Gender and diversity in research career development among SUC faculty in Nueva Ecija

Mary Chris A. Austria[1*], Vivien Amor Viloria[2]

[1]*Nueva Ecija University of Science and Technology, Philippines.*

Corresponding author: Mary Chris A. Austria (*Email: austriamarychris@gmail.com*)

Abstract

This study aims to examine the barriers that hinder the research career advancement of women and minority faculty members in State Universities and Colleges (SUCs) in Nueva Ecija, Philippines. It also seeks to evaluate the effectiveness of institutional initiatives and policies promoting gender equity and diversity, with the ultimate goal of generating evidence-based recommendations to support underrepresented groups in academia. A descriptive quantitative research design was employed, involving a survey of 200 faculty members across SUCs in Nueva Ecija. The instrument assessed experiences related to gender-based discrimination, ethnic bias, and the impact of family responsibilities on research productivity. It also measured perceptions of institutional support and the effectiveness of existing gender and diversity policies. The study revealed that women and minority faculty members face substantial barriers to research career advancement. These include perceived gender and ethnic discrimination, limited access to research opportunities, and insufficient institutional support. Although some diversity initiatives and policies exist, respondents generally viewed them as inadequate in addressing systemic inequities. The findings underscore the persistent influence of societal norms and institutional biases interpreted through Social Role Theory on the research trajectories of women and minority faculty. Despite existing efforts, structural challenges continue to impede equitable participation in academic research. To foster a more inclusive and supportive research environment, the study recommends implementing targeted mentorship programs, allocating dedicated research funding for underrepresented groups, and strengthening leadership commitment to gender equity and diversity. These measures are essential for enabling women and minority faculty to fully realize their research potential and contribute meaningfully to academic advancement.

1. Introduction

Research career development is a multifaceted process that involves acquiring advanced skills, building professional networks, and navigating institutional and societal structures. For women and minority groups, these processes are often fraught with unique challenges that hinder their ability to progress at the same pace as their peers. Gender and diversity in research career development encompass a wide range of issues, including disparities in mentorship opportunities, unequal access to funding, and systemic biases that affect hiring and promotion. These barriers can lead to significant underrepresentation of women and minorities in senior research roles, perpetuating cycles of inequality in the academic and professional research landscape.

The need to study gender and diversity in research career development is crucial as it addresses the persistent inequalities that limit the potential of a significant portion of the research community. According to a study by Moss-Racusin et al. [1], implicit biases in academia often result in fewer opportunities for women and minority researchers, affecting their career progression. These disparities not only affect individual careers but also contribute to a loss of diverse perspectives in research, which is essential for innovation and comprehensive problem-solving. Examining these barriers and identifying effective initiatives to support diversity is vital for creating an equitable research environment.

Globally, there has been an increasing recognition of the need to support diversity in research careers, with various countries implementing policies to promote gender equity and inclusion. However, the effectiveness of these policies varies across regions. In the Philippine context, while there have been efforts to address gender disparities, challenges remain in fully integrating diversity into research career development. Studies David and Seang [1] highlight the persistent underrepresentation of women in senior research positions in the Philippines, suggesting that more targeted initiatives are needed. By examining both global and local perspectives, this study seeks to provide insights that can inform policies and practices in the Philippines, contributing to a more inclusive research environment.

This study is significant as it aims to uncover the specific challenges faced by women and minority groups in research careers and to highlight successful initiatives and policies that can be implemented to support their advancement. By identifying the obstacles and proposing evidence-based solutions, this research contributes to the broader goal of achieving equity in the research community. Moreover, it emphasizes the importance of diversity in enriching research outputs and ensuring that the benefits of scientific advancements are equitably distributed.

