

3.4.2 Contribution of the Program to Grantee’s Careers

When asked to estimate the role of the AHRQ K Award in career success, 91 percent of respondents reported significant and meaningful impact. Survey respondents said that the program contributed to their professional growth, research skill development, and career progression. Specific examples of benefits mentioned in the survey were protected time for research, recognition in professional communities, opportunities to increase training and learning, a “stepping stone” to other funding sources, and opportunities to pursue new areas of research. For example:

“The grant enabled me to have protected time from clinical responsibilities and seed funding to launch my research career- I now have two R01 grants - the preliminary data to justify these awards came from the K08.”

“I felt that the K08 put me on the map as an investigator, and it gave me time to improve my knowledge and skills. It led directly to an R01.”

Table 5. Knowledge and skills improved or acquired while funded by the AHRQ K Award

Q: Which of the following knowledge and skills have you acquired or improved while you were funded by the AHRQ K Award? Select all that apply.

Scientific Knowledge	Improved	Acquired
Using analytical approaches to define scientific questions	85%	49%
Designing appropriate studies to test scientific hypotheses	85%	46%
Interpreting and analyzing data	82%	49%
Gaining knowledge about my area of study	80%	53%
Research Skills	Improved	Acquired
Applying effective literature search strategies and critical evaluation of the scientific literature	85%	27%
Carrying out data analysis and interpretation	84%	43%
Implementing experimental design/protocols	78%	38%
Understanding principles of peer review process	76%	42%
Communications Skills	Improved	Acquired
Developing publications	91%	25%
Presenting research	86%	27%
Developing grant proposals	84%	41%
Developing career-related documents	82%	27%
Networking	75%	23%
Interacting with patients and other study participants	61%	20%
Teaching	56%	19%
Interviewing for jobs	43%	16%

Table 5. Knowledge and skills improved or acquired while funded by the AHRQ K Award (continued)

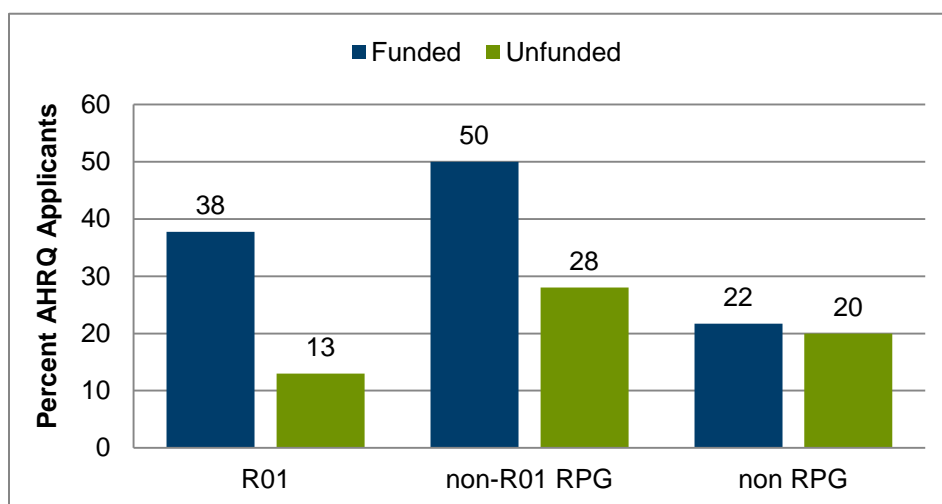
Leadership and Management Skills	Improved	Acquired
Creating a vision and setting goals	67%	39%
Delegating responsibilities	65%	28%
Motivating and inspiring others	61%	25%
Working with individuals of diverse gender, ethnic, cultural, and religious backgrounds	58%	25%
Running meetings	57%	30%
Mentoring and serving as a role model	57%	33%
Managing and resolving conflicts	54%	27%

3.5 Reported Career Outcomes

3.5.1 Follow-Up Post-AHRQ K Award Funding

Follow-up funding is critical to maintaining a research career and we examined the AHRQ K applicants' success in receiving grants. An application year or funding year was used as a starting point for counting grants for unfunded and funded applicants, respectively. Figure 5 shows that 38 percent of funded applicants received an R01, 50 percent received a non-R01 research project grant (RPG), and 22 percent received a non-RPG grant. Success rates for the first two types of grants were significantly better for funded than for unfunded AHRQ applicants (χ^2 test, $p=0.0001$ for R01 and $p=0.0025$ for non-R01 RPG); the difference for non-RPG grants was not significant (χ^2 test, $p=0.39$). In addition to the R01, the most commonly received grants included Exploratory/Development Research (R21) grants (12 percent of funded and 6 percent of unfunded) and Small Grant Program (R03) grants (8 percent of funded and 6 percent of unfunded). The AHRQ K Awardees also received significantly more grants, on average, than unfunded applicants: 2.7 versus 1.2 (ranked t-test, $p<0.01$). Finally, funding success rates were slightly higher for AHRQ than for NIH K Awardees (38 versus 31 percent), but the differences were not statistically significant.

Figure 5. Percent of AHRQ applicants receiving follow-up funding



Data source: AHRQ Gold Database and NIH RePORTer

Non-R01 RPGs: P01, P20, P30, P41, P50, P60, R03, R13, R15, R18, R21, R24, R25, R34, R43, R49, RC2, U01.

Non-RPGs: G08, G13, H79, I01, K01, K12, K18, K23, K24, K25, KM1, M01, U18, U24, U38, U48, U54, U59, UC1, UC4, UH2, T32, T35.

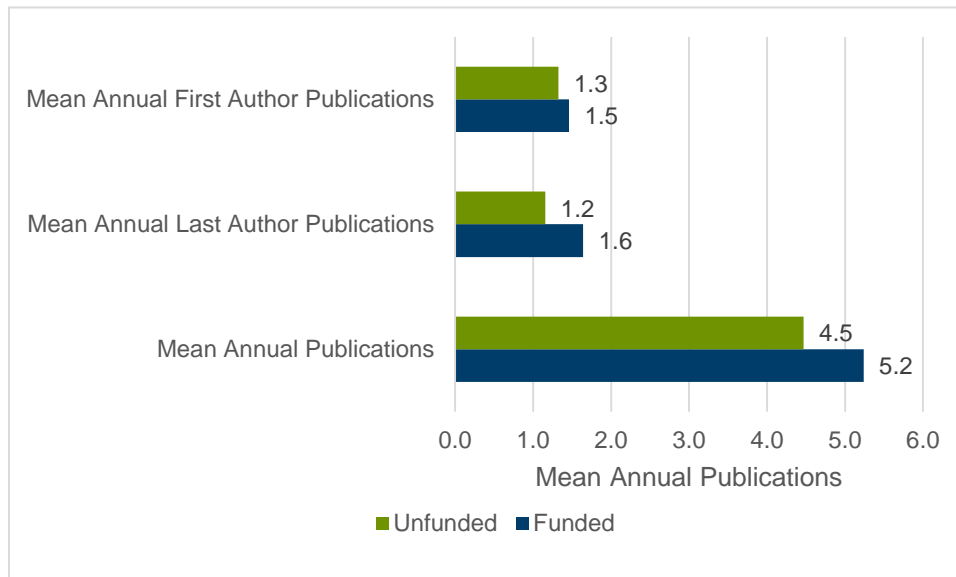
3.5.2 Plans to Apply for Additional Funding

Despite the competitive funding environment, 78 percent of survey respondents said that they were very likely and another 10 percent somewhat likely to apply for additional sources of support (see Appendix C). Respondents were particularly interested in applying for an independent research grant, such as an R01 (82 percent). About half also planned to apply for center grants, contracts, and cooperative agreements (Appendix C). Anticipated source of future funding included Federal Government (89 percent), foundations (81 percent), universities (41 percent), State or local governments (39 percent), and industry (32 percent) (Appendix C).

