INTRODUCTION
The Elizabeth C. Crosby Research Awards are available to help meet career-relevant needs of individual instructional, research, and clinical track faculty that, if met, will increase the participation and advancement of women and underrepresented minority faculty in science and engineering at the University of Michigan. The fund, initially seeded by an NSF ADVANCE grant, and now funded by the University of Michigan, supports a range of activities necessary for scholarly work in science and engineering fields.

As of December, 2014, the ADVANCE Program has administered 15 rounds of Elizabeth C. Crosby award competitions; the competition has been administered annually since 2002; in two years (2004 and 2005) there were two rounds of awards. Over this period, the Crosby Research Award fund has received 449 proposals (20% from the College of Engineering, 23% from the College of Literature, Science, and the Arts, 40% from the Medical School, and 17% from other schools) and has directly supported 143 University of Michigan faculty members in science and engineering for a total of $1.9 million. Of these funded proposals, 19% were awarded to College of Engineering faculty, 31% were awarded to College of Literature, Science, and the Arts faculty, 33% were awarded to Medical School faculty, and the remaining 17% were awarded to faculty in other schools.

EVALUATION
The program is evaluated annually by the ADVANCE Program through a survey that asks recipients to report about their experiences with the funding. The purpose of this evaluation is to determine the value of the Crosby Research Award to recipients and to assist the ADVANCE Steering Committee in assessing the future of the Crosby Research Award program. Recipients are asked to complete these surveys in January, one year after receiving the award. The online survey is comprised of a series of open-ended questions, including:

- what did the funding allow you to do;
- how easily could this work have been accomplished without the Crosby funding;
- how, if at all, has the funding been useful in supporting your career and/or the careers of other women scientists and engineers;
- did you use the Crosby award to cover any family care related expenses;
- additional comments

This report provides a summary of recipient survey responses by question; to date we have surveyed Crosby recipients from 2002 through 2013 (14 award cycles). Ninety-five of 128 recipients completed the survey (74% response rate).

How Crosby Funds Were Used
Crosby award recipients most commonly reported that the funding allowed them to provide support for research assistants as well as postdoctoral fellows and technicians (38%). One-quarter (27%) of the respondents reported that Crosby funds were used for travel to collaborate with non-UM researchers and/or attend or present at conferences and meetings. Another one-quarter (25%) indicated that they used the funds to purchase research lab equipment, supplies, and data processing and analysis costs. Fifteen percent used their funding to defray childcare costs so that they could attend a conference or conduct research when regular childcare was not available. Fewer respondents also indicated that Crosby funds were used to support
professional development (6%); to provide financial support to complete a book or submit a manuscript (3%); and to buy out teaching time and/or provide summer salary support (4%).

**Necessity of Crosby Funds**
Half of the respondents (51%) indicated that the work supported by the Crosby Research Award could not have been accomplished without this funding, and nearly all of the remaining respondents (44%) commented that it would have been challenging to accomplish their work or that their projects would have been significantly delayed or restricted without that funding. In addition, one respondent noted that a student who received support via the Crosby funds would have been required to teach (taking time away from research) and another reported that, although her research was generally sufficiently funded, the award was used to support a special project for which she did not have funding.

**Career Support for Women Scientists and Engineers**
Two-thirds of respondents (61%) indicated that the Crosby award enabled them to develop collaborations with fellow women scientists and engineers as well as women undergraduate and graduate students, technicians, and postdoctoral fellows at the University of Michigan and elsewhere. One-third (34%) reported that the funds supported research efforts and equipment purchases that advanced their own research and writing projects. These respondents noted that the Crosby award led to more (mostly external) funding, increased productivity, and enabled them to dedicate more time to research or to continue research without interruptions due to a lack of funding. Another one-third of the respondents (34%) reported that funding aided in their academic and professional development, strengthened ties with collaborators, enhanced their professional reputation via presenting and networking at conferences, and/or provided a morale booster. In addition, some respondents indicated that they used the Crosby award to support course relief and childcare (8%), and one recipient noted that it led them to serve as a role model for female students and be more active in promoting gender equity in their field and department.

**Funding of Family Care**
One-quarter of the survey respondents (22%) reported that they used the Crosby Research Award to cover family care related expenses. One-third (33%) of all recipients budgeted funds for family care related expenses in their original Crosby Research Award proposals; it is possible that some recipients who used their Crosby Research Awards for family care related expenses did not respond to our survey and are not represented in these data.

In addition, from 2008 to 2011 recipients were asked if the availability of family care related expenses were a consideration in their decision to apply to the Crosby Research Award. One-fifth of respondents (20%) indicated that this was the case.

**Additional Comments**
Finally, recipients were given the opportunity to provide additional comments. They used this opportunity to convey their appreciation for the Elizabeth C. Crosby Research Award and to emphasize the critical and unique role the Crosby Research Award plays in supporting women science and engineering faculty and students at the University of Michigan and elsewhere. Some highlights include:

- “I think [The Crosby Research Award] is a great terrific way to encourage young female faculty.”
- “The Crosby award is an amazing funding opportunity and I have encouraged several colleagues (especially those with young children) to apply for it.”
- “It is commendable that the award is given to support childcare, which is one of the most distracting and time consuming intangible stressors facing most women in academia,
and something that is not funded through other mechanisms.... I feel very fortunate to have been the recipient of the Crosby Award."

- “There are still fewer women faculty than men in my field, and my sense is that family and child-related issues continue to be a major barrier. Programs like the Crosby award make it possible to help women faculty through the demanding and stressful pre-tenure years by creating some flexible strategies for dealing with family and childcare challenges.”

- “[The Crosby Research Award] told me it was ok to be a woman with a child in science…. I could find support…I could be open about having a child.”

- “An intangible benefit of the program is to reassure women academics that they are valued, that their challenges are acknowledged, and their personal and professional goals are supported by the institution. I expect the program builds loyalty to Michigan and to the mission of gender equity.”