those in position of authority** It is important to increase accountability for those in position of authority.

**“It’s about making people feel like they are part of the bigger group.”**

**“Get people talking about [race], get White people talking about it. People don’t want to talk about it in case they get it wrong, in case they get into trouble. But if you don’t talk about it how are you going to find answers?”**

**“Are the people in the team happy, do they feel accepted, like they belong, genuinely, not in terms of being a square peg in a round hole? Holding leaders to account for their team’s emotional state.”**

## Building your own sense of belonging

Seek out and nurture supportive relationships. This can be done by reaching out to colleagues and students. It's important to have a supportive network that can help you navigate challenges. Teaching can be a rewarding experience, but it can also be a challenging one. It's important to have a supportive network that can help you navigate challenges.

**“[When] I moved to chemistry I felt like an outsider. I felt like I had to justify myself for being there. But I started feeling a sense of belonging when I began teaching, became more involved with the RSC.”**

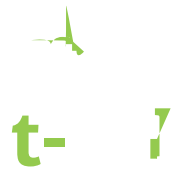
Use assertiveness tools to increase visibility and confidence. This can be done by reaching out to colleagues and students. It's important to have a supportive network that can help you navigate challenges. Teaching can be a rewarding experience, but it can also be a challenging one. It's important to have a supportive network that can help you navigate challenges.

**“At this point I feel like I belong but it's through willpower that I've convinced myself I'm right to be here. I've received messages that I don't belong, either overt or unconscious. So it's been about overcoming that messaging for me.”**

Take self-care seriously. This can be done by reaching out to colleagues and students. It's important to have a supportive network that can help you navigate challenges. Teaching can be a rewarding experience, but it can also be a challenging one. It's important to have a supportive network that can help you navigate challenges.

**“With my team I know that my ideas will be valued. But it was a different situation when I was doing my PhD and it led to a mental health crisis for me. I chose to stay but I know people who have left because of not-belonging.”**

Reframing not belonging. This can be done by reaching out to colleagues and students. It's important to have a supportive network that can help you navigate challenges. Teaching can be a rewarding experience, but it can also be a challenging one. It's important to have a supportive network that can help you navigate challenges.



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# 7 C 1

Environments to increase inclusion and diversity must also focus on belonging.

Individuals belonging to groups are able to flourish and therefore to

All of the chemists who took part in this study shared experiences of belonging in the chemical sciences, and of not-belonging.

Belonging and not belonging are a feeling, but the actual state of being is a fact. The feeling of belonging is a subjective experience, and the feeling of not belonging is a subjective experience. The feeling of belonging is a subjective experience, and the feeling of not belonging is a subjective experience.

Questions of belonging, and experiences of not-belonging, are especially relevant in the lives and careers of groups under-represented in the chemical sciences community.

The feeling of belonging has been described as a feeling of connection, respect, diversity, inclusion and an intention to belong. The feeling of belonging is a subjective experience, and the feeling of not belonging is a subjective experience.

Building belonging requires that individuals and organisations pay attention to all five enablers of belonging: connection, respect, diversity, inclusion and an intention to belong.

Making a group a place where everyone belongs is a goal that should be pursued. The feeling of belonging is a subjective experience, and the feeling of not belonging is a subjective experience.

Some part of belonging is about having the intention to belong, but individuals cannot achieve a sense of belonging by themselves.

Individuals can take steps to create the feeling of belonging, but they cannot achieve a sense of belonging by themselves. The feeling of belonging is a subjective experience, and the feeling of not belonging is a subjective experience.

It is important that the feeling of belonging is not just a feeling, but a feeling that is based on a sense of connection, respect, diversity, inclusion and an intention to belong. The feeling of belonging is a subjective experience, and the feeling of not belonging is a subjective experience.

## A: Measuring belonging

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## B: Methodology

A participant that attended the chemistry department at the University of  
the Royal Society of Chemistry and the Department of Chemistry at each of the  
three universities was selected for the study.

We had five groups of participants, each with a different age range. The first  
group consisted of

### 1. PhD students