2. Literature Review

Globally, women and minority groups encounter significant barriers in advancing their research careers, often due to structural inequalities embedded within academic and research institutions. According to a study [2] women are significantly underrepresented in STEM fields, a disparity that begins at the educational level and extends into professional careers. This underrepresentation is exacerbated by a lack of mentorship and networking opportunities, which are critical for career advancement in research [3]. Additionally, women and minorities often face implicit biases that influence hiring, promotion, and access to research funding, limiting their opportunities for professional growth [4]. These barriers contribute to a persistent gender and diversity gap in research, affecting overall productivity and innovation within the field.

In the Philippine context, similar barriers exist, though they are shaped by cultural and societal norms unique to the region. Research David, et al. [5] highlights the underrepresentation of women in senior research roles within the Philippines, particularly in STEM fields. This underrepresentation is linked to societal expectations around gender roles, where women are often expected to prioritize family responsibilities over career advancement. Additionally, the lack of institutional support and mentorship programs for women and minority researchers exacerbates these challenges, making it difficult for them to achieve parity with their male counterparts. The study Bernardo, et al. [6] further points out that women in the Philippines face significant challenges in accessing research funding, with gender biases often influencing grant decisions.

Despite these challenges, various initiatives and policies have been implemented globally to support diversity in research career development. In the United States, the National Institutes of Health (NIH) has introduced programs specifically aimed at increasing the participation of women and minority groups in biomedical research [7]. These programs focus on providing mentorship, career development resources, and funding opportunities tailored to underrepresented groups. Similarly, the European Union has launched initiatives under the Horizon 2020 framework to promote gender equality in research and innovation [8]. These initiatives include funding for gender-specific research projects and the development of gender action plans within research institutions.

In the Philippines, there have been efforts to address gender disparities in research, though the effectiveness of these initiatives varies. The Philippine Commission on Women (PCW) [9] has been active in promoting gender equality in various sectors, including research. The Gender and Development (GAD) Budget Policy mandates that government agencies allocate at least 5% of their budgets to gender-related programs, which include initiatives to support women in research [9]. However, studies suggest that these policies have not yet fully translated into significant improvements in gender parity within research careers. According to a report [10], while there is increased awareness of gender issues, there remains a need for more targeted interventions that address the specific barriers faced by women and minority groups in the research sector.

The literature emphasizes the complexity of addressing gender and diversity issues in research career development, both globally and locally. While there have been positive strides in implementing initiatives and policies to support underrepresented groups, challenges remain. The persistent barriers faced by women and minority groups highlight the need for ongoing research to better understand these issues and to develop more effective strategies. As noted Morley [11],

achieving true gender equity in research requires not only policy interventions but also cultural shifts within institutions. In the Philippine context, continued efforts are needed to ensure that existing policies are effectively implemented and that they result in meaningful changes for women and minority researchers. By building on the existing body of research and learning from global best practices, there is potential to create a more inclusive and equitable research environment in the Philippines and beyond.

2.1. Theoretical Framework

Social Role Theory is a robust theoretical framework that can effectively serve as the foundation of this research on gender and diversity in research career development among faculty in State Universities and Colleges (SUCs) in Nueva Ecija. Social Role Theory, proposed by Eagly [12], posits that gender differences in behavior, opportunities, and outcomes are largely the result of culturally assigned social roles that dictate the expectations and norms for men and women. These roles are socially constructed and maintained through societal institutions, which often limit individuals' opportunities based on their gender.

Social Role Theory is particularly relevant to this research as it provides a framework for understanding how traditional gender roles and expectations influence the career trajectories of women and minority groups in academia. In many societies, including the Philippines, women are often expected to prioritize family responsibilities over professional advancement, which can hinder their participation in research activities and limit their opportunities for career growth. This theory can help explain why women and minority faculty members may face barriers in advancing their research careers within SUCs, where institutional policies and cultural norms may reinforce these traditional roles.

In the context of this research, Social Role Theory can be used to analyze how the prescribed roles for women and minority groups within the academic and research environments of SUCs in Nueva Ecija contribute to disparities in research career advancement. For instance, this theory can help elucidate why women may be underrepresented in senior research positions or why minority groups may face additional challenges in accessing research funding and mentorship. By applying Social Role Theory, the research can also explore how existing initiatives and policies either challenge or reinforce these traditional roles, thereby impacting the effectiveness of efforts to promote gender and diversity in research.