3.5.3 Publication Productivity

To examine whether funded and unfunded applicants differed in post-AHRQ K Award application publication productivity, we conducted PubMed searches using the applicants' names as queries. Because of the nature of the data available, the number of publications was counted starting with the application year for unfunded applicants and Award year for funded applicants through December 2014. During this timeframe, we found that the average number of publications per year was 5.2 for the AHRQ Awardees compared to 4.5 for the unfunded group, although the difference was not statistically significant (Figure 6). The Awardees were also more likely to be first authors (1.5 compared to 1.3, on average) and last authors (1.6 compared to 1.2). Publication productivity for those funded by AHRQ appeared to be lower than what has been reported for NIH (average of 10.2 per year); however, we are unsure whether the process for publication abstraction was the same between the two studies. Specifically, we do not know whether the NIH study excluded the outliers as we did and which significantly lowered the average in our analysis. Furthermore, the NIH study covered a different time period, which might have affected publication rates.

Figure 6. Mean number of publications for funded and unfunded AHRQ K program applicants



Data source: NCBI PubMed

Further, an AHRQ Information Resource Center query of Awardees’ publications stemming from their AHRQ K Award-supported work revealed that a total of 1,332 publications acknowledged AHRQ K Award support; this finding yielded an average of eight (8) resulting publications and a per-grantee count ranging from 0 to 54 publications (24 grantees had no publications). AHRQ K Award-supported work, during the period of analysis, is published in excess of 300 peer-reviewed journals (Appendix D).

Open-ended comments provided in the survey offered some insights about Awardees’ attitudes toward publishing. Some viewed the K Award as the time to focus on their research and writing, while others as an opportunity to explore new research avenues:

“Since this is a new area of study, and there was a lot of formative work to be done that doesn’t necessarily lead to immediate publications, the K Award was critical in providing me with the salary support that I needed to continue research in this area.”

Awardees also commented about publishing challenges:

“I tried publishing a manuscript in six different journals and enrolled in a post-doctorate elective course which allowed me to finish the analysis and present the findings but this wasn’t enough to ensure publication of our results.”

3.5.4 Contribution to Research, Policy, Practice, and System Capacity

The survey examined the impacts of training experience beyond publications and skill acquisition and significant findings emerged. Three-quarters of survey respondents said that the

training enabled them to apply their expertise in a multi-disciplinary environment (Appendix C). Virtually all reported having advanced their own field and nearly 60 percent reported having influenced another field. Respondents also appeared to have made a contribution to policy, through guidelines and standards (65 percent), systematic reviews (44 percent), reports (42 percent), educational materials (39 percent), legal documents (37 percent), and expert testimony (19 percent) and clinical practice, including adoption of new/improved service delivery methods (53 percent) and reduction in health care costs (38 percent). The most noteworthy examples of these contributions provided in the survey are included in Table 6.

Table 6. Examples of contributions to policy, practice, and system capacity as reported by survey respondents

Q: What would you consider your most important contribution to health services research, health care-related policy, practice, or system capacity to date? Please describe.

Policy and Practice Change
I evaluated treatment guidelines for the state of California's workers' compensation system, and our recommendations were put into practice, with ripple effects across the country.
My work on community health workers was the basis for a section in President Obama's Children's Health Insurance Program Reauthorization Act (CHIPRA) legislation.
Evidence for the high costs of homelessness on the health care system and the development of novel interventions that have now become standard policy.
Informing and influencing medication prescribing policy and practices in US, Canada, and EU.
Evidence for the high costs of homelessness on the health care system and the development of novel interventions that have now become standard policy.
Gout treatment guidelines and quality measures.
Use of venous access devices in hospitalized patients.
Use of clinical decision support standard called the "Infobutton Standard," which allows the delivery of information within Electronic Health Record (EHR) systems. Now required for EHR certification.
Establishment of community health infrastructure in New Orleans.
Implementing strategies to decrease inappropriate antibiotic prescribing.
Cost effective practice and appropriate use of medical imaging.

3.5.5 Challenges to Research Career

Challenges to sustaining a career in science are well-documented in the literature.¹¹ The survey explored whether AHRQ K Program Awardees have experienced and continue experiencing similar challenges by offering a menu of options.¹² Table 7 shows percent of respondents who have never experienced a given challenge, experienced it in the past, currently, or both. The table also shows whether the challenges have become more or less pervasive over time. We found that virtually all respondents have experienced and continue to experience all of the challenges that they were asked about and the challenges appeared to be consistent with the changes in career stage and personal life. Obtaining research funding was one of the most common challenges, reported by about a quarter of respondents; this challenge persisted over time. In contrast,

¹¹ For example, A.E. Preston. *Leaving Science: Occupational Exit from Scientific Careers*. Russell Sage Foundation. New York. 2004.

¹² Survey items were validated in the survey of participant in the NIH Extramural Loan Repayment program.

balancing research and administrative, teaching, clinical, and family responsibilities have dramatically increased from past to present. For instance, percent respondents who began experiencing challenges in balancing work and family has increased by 21 percent, from 11 percent in the past to 32 percent currently. On the other hand, the number of respondents with mentoring challenges decreased from 20 to 9 percent, which is also consistent with gaining independence. Reassuringly, fewer respondents are experiencing doubts about their ability to succeed as researchers than in the past.

Table 7. Challenges in establishing or maintaining research career. Presented in decreasing order for current challenge (N=79)

Q: Which of the following challenges have you experienced since receiving the AHRQ K Award in establishing or maintaining your research career? Select all that apply.

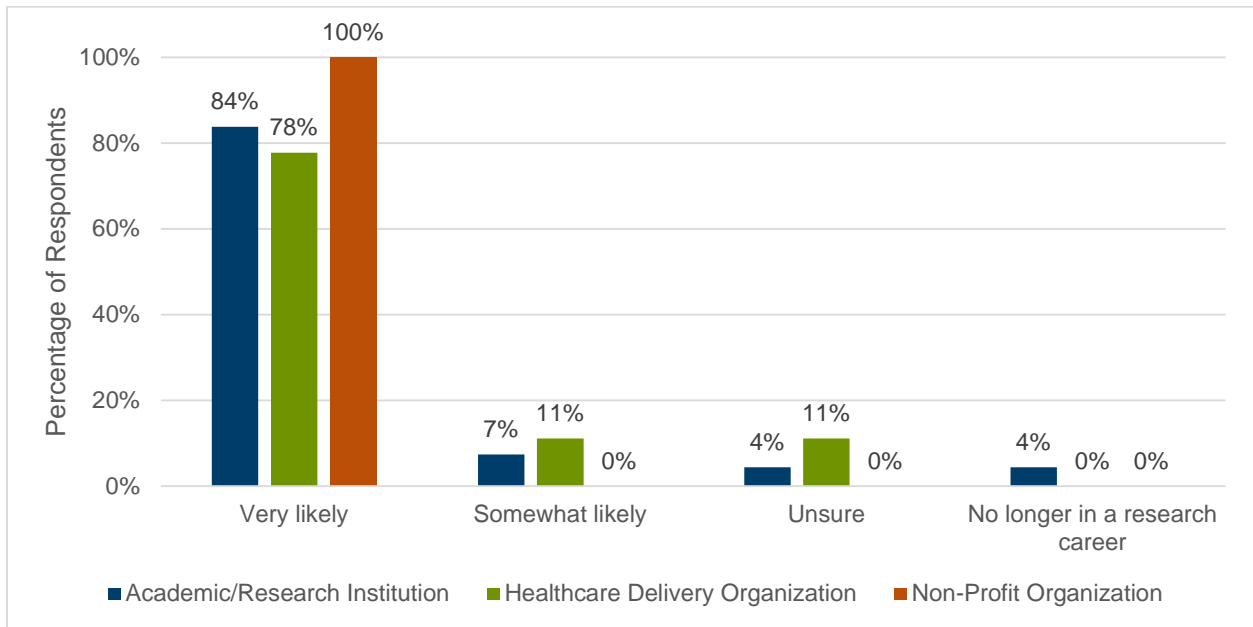
Challenge	Percentage of Respondents Experiencing Challenge				
	In the past A	At present B	Past and present C	Never D	Change over time B-A
Obtaining continued funding to support your research	28%	25%	23%	24%	-3
Finding a suitable position	16%	16%	11%	56%	0
Establishing collaborative relationships	8%	11%	13%	68%	+4
Finding/connecting with good mentors	20%	9%	10%	61%	-11
Recruiting talented students/postdocs	18%	27%	9%	47%	+9
Balancing research and clinical duties	19%	24%	18%	39%	+5
Balancing research and teaching responsibilities	14%	19%	14%	53%	+5
Balancing research and administrative duties	15%	39%	15%	30%	+14
Balancing work and family responsibilities	11%	32%	32%	25%	+21
Accommodating partner's career	8%	22%	18%	53%	+14
Inadequate pay	16%	15%	8%	61%	-1
Self-doubts about your ability to succeed in a research career	15%	10%	14%	61%	-5
Loss of interest in or motivation for a research career	4%	10%	1%	85%	+6
None	1%	3%	0%	5%	+2