Moreover, Social Role Theory can guide the development of strategies to mitigate these barriers by promoting a shift in institutional and societal expectations. By understanding the influence of social roles on career development, the research can provide insights into how to create more equitable and inclusive environments within SUCs that support the professional growth of all faculty members, regardless of gender or minority status.

Social Role Theory offers a valuable perspective for this research, as it contextualizes the barriers faced by women and minority groups within the broader framework of socially constructed roles and expectations. By grounding the study in this theory, the research can contribute to a deeper understanding of the social dynamics that influence research career development and inform the creation of policies and practices that promote greater gender and diversity equity in academia.
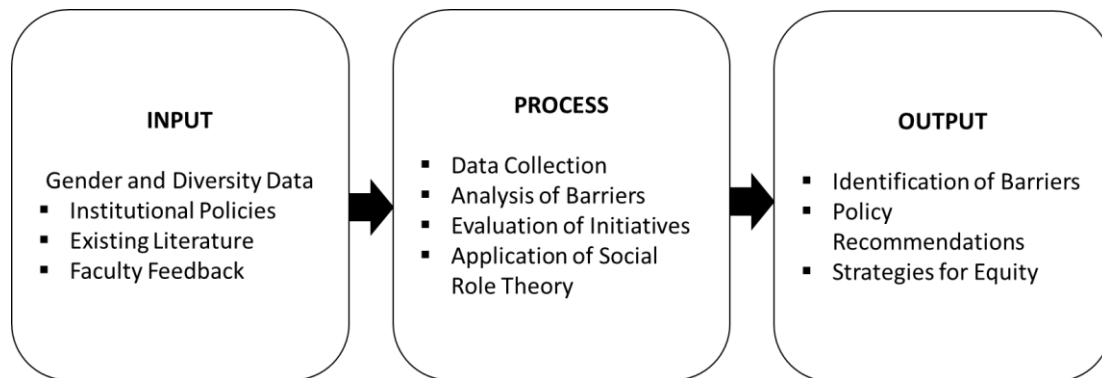
2.2. Research Paradigm

Figure 1.
Research Paradigm.

The research paradigm for the study titled "Gender and Diversity in Research Career Development among SUC Faculty in Nueva Ecija" is structured within the INPUT-PROCESS-OUTPUT framework. This framework, visually represented in the accompanying diagram, outlines a systematic approach to the study. In the INPUT phase, relevant data on gender and diversity among faculty members is collected, alongside information on institutional policies and initiatives within State Universities and Colleges (SUCs). The review of existing literature, both global and local, pertaining to gender and diversity in research careers, and the gathering of faculty feedback, particularly from women and minority groups, also form part of the input. The PROCESS phase involves the collection of quantitative and qualitative data through surveys, interviews, and document analysis. This phase also includes the identification and analysis of specific challenges faced by women and minority groups in advancing their research careers, an evaluation of the effectiveness of current policies and initiatives, and the application of Social Role Theory to interpret the findings. In the OUTPUT phase, the study aims to clearly identify barriers hindering the advancement of women and minority faculty members in research careers, develop evidence-based policy recommendations to improve gender equity and support diversity, and propose actionable strategies

to foster a more inclusive and equitable environment within SUCs. This structured approach ensures that the research objectives are addressed systematically, contributing to the advancement of gender and diversity in research careers.

2.3. Research Objectives

The goal of this research is to comprehensively examine the barriers that impede the research career advancement of women and minority faculty members in State Universities and Colleges (SUCs) in Nueva Ecija, and to assess the effectiveness of current initiatives and policies aimed at promoting gender and diversity. Based on these findings, the study seeks to develop actionable recommendations to enhance gender equity and support the professional growth of underrepresented groups within the research community in these institutions.

1. To identify and analyze the specific barriers faced by women and minority faculty members in State Universities and Colleges (SUCs) in Nueva Ecija that hinder their advancement in research careers.
2. To evaluate the effectiveness of existing initiatives and policies within SUCs in Nueva Ecija aimed at supporting gender and diversity in research career development.
3. To propose evidence-based recommendations for improving gender equity and supporting the career advancement of women and minority groups in research within State Universities and Colleges (SUCs) in Nueva Ecija.

3. Methodology

3.1. Research Design

This study employed a descriptive quantitative research design to analyze the barriers faced by women and minority faculty members in advancing their research careers and to evaluate the effectiveness of existing initiatives and policies within State Universities and Colleges (SUCs) in Nueva Ecija. The descriptive approach was suitable for this research as it allowed for the systematic collection, analysis, and presentation of quantitative data, providing a detailed understanding of the state of gender and diversity in research career development. The quantitative aspect of the design ensured that the findings were objective and could be generalized across the population of interest.

3.2. Sampling

The study utilized purposive sampling combined with quota sampling to select participants. Purposive sampling was used to ensure that the sample included faculty members from diverse backgrounds, particularly women and minority groups, who were involved in research activities. Quota sampling ensured that the final sample size included 200 participants, with equal representation from the two State Universities in Nueva Ecija that were included in the study. The quotas were set to reflect the proportional representation of gender and minority status among the faculty members at these institutions.

3.3. Research Locale

The research was conducted at two state universities in Nueva Ecija, Philippines. These institutions were chosen due to their significant faculty populations and active engagement in research activities. The universities provided a relevant context for examining the barriers and opportunities related to gender and diversity in research career development.

3.4. Instrumentation

The primary instrument for data collection was a structured questionnaire specifically designed for this study. The questionnaire included sections on demographic information, perceptions of barriers to research career advancement, experiences with institutional initiatives and policies, and suggestions for improvement. The questions were predominantly closed-ended, using Likert scales to measure the extent to which participants agreed or disagreed with various statements related to gender and diversity in research. The questionnaire was validated through a pilot study and reviewed by experts in the field to ensure its reliability and relevance.

3.5. Data Analysis

Data collected from the questionnaires were analyzed using descriptive statistics. This included the calculation of frequencies and percentages to summarize the responses and identify patterns in the data. Descriptive statistics were appropriate for this study as they allowed for the clear presentation of the data, enabling the researcher to identify common barriers and assess the effectiveness of existing initiatives and policies. The results were displayed in tables and charts to facilitate interpretation and discussion.

3.6. Ethical Concerns

Ethical considerations were strictly observed throughout the research process. Informed consent was obtained from all participants, ensuring that they were fully aware of the purpose of the study, their right to withdraw at any time, and the confidentiality of their responses. The study also complied with institutional ethical guidelines, including the approval of the research protocol by an ethics review board. Data were stored securely, and the identities of the participants were anonymized to protect their privacy. The results were reported honestly and transparently, with due consideration for the potential impact on the participants and the institutions involved.

4. Results

This section presents and discusses the results obtained from the survey conducted among faculty members of two State Universities and Colleges (SUCs) in Nueva Ecija. The survey aimed to identify the barriers faced by women and minority faculty members in advancing their research careers, evaluate the effectiveness of existing initiatives and policies, and gather recommendations for improving gender equity and supporting career advancement.

Table 1.
Demographic Characteristics of Respondents.