3.5.6 Research Career Retention

Almost all respondents expressed intent to remain in a research career in the next 5 years: 83 percent said that it was very likely, 8 percent that it was somewhat likely, and 5 percent were unsure. We found no differences in the intent when the data were stratified by participants’ organizational affiliations (Figure 7).

Figure 7. Plans to continue in a research career

Q: How likely are you to continue in a research career in the next 5 years?



Data source: AHRQ K Program Grantee Survey

Respondents who were no longer in a research career (4 percent or N=3) were asked to explain their decision to leave. The reasons provided included an inability to obtain a research position or additional funding and lack of necessary skills, support, or financial stability:

“It felt like falling off a cliff when my K Award ended. I always thought that my chances of an R01 after my K08 were good, but federal funding has become so difficult to obtain. It is hard to even encourage young people to even apply for the K, knowing that the R is unlikely. We need better support systems in place, and/or different models to assist young investigators...I adore research and miss my ‘dream job’ everyday, but until funding becomes realistic, we will continue to lose good investigators.”

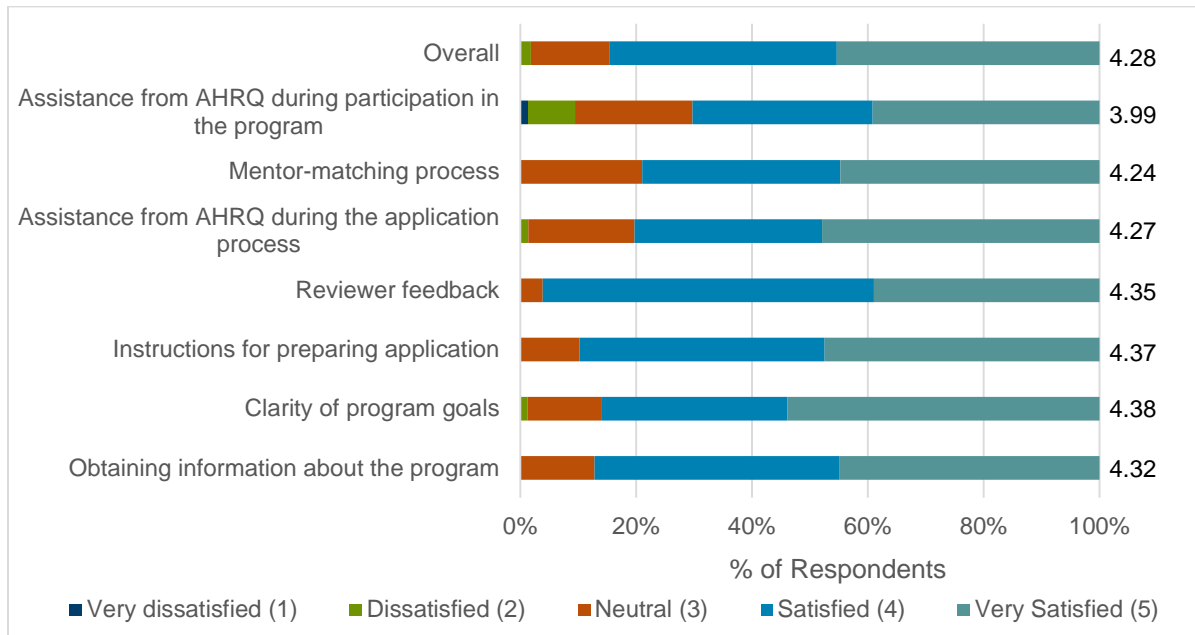
“My follow up funding opportunities are very limited and it’s become a frustrating area of concern.”

3.6 Satisfaction with the K Award Program

Survey respondents expressed high levels of satisfaction with all aspects of the program, which was measured on a 5-point scale (1=very unsatisfied; 2=unsatisfied; 3=neutral; 4=satisfied; 5=very satisfied). Clarity of program goals received the highest score of 4.38 out of 5.00, followed closely by instructions for preparing the application (4.37) and reviewer feedback (4.35) (Figure 8). The level of assistance from AHRQ during participation was given the lowest score of 3.99.

Figure 8. Level of program satisfaction conveyed in the survey of awardees (N=79)

Q: How satisfied were you with the following aspects of the application process?



Data source: AHRQ K Program Grantee Survey

Additional information about program satisfaction, as well as unmet needs of AHRQ K Program Awardees, can be gleaned from the comments provided in the survey. A few example comments are included below:

“The protective time to dedicate to research, to have access to great mentors and the freedom to pursue my own research interests has been fantastic.”

“My K-award had a tremendously positive impact on my career. Beyond keeping me in the field of research, it gave me a substantial opportunity to improve my professional and personal skills that have been translated into other values benefiting a number of individuals and organizations beyond me.”

Some survey respondents expressed dissatisfaction with the program and grant management process. The challenges experienced included lengthy and complicated application (N=8), lack of communication during the grant management process (N=6), and difficulty maintaining commitment from mentors (N=10). Additionally, some respondents noted difficulties of maintaining a research career on the limited salary provided by the AHRQ K Program (N=7). One respondent wrote:

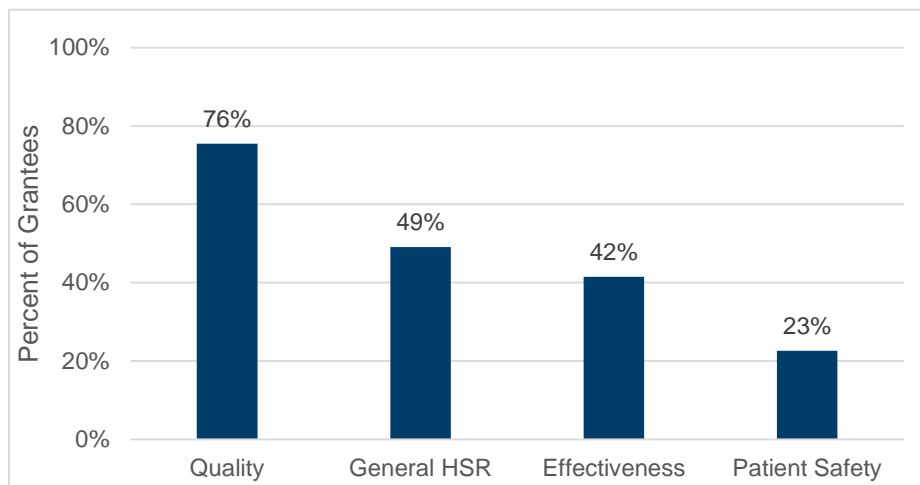
“The K01, through mentorship and protected time, enabled me to keep my job, grow an invaluable professional network, allowed for work/family life balance, and brought recognition to me within my institution for a tenure system position. I am so grateful to AHRQ for the opportunity.”

“The program has limited funding and does not adequately cover 75 percent of a salary. It would be good to have yearly staggered increases in funding and salary, based on progress and merit.”

3.7 Alignment of AHRQ K Award Funded Research with AHRQ Core Priorities

One of the evaluation objectives was to determine whether and to what extent the funded projects address AHRQ’s strategic goal core priority areas; we analyzed the distribution priority codes. Figure 9 shows that nearly all funded proposals addressed quality of care; general health services research and health care effectiveness were addressed in 49 percent and 42 percent of proposals, respectively. Approximately a quarter of proposals included studies on patient safety.

Figure 9. Alignment of AHRQ K Award funded research With AHRQ priority areas (N=106)



Data source: AHRQ K Program Database
 HSR: health services research. This category combined equity, affordability, and access.

AHRQ Database	Identified Additional Variable	Unfunded AHRQ Applicants	NIH Comparison Data (Aggregate Form)
Grantee's City at Time of K Award			
Grantee's State at Time of K Award			
Employment sector at the time of Award	X		
Institution Type at Time of Award	X		
Current Employment Position Title 1			
Current Employment Position Title 2			
Current Employment Type 1	X		
Current Employment Type 2	X		
Current Employment Institution 1			
Current Employment Institution 2			
Current Employment Sector	X		
Current Employment Sector Description	X		
Grantee's Current City			
Grantee's Current State			
Distinguished Position	X		
Number of First Author Pubs at Time of K Program Application		X	
Number of Last Author Publications at Time of K Program Application	X	X	
Number of Publications at Time of K Program Application		X	
Number of First Author Publications After Receipt of K Award		X	
Number of Last Author Publications After Receipt of K Award	X	X	
Number of Publications After Receipt of K Award		X	X
Average Number of Publications per Year After Receipt of Award	X	X	X
Total Number of First Author Publications	X	X	
Total Number of Last Author Publications	X	X	
Total Number of Publications	X	X	X
Proportion of First/Last Author Publications	X		
Number of Grants Received before K Award	X		

AHRQ Database	Identified Additional Variable	Unfunded AHRQ Applicants	NIH Comparison Data (Aggregate Form)
Number of Grants Received since K Award		X (since application)	X
Total Number of Grants Received	X	X	X
Type of Grants Received	X	X	X
Amount of Grant Dollars Awarded			
News Impact of Research			
Present Status			
Present Research Interests			
URL			
Alignment with AHRQ's Strategic Goal Areas	X		
AHRQ Priority Populations			
Unfunded Re-Submissions Within Evaluation Timeframe	X		
Unfunded First Submissions with No Re-Submission At Any Time	X		

Appendix B. AHRQ K Program Grantee Questionnaire

Your responses will be kept confidential to the extent permitted by law, including AHRQ's confidentiality statute, 42 USC 299c-3(c).

SECTION 1: SATISFACTION WITH THE APPLICATION AND GRANT MANAGEMENT PROCESS

1. How satisfied were you with the following aspects of the application process? Select one answer per row.

	Not Applicable	Very Dissatisfied ⇒ (Go to 1A)	Dissatisfied ⇒ (Go to 1A)	Neutral	Satisfied	Very Satisfied
Obtaining information about the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity of program goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructions for preparing application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance from AHRQ during the application process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentor-matching process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance from AHRQ during participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1A. If you were dissatisfied with one or more of the above, please indicate the item(s) and explain why:

SECTION 2: PARTICIPANT EXPERIENCE AND CAREER PLANS

2. Which of the following knowledge and skills have you acquired or improved while you were funded by the AHRQ K Award? Select all that apply.¹³

	Acquired Knowledge/Skills	Improved Knowledge/Skills
Scientific Knowledge		
Gaining knowledge about my area of study	<input type="checkbox"/>	<input type="checkbox"/>
Using analytical approaches to define scientific questions	<input type="checkbox"/>	<input type="checkbox"/>
Designing appropriate studies to test scientific hypotheses	<input type="checkbox"/>	<input type="checkbox"/>
Interpreting and analyzing data	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Research Skills		
Implementing experimental design/protocols	<input type="checkbox"/>	<input type="checkbox"/>
Carrying out data analysis and interpretation	<input type="checkbox"/>	<input type="checkbox"/>
Applying effective literature search strategies and critical evaluation of the scientific literature	<input type="checkbox"/>	<input type="checkbox"/>
Understanding principles of peer review process	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Communications Skills		
Developing publications	<input type="checkbox"/>	<input type="checkbox"/>

¹³ Core competencies of a successful scientist. Developed by the National Postdoctoral Association. <http://www.fhcrc.org/en/education-training/oscd/core-competencies.html>

	Acquired Knowledge/Skills	Improved Knowledge/Skills
Developing grant proposals	<input type="checkbox"/>	<input type="checkbox"/>
Developing career-related documents (e.g., CVs, biosketches, research plans)	<input type="checkbox"/>	<input type="checkbox"/>
Presenting research	<input type="checkbox"/>	<input type="checkbox"/>
Interviewing for jobs	<input type="checkbox"/>	<input type="checkbox"/>
Teaching	<input type="checkbox"/>	<input type="checkbox"/>
Networking	<input type="checkbox"/>	<input type="checkbox"/>
Interacting with patients and other human objects	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>
Leadership and Management Skills		
Creating a vision and setting goals	<input type="checkbox"/>	<input type="checkbox"/>
Running meetings	<input type="checkbox"/>	<input type="checkbox"/>
Delegating responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
Motivating and inspiring others	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring and serving as a role model	<input type="checkbox"/>	<input type="checkbox"/>
Working with individuals of diverse gender, ethnic, cultural, and religious backgrounds	<input type="checkbox"/>	<input type="checkbox"/>
Managing and resolving conflicts	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

3. What were your short-term goals when you applied to this program? Select all that apply.¹⁴

- Gain scientific knowledge
- Develop or improve research skills
- Develop or improve communication skills
- Develop or improve leadership and management skills
- Gain guidance and mentoring
- Author publications and presentations
- Other, please explain: [Click here to enter text.](#)

4. What were your long-term goals when you applied to this program? Select all that apply.¹⁵

- Advance my field of study
- Maintain position within academia
- Obtain independent research position
- Obtain follow-up funding support
- Improve the quality of patient care
- Other, please explain: [Click here to enter text.](#)

5. To what extent were you able to achieve the short-term and long-term goals that you set? Select one.¹

	Short-Term Goals	Long-Term Goals
Not at all	<input type="checkbox"/>	<input type="checkbox"/>
Somewhat	<input type="checkbox"/>	<input type="checkbox"/>
Mostly	<input type="checkbox"/>	<input type="checkbox"/>
Completely	<input type="checkbox"/>	<input type="checkbox"/>
Exceeded all goals	<input type="checkbox"/>	<input type="checkbox"/>

6. What is your level of satisfaction with the mentoring that you received during your K Award? Select one.

- Very dissatisfied ⇒ (Go to 6A)
- Dissatisfied ⇒ (Go to 6A)
- Neutral
- Satisfied
- Very satisfied
- NA

¹⁴ This question was asked in the survey of the NIH Diversity Supplement Program participants.

¹⁵ This question was asked in the survey of the NIH Diversity Supplement Program participants.

6A. If you were dissatisfied with your mentor(s), please explain why you were dissatisfied and how your mentor(s) could have been more helpful to you.