Demographic Variable	Frequency (n=200)	Percentage (%)
Gender		
Male	100	50%
Female	90	45%
Prefer not to say	10	5%
Age		
20-29	30	15%
30-39	60	30%
40-49	70	35%
50-59	30	15%
60 and above	10	5%
Ethnic Background		
Majority group	160	80%
Minority group	40	20%
Academic Rank		
Instructor	40	20%
Assistant Professor	60	30%
Associate Professor	70	35%
Professor	30	15%
Years of Experience		
Less than 5 years	40	20%
5-10 years	50	25%
11-15 years	60	30%
More than 15 years	50	25%

The demographic profile reveals that the majority of respondents are male (50%), with females comprising 45% of the sample. The respondents are distributed across various age groups, with the largest group aged 40-49 years (35%). Most respondents belong to the majority ethnic group (80%), while 20% identify as part of a minority group. The academic ranks are fairly distributed, with Associate Professors representing the largest group (35%). The respondents have varying years of research experience, with a substantial portion having more than 10 years.

The demographic data highlights a gender imbalance, with slightly more males than females participating in research activities. The underrepresentation of minority groups suggests potential challenges in achieving diversity in research career development within these institutions. The distribution of academic ranks and years of experience indicates that the sample includes a wide range of perspectives, which is valuable for a comprehensive analysis of the barriers and opportunities in research careers.

4.1. Barriers to Research Career Advancement

Table 2.
Perceived Barriers to Research Career Advancement.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have encountered gender-based discrimination.	10%	15%	25%	35%	15%
My ethnic background has limited my research opportunities.	5%	20%	30%	30%	15%
Family responsibilities hindered my research career.	5%	10%	20%	40%	25%
Lack of mentorship due to gender/ethnic background.	10%	20%	30%	30%	10%
Lack of institutional support for diversity in research.	10%	15%	20%	35%	20%

A significant portion of respondents agreed or strongly agreed that they encountered gender-based discrimination (50%) and that their ethnic background limited their research opportunities (45%). Family responsibilities were also

perceived as a major barrier, with 65% of respondents agreeing or strongly agreeing. Furthermore, 40% of respondents agreed or strongly agreed that they lacked mentorship due to their gender or ethnic background, while 55% perceived a lack of institutional support for diversity in research.

These findings align with Social Role Theory, which suggests that traditional gender roles and societal expectations can impede women's professional advancement. The significant impact of family responsibilities on research career progression is consistent with studies that highlight the "double burden" faced by women who juggle both academic and domestic roles [3, 13]. The perceived lack of institutional support echoes global findings on the underrepresentation of women and minority groups in research leadership positions, where biases in mentorship and funding allocation are prevalent [4].

4.2. Effectiveness of Existing Initiatives and Policies

Table 3.
Effectiveness of Initiatives and Policies.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Effective policies promoting gender equality in research.	10%	20%	30%	30%	10%
Sufficient programs supporting minority researchers.	10%	20%	25%	35%	10%
Benefited from institutional initiatives for diversity.	15%	20%	25%	30%	10%
Mentorship programs are inclusive of women and minorities.	15%	20%	25%	30%	10%
Transparency in research funding allocation.	20%	25%	30%	20%	5%

Only a small proportion of respondents strongly agreed that the existing initiatives and policies are effective, with the highest positive response being 40% for the sufficiency of programs supporting minority researchers. There was a notable level of neutrality in the responses, indicating uncertainty or lack of awareness about these initiatives.

The lukewarm responses regarding the effectiveness of initiatives and policies suggest that, while some programs exist, they may not be fully reaching or effectively addressing the needs of women and minority faculty members. This is consistent with findings [7], which argue that diversity programs in academia often lack the depth needed to create substantial change. The neutral and negative responses highlight the need for more robust and transparent policies, as well as better communication about the availability and benefits of existing programs.

4.3. Recommendations for Improvement
4.3.1. Summary of Qualitative Responses

Improvement of Mentorship Programs: Many respondents suggested the need for more targeted and inclusive mentorship programs.

Increased Funding for Women and Minority Researchers: There were calls for dedicated research grants and funding opportunities aimed specifically at underrepresented groups.

Enhanced institutional support and policy implementation: Respondents emphasized the need for more active and visible support from university leadership in promoting gender and diversity equity.