7. In which of the following aspects of your training experience did you receive adequate help and mentoring? Select all that apply.

- Generating project ideas
- Designing an approach
- Implementing the approach
- Analyzing the data
- Developing publications
- Developing presentation skills
- Assistance with job searches
- Connecting you with other researchers
- Educating you in areas beyond your immediate projects
- Other: [Click here to enter text.](#)

8. How likely are you to continue in a research career in the next five years? Select one.³

- I am no longer in a research career ⇒ (Go to 8A)
- Very unlikely ⇒ (Go to 8B)
- Somewhat unlikely ⇒ (Go to 8B)
- Unsure ⇒ (Go to 8B)
- Somewhat likely
- Very likely

8A. Why did you leave your research career?

8B. You indicated that you are [Click here to enter text.](#) [option selected] to continue in a research career. Why?

9. How likely are you to apply for another research grant or contract? Select one.

- Very unlikely ⇒ (Go to 9A)
- Somewhat unlikely ⇒ (Go to 9A)
- Unsure ⇒ (Go to 9A)
- Somewhat likely (Go to 10 and 11)
- Very likely (Go to 10 and 11)

9A. You indicated that you are [Click here to enter text.](#) [option selected] to apply for additional funding. Why?

10. For which of the following research grants or contract are you likely to apply?

- Independent Research grant (e.g., R01, R03, etc.)
- Research Programs Projects and Center Grants (e.g., P)
- Training grant (e.g., K, T)
- Cooperative agreement (e.g., U)
- Contract
- Other: [Click here to enter text.](#)

11. What type of funding source administers the grant or contract opportunity you intend to pursue?

- Federal Government
- State or Local Government
- University
- Foundation
- Industry
- Other: [Click here to enter text.](#)

12. Which of the following challenges have you experienced since receiving the AHRQ K Award in establishing or maintaining your research career? Select all that apply.¹⁶

	Previously Experienced	Currently Experiencing
Obtaining continued funding to support your research	<input type="checkbox"/>	<input type="checkbox"/>
Finding a suitable position that matches your interests and facilitates continued professional growth	<input type="checkbox"/>	<input type="checkbox"/>
Establishing collaborative relationships with other researchers in your field	<input type="checkbox"/>	<input type="checkbox"/>
Finding/connecting with good mentors	<input type="checkbox"/>	<input type="checkbox"/>
Recruiting talented students/postdocs to your research group	<input type="checkbox"/>	<input type="checkbox"/>
Balancing research and clinical duties	<input type="checkbox"/>	<input type="checkbox"/>
Balancing research and teaching responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
Balancing research and administrative duties	<input type="checkbox"/>	<input type="checkbox"/>
Balancing work and family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
Accommodating your spouse's or partner's career	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate pay	<input type="checkbox"/>	<input type="checkbox"/>
Self-doubts about your ability to succeed in a research career	<input type="checkbox"/>	<input type="checkbox"/>
Loss of interest in or motivation for a research career	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>
Other: Click here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>

¹⁶ This question was adapted from a survey of participants in the NIH Loan Repayment Program

SECTION 3: THE IMPACT OF THE AHRQ K AWARD ON YOUR CAREER

13. What has been the most important contribution of the AHRQ K Award to your career?
Please describe.

14. How valuable has the AHRQ K Award been in your career success? Select one.

- Too early to tell
- Not at all valuable
- Somewhat valuable ⇒ (Go to 15A)
- Very valuable ⇒ (Go to 15A)

14A. Do you attribute achieving any of the following career landmarks to your receipt of the AHRQ K Award? Select all that apply.

Career Indicator	K Award Contribution
Attainment of a faculty position	<input type="checkbox"/>
Receipt of tenure	<input type="checkbox"/>
Increased salary	<input type="checkbox"/>
Receipt of additional research funding	<input type="checkbox"/>
Publication of peer-reviewed articles and/or books	<input type="checkbox"/>
Establishment of an independent health services research program	<input type="checkbox"/>
Employment of additional researchers and support staff	<input type="checkbox"/>
Receipt of professional honors or distinctions	<input type="checkbox"/>
Service on editorial boards, peer review panels, advisory councils	<input type="checkbox"/>
Appointment as department/division chair, dean, provost, president, or other leadership position	<input type="checkbox"/>
Appointment as mentor to other researchers	<input type="checkbox"/>

15. Which of the following best describes current your work? Select all that apply.

- I am still participating in the K program
- Research
- Clinical
- Teaching
- Administration
- Other: [Click here to enter text.](#)

16. How would you describe your primary workplace environment? Select all that apply.

- Academia
- Clinical Practice
- Private Industry
- Professional Society
- Federal Government
- State or Local Government
- Other: [Click here to enter text.](#)

17. How would you describe your secondary workplace environment? Select all that apply.

- Academia
- Clinical Practice
- Private Industry
- Professional Society
- Federal Government
- State or Local Government
- Other: [Click here to enter text.](#)
- NA

18. To what extent has your K grant experience enabled you to apply your health services research expertise within an inter- or multi-disciplinary environment?

- Not at all
- To some extent
- To a considerable extent

19. With what other disciplines have you collaborated during your post K Award career? Please list up to three (3) disciplines.

20. Do you think the AHRQ K Award has enabled you to achieve or contribute to any of the following? Select all that apply.¹⁷

Area	
Advancement of your field	<input type="checkbox"/>
Influence on another field	<input type="checkbox"/>
Contributions to a systematic review	<input type="checkbox"/>
Contributions to clinical, educational, or other guidelines or standards	<input type="checkbox"/>
Contributions to laws or policies	<input type="checkbox"/>
Contributions to government reports	<input type="checkbox"/>
Development of factsheets, newsletters or other educational materials	<input type="checkbox"/>
Provision of expert testimony	<input type="checkbox"/>
Development and testing of new or improved tools, devices, tests, measures, services, or screening approaches to identify, confirm, treat, or manage disease or disability	<input type="checkbox"/>
Adoption of new or improved delivery methods for care or services	<input type="checkbox"/>
Reduction in the cost of care or services	<input type="checkbox"/>

21. What would you consider your most important contribution to health services research, health care-related policy, practice, or system capacity to date? Please describe.

¹⁷ This question was adapted from a survey to evaluate the research program at the Department of Education

For items 22 through 25, please refer to the following scale:

0%
Not At All Valuable

50%
Neutral

100%
Extremely Valuable

Please indicate what percentage you would assign to reflect the value of the AHRQ K Grant Award Program to your:

22. Research Skills Development: [Click here to enter text.%](#)

23. Career Progression: [Click here to enter text.%](#)

24. Professional Growth: [Click here to enter text.%](#)

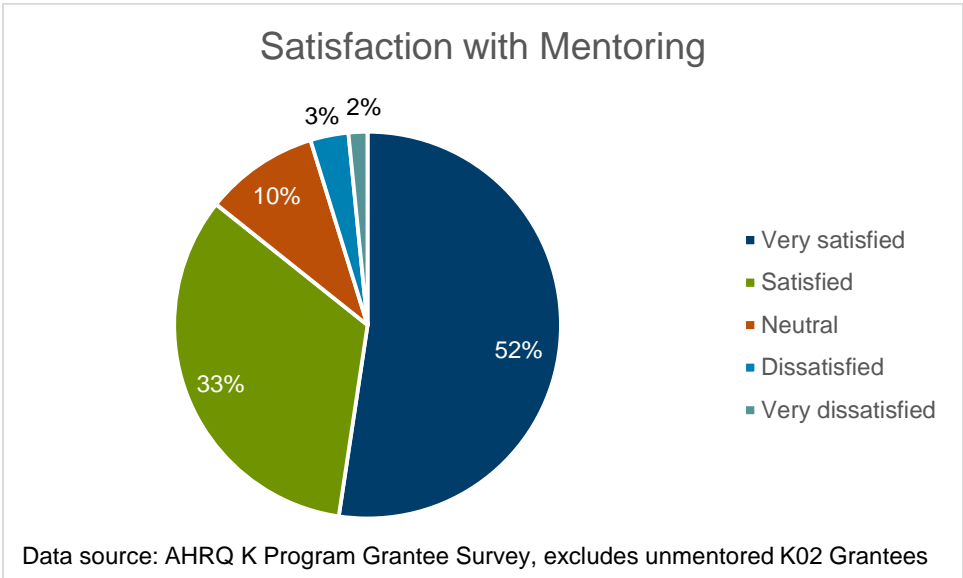
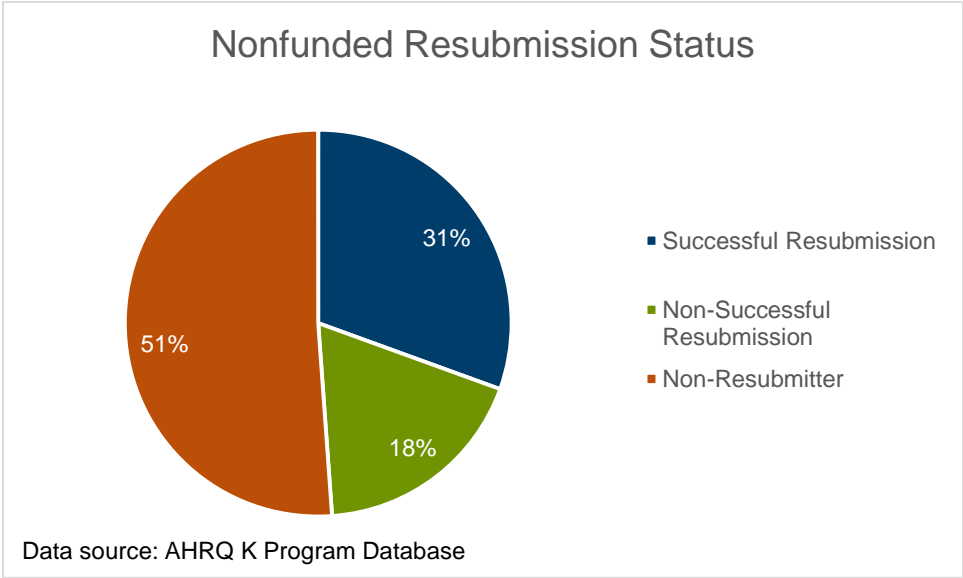
25. Overall, what percentage would you assign to the value of having received the AHRQ K Grant Award? [Click here to enter text.%](#)

SECTION 4: CONCLUDING QUESTIONS

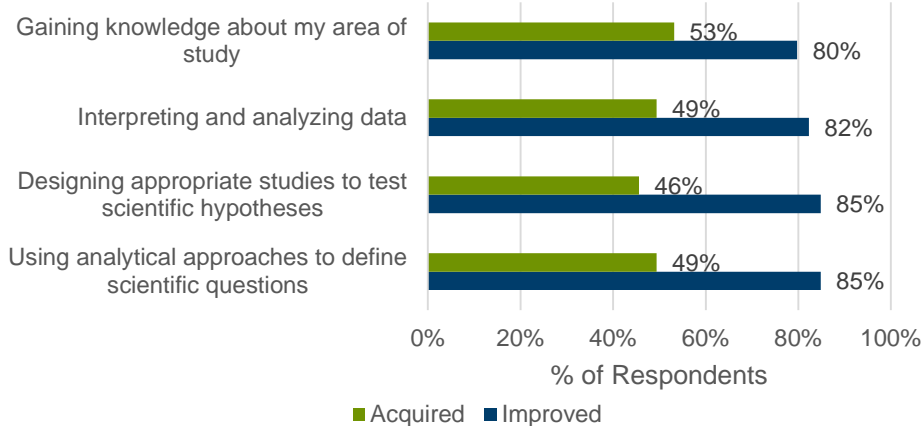
26. Is there anything else you would like to convey to AHRQ about your K program participation or its effects on your career?

27. Based on your experiences with the K Award, do you have any suggestions, comments, or criticisms to offer about both the strengths and weaknesses of the K Award program? (Your advice will be greatly valued.)

Appendix C. Additional Data Referenced in Report

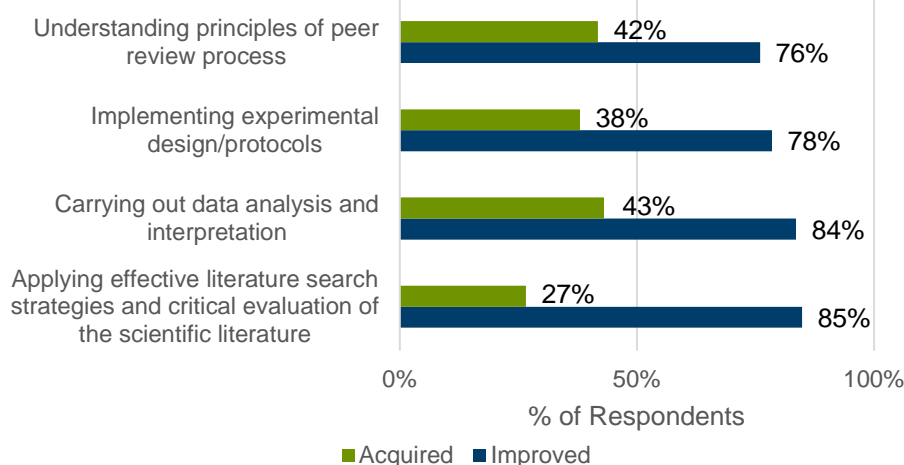


Scientific Knowledge



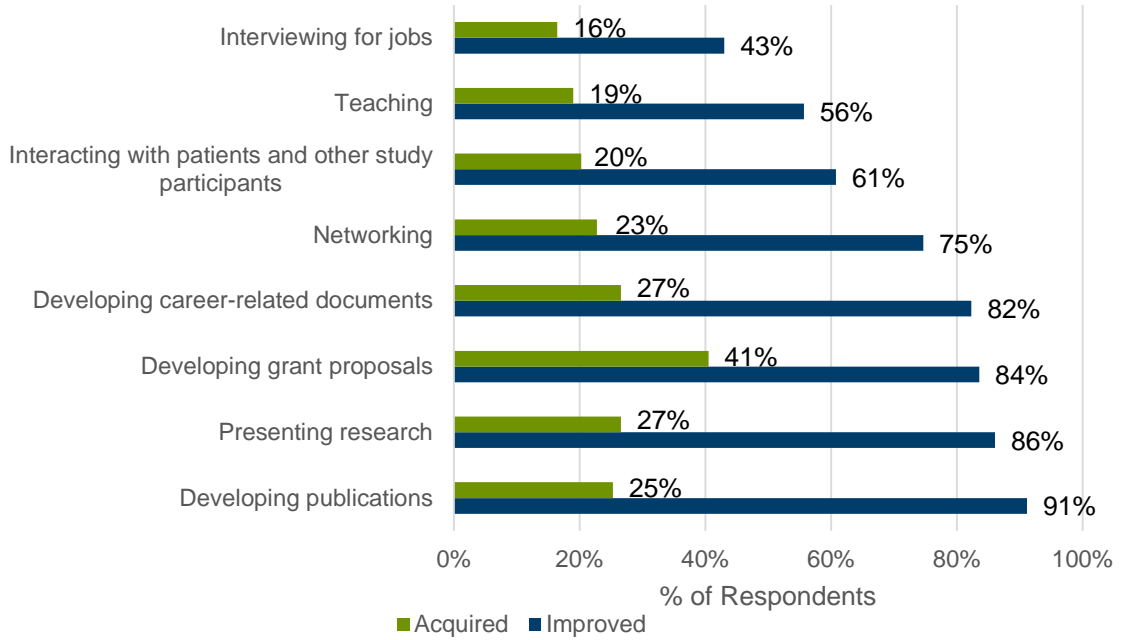
Data source: AHRQ K Program Grantee Survey