The qualitative feedback underscores the necessity of addressing the gaps in current initiatives and policies. By improving mentorship programs and ensuring equitable access to funding, institutions can better support the research career advancement of women and minority faculty members. The emphasis on institutional support is crucial, as leadership commitment is a key driver of change in achieving gender equity [11].

5. Discussion

The results of this study highlight significant barriers to research career development for women and minority faculty members in SUCs in Nueva Ecija. These barriers, including gender-based discrimination, limited opportunities due to ethnic background, and the impact of family responsibilities, reflect broader societal norms and expectations, as explained by Social Role Theory. The findings also reveal that existing initiatives and policies, while present, are not perceived as sufficiently effective by the respondents, indicating a need for more comprehensive and well-implemented strategies.

These findings are supported by literature that identifies similar challenges in both local and global contexts. For instance, David and Seang [1] found that women in the Philippines face significant obstacles in advancing to senior research positions, often due to ingrained gender roles and biases. Internationally, Moss-Racusin, et al. [4] reported that implicit biases in academia continue to disadvantage women and minority researchers, limiting their access to career advancement opportunities.

6. Conclusion

The findings of this study highlight the persistent challenges faced by women and minority faculty members in advancing their research careers within State Universities and Colleges (SUCs) in Nueva Ecija. Barriers such as gender-based discrimination, limited opportunities due to ethnic background, and the burden of family responsibilities were significant impediments identified by the respondents. Despite the existence of initiatives and policies aimed at promoting gender equity and diversity, these measures were not perceived as sufficiently effective, underscoring the need for more

robust and inclusive strategies. The study's results align with Social Role Theory, demonstrating how societal expectations and institutional biases continue to hinder the professional growth of underrepresented groups in academia. These findings echo broader national and international concerns about gender and diversity in research, emphasizing the urgent need for systemic change.

7. Recommendations

To address the identified barriers and enhance the effectiveness of existing initiatives, the following specific recommendations are proposed: First, SUCs should develop and implement targeted mentorship programs that prioritize the inclusion of women and minority faculty members, ensuring that these groups receive the guidance and support needed to advance their research careers. Second, institutions should establish dedicated funding opportunities and research grants for underrepresented groups to address disparities in access to resources. Third, there should be a concerted effort by university leadership to actively promote and enforce policies related to gender equity and diversity, ensuring transparency and accountability in their implementation. Finally, regular training and awareness programs on unconscious biases should be conducted for all faculty members and administrators to foster a more inclusive and supportive academic environment.

References

[1] C. C. David and C. T. Seang, "Gender and academic career advancement in the Philippines: Breaking the barriers," *Philippine Journal of Education*, vol. 96, no. 2, pp. 102-118, 2020.

[2] D. N. Beede, T. A. Julian, D. Langdon, G. McKittrick, B. Khan, and M. E. Doms, "Women in STEM: A gender gap to innovation," Economics and Statistics Administration Issue Brief No. 04-11. U.S. Department of Commerce, 2011.

[3] S. J. Ceci and W. M. Williams, "Understanding current causes of women's underrepresentation in science," *Proceedings of the National Academy of Sciences*, vol. 108, no. 8, pp. 3157-3162, 2011. https://doi.org/10.1073/pnas.1014871108

[4] C. A. Moss-Racusin, J. F. Dovidio, V. L. Brescoll, M. J. Graham, and J. Handelsman, "Science faculty's subtle gender biases favor male students," *Proceedings of the National Academy of Sciences*, vol. 109, no. 41, pp. 16474-16479, 2012. https://doi.org/10.1073/pnas.1211286109

[5] C. C. David, J. D. Asuncion, and J. C. Ong, "Gender dynamics in the Philippine academe: Exploring faculty experiences and perspectives," *Asia-Pacific Social Science Review*, vol. 20, no. 2, pp. 34-48, 2020.

[6] A. B. I. Bernardo, P. R. Y. Chua, and M. T. Tuason, "Challenges of women in science: The Philippine experience," *Asian Journal of Social Science*, vol. 44, no. 3, pp. 235-258, 2016.