Research Skills



Data source: AHRQ K Program Grantee Survey

Communications Skills

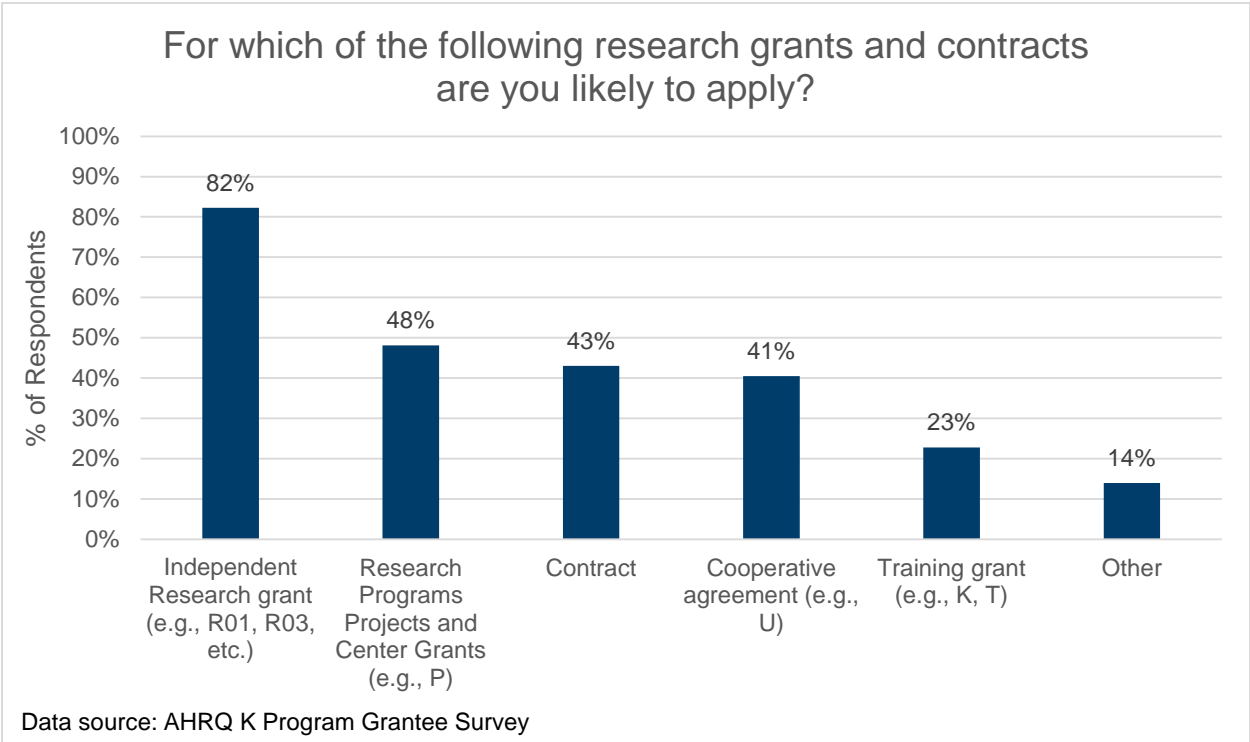
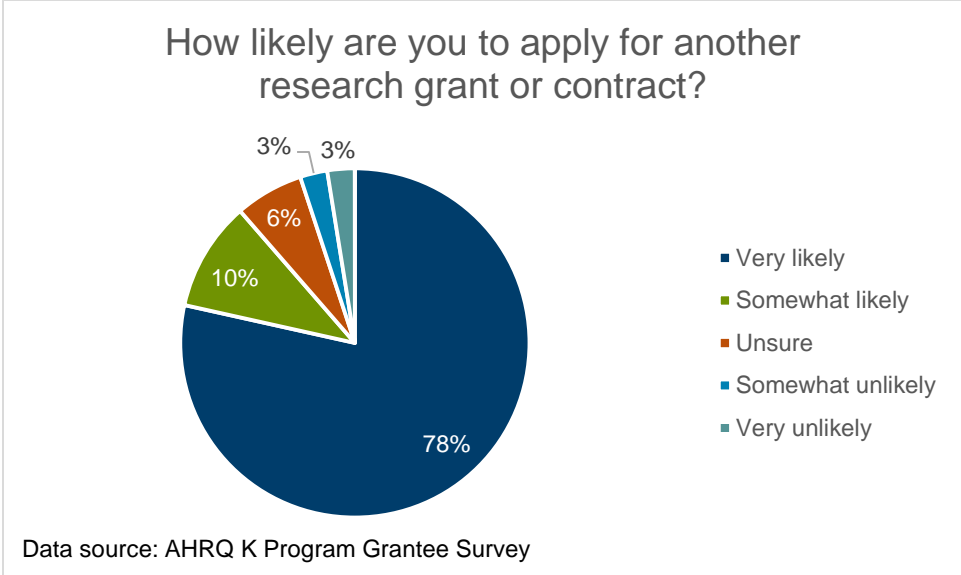


Data source: AHRQ K Program Grantee Survey

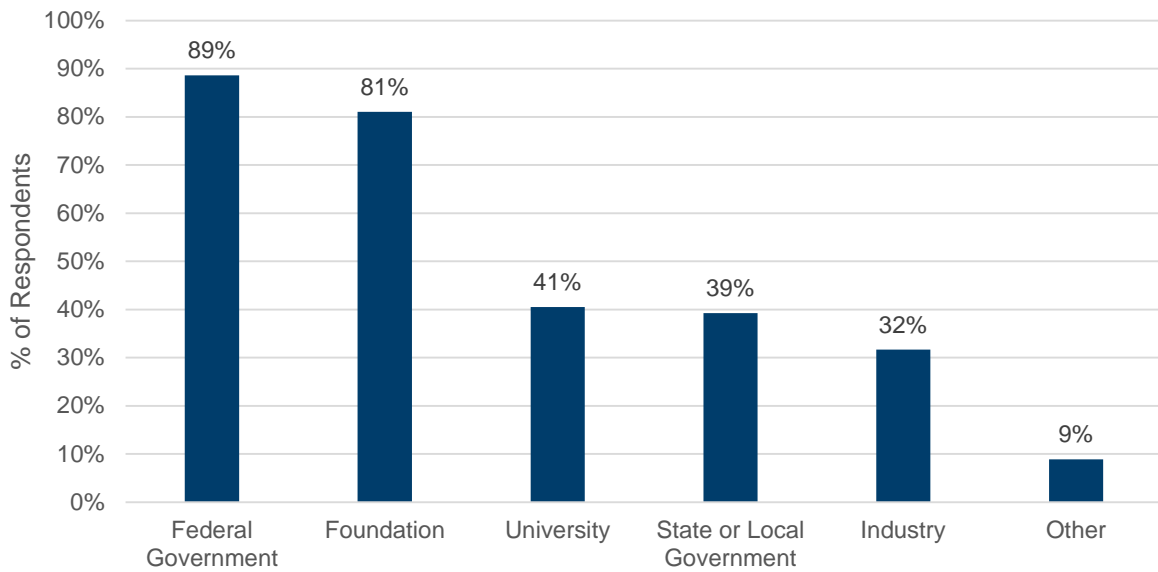
Leadership and Management Skills



Data source: AHRQ K Program Grantee Survey

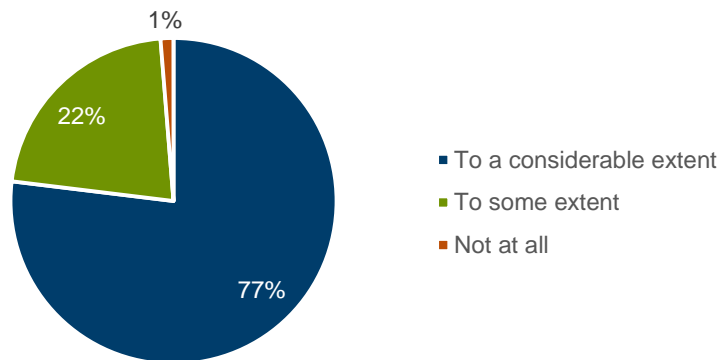


What type of funding source administers the grant or contract opportunities you intend to pursue?