[7] H. A. Valantine and F. S. Collins, "National institutes of health addresses the science of diversity," *Proceedings of the National Academy of Sciences*, vol. 112, no. 40, pp. 12240-12242, 2015. https://doi.org/10.1073/pnas.1515612112

[8] European Commission, *Gender equality in Horizon 2020: Strategy and action plan*. Belgium: European Union, 2015.

[9] Philippine Commission on Women (PCW), *GAD Budget Policy: A strategy to make agencies gender-responsive*. Philippine: Republic of the Philippines, 2017.

[10] L. C. Angeles, "Understanding the role of gender in Filipino research and development: Challenges and opportunities," *Philippine Social Science Journal*, vol. 45, no. 1, pp. 24-45, 2018.

[11] L. Morley, "The rules of the game: Women and the leaderist turn in higher education," *Gender and Education*, vol. 25, no. 1, pp. 116-131, 2013. https://doi.org/10.1080/09540253.2012.740888

[12] A. H. Eagly, *Sex differences in social behavior: A social-role interpretation*. Hillsdale, NJ: Lawrence Erlbaum, 1987.

[13] E. M. O'Laughlin and L. G. Bischoff, "Balancing parenthood and academia: Work/family stress as influenced by gender and tenure status," *Journal of Family Issues*, vol. 36, no. 1, pp. 51-73, 2016.

Appendix

Survey Questionnaire

Section A: Demographic Information

1. Gender
   - Male
   - Female
   - Prefer not to say
2. Age
   - 20-29
   - 30-39
   - 40-49
   - 50-59
   - 60 and above
3. Ethnic Background
   - Majority group
   - Minority group (Please specify: _____)
4. Academic Rank
   - Instructor
   - Assistant Professor
   - Associate Professor
   - Professor
5. Years of Experience in Research
   - Less than 5 years
   - 5-10 years

- 11-15 years
- More than 15 years

Section B: Barriers to Research Career Advancement

(Aligned with Objective 1: To identify and analyze the specific barriers faced by women and minority faculty members in SUCs in Nueva Ecija.)

Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have encountered gender-based discrimination in my research career.	☐	☐	☐	☐	☐
2. My ethnic background has limited my opportunities for research funding.	☐	☐	☐	☐	☐
3. Family responsibilities have hindered my ability to advance in my research career.	☐	☐	☐	☐	☐
4. I have experienced a lack of mentorship opportunities due to my gender/ethnic background.	☐	☐	☐	☐	☐
5. There is a lack of institutional support for women and minority researchers in my university.	☐	☐	☐	☐	☐

Section C: Effectiveness of Existing Initiatives and Policies

(Aligned with Objective 2: To evaluate the effectiveness of existing initiatives and policies within SUCs in Nueva Ecija aimed at supporting gender and diversity in research career development.)

Please indicate the extent to which you agree or disagree with the following statements:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. My university has effective policies that promote gender equality in research.	☐	☐	☐	☐	☐
2. There are sufficient programs in place to support minority researchers in their career development.	☐	☐	☐	☐	☐
3. I have benefited from institutional initiatives designed to support women and minority researchers.	☐	☐	☐	☐	☐
4. The mentorship programs in my university are inclusive of women and minority groups.	☐	☐	☐	☐	☐
5. There is transparency in the allocation of research funding to women and minority researchers.	☐	☐	☐	☐	☐

1. What initiatives or policies do you think should be implemented to better support women and minority faculty members in advancing their research careers?
   (Please provide your suggestions below.)
2. In your opinion, what are the most significant barriers to gender and diversity equity in research career development at your institution?
   (Please provide your thoughts below.)
3. What changes would you like to see in your institution to promote greater gender and diversity equity in research?
   (Please provide your suggestions below.)

Thank you for participating in this survey. Your responses are valuable and will contribute to a better understanding of gender and diversity in research career development among faculty in State Universities and Colleges in Nueva Ecija.