Data source: AHRQ K Program Grantee Survey

To what extent has your K grant experience enabled you to apply your expertise within an inter- or multi-disciplinary environment?



Data source: AHRQ K Program Grantee Survey

Appendix D. List of Peer-Reviewed Journals in Which AHRQ K Awardees Have Published

A

Academic Emergency Medicine
 Academic Medicine
 Academic Pediatrics
 Academic Radiology
 Advances in Nursing Science
 AIDS and Behavior
 AIDS Patient Care and STDS
 Alimentary Pharmacology and Therapeutics
 Alzheimer's & Dementia
 Ambulatory Pediatrics
 American Heart Journal
 American Journal of Bioethics
 American Journal of Cardiology
 American Journal of Emergency Medicine
 American Journal of Epidemiology
 American Journal of Gastroenterology
 American Journal of Health Promotion
 American Journal of Health-System Pharmacy
 American Journal of Hematology
 American Journal of Hospice and Palliative Care
 American Journal of Hypertension
 American Journal of Infection Control
 American Journal of Kidney Diseases
 American Journal of Law and Medicine
 American Journal of Managed Care
 American Journal of Medicine
 American Journal of Medical Quality
 American Journal of the Medical Sciences
 American Journal of Obstetrics and Gynecology
 American Journal of Orthopedics (Belle Mead, N.J.)
 American Journal of Pharmaceutical Education
 American Journal of Preventive Medicine
 American Journal of Public Health
 American Journal of Respiratory and Critical Care Medicine
 American Journal of Rhinology
 American Journal of Roentgenology
 American Journal of Transplantation
 American Psychologist
 AMIA ... Annual Symposium proceedings
 Anesthesia and Analgesia

Annals of Allergy, Asthma, and Immunology
 Annals of the American Thoracic Society
 Annals of Emergency Medicine
 Annals of Family Medicine
 Annals of Internal Medicine
 Annals of Plastic Surgery
 Annals of the Rheumatic Diseases
 Annals of Surgery
 Annals of Thoracic Surgery
 Annual Review of Public Health
 Antimicrobial Agents and Chemotherapy
 Applied Clinical Informatics
 Applied Ergonomics
 Applied Health Economics and Health Policy
 Archives of Disease in Childhood: Fetal and Neonatal Edition
 Archives of Gerontology and Geriatrics
 Archives of Internal Medicine
 Archives of Neurology
 Archives of Otolaryngology - Head and Neck Surgery
 Archives of Pathology and Laboratory Medicine
 Archives of Pediatrics and Adolescent Medicine
 Archives of Physical Medicine and Rehabilitation
 Archives of Surgery
 Arthritis Care & Research
 Arthritis and Rheumatism

B

Best Practice & Research: Clinical Obstetrics & Gynecology
 Birth
 BJOG: An International Journal of Obstetrics and Gynecology
 BMC Family Practice
 BMC Geriatrics
 BMC Health Services Research
 BMC Infectious Diseases
 BMC Medicine
 BMC Medical Informatics and Decision Making
 BMC Medical Research Methodology
 BMC Pediatrics
 BMC Research Notes
 BMJ
 BMJ Open
 BMJ Quality & Safety

Bone
 Breast Journal
 Breastfeeding Medicine

C

Canadian Family Physician
 Cancer
 Cancer Causes and Control
 Cancer Detection and Prevention
 Cancer Epidemiology, Biomarkers and Prevention
 Cancer Treatment Reviews
 Cardiorenal Medicine
 Cardiovascular Revascularization Medicine
 Chest
 Circulation
 Circulation: Cardiovascular Interventions
 Circulation: Cardiovascular Quality and Outcomes
 Circulation: Heart Failure
 Cleft Palate-Craniofacial Journal
 Clinical Cardiology
 Clinical Gastroenterology and Hepatology
 Clinical Infectious Diseases
 Clinical Journal of the American Society of Nephrology
 Clinical Orthopedics and Related Research
 Clinical Pediatrics
 Clinical Pharmacology and Therapeutics
 Clinical Respiratory Journal
 CMAJ
 Comprehensive Therapy
 Contraception
 Critical Care Medicine
 Current Cardiology Reports
 Current Diabetes Reviews
 Current Opinion in Critical Care
 Current Opinion in Rheumatology

D

Diabetes Care
 Diabetes Educator
 Diabetes Technology & Therapeutics
 Diagnostic Microbiology and Infectious Disease
 Drugs

E

Emerging Infectious Diseases
 Emergency Medicine
 Emergency Medicine Journal

Epidemiology
 Ergonomics
 European Journal of Nuclear Medicine and Molecular Imaging
 Evaluation and the Health Professions
 Expert Review of Vaccines
F
 Family Medicine
 Food and Drug Law Journal
 Future Microbiology
G
 Gastroenterology
 Gastroenterology Clinics of North America
 Gastrointestinal Endoscopy
 General Hospital Psychiatry
 Gerontologist
 Gut
H
 Health Affairs
 Health Care Management Review
 Health Expectations
 Health and Quality of Life Outcomes
 Health Services Research
 Health and Social Work
 Heart
 Heart Rhythm
 HERD
 Hypertension
I
 Infection Control and Hospital Epidemiology
 Informatics in Primary Care
 Inquiry
 International Journal of Dermatology
 International Journal of Health Geographics
 International Journal of Medical Informatics
 International Journal of Medical Sciences
 International Journal of Nursing Studies
 International Journal for Quality in Health Care
 International Urogynecology Journal
 Intensive Care Medicine
 Issues in Comprehensive Pediatric Nursing
J
 JAMA
 JAMA Internal Medicine
 JAMA Otolaryngology-- Head & Neck Surgery
 JAMA Pediatrics
 JAMA Surgery
 Joint Commission Journal on Quality and Patient Safety
 Joint Commission Journal on Quality and Safety
 Journal of Acquired Immune Deficiency Syndromes
 Journal of Adolescent Health
 Journal of Advanced Nursing
 Journal of Allergy and Clinical Immunology
 Journal of Alternative and Complementary Medicine
 Journal of Ambulatory Care Management
 Journal of the American Academy of Dermatology
 Journal of the American Board of Family Medicine
 Journal of the American College of Cardiology
 Journal of American College of Health
 Journal of the American College of Radiology
 Journal of the American College of Surgeons
 Journal of the American Geriatrics Society
 Journal of the American Heart Association
 Journal of the American Medical Directors Association
 Journal of the American Medical Informatics Association
 Journal of the American Pharmacists Association
 Journal of Antimicrobial Chemotherapy
 Journal of Arthroplasty
 Journal of Asthma
 Journal of Bioethical Inquiry
 Journal of Biomedical Informatics
 Journal of Biopharmaceutical Statistics
 Journal of Cancer Education
 Journal of Cancer Survivorship
 Journal of Cardiac Failure
 Journal of Cardiac Surgery
 Journal of Cardiothoracic and Vascular Anesthesia
 Journal of Clinical Epidemiology
 Journal of Clinical Ethics
 Journal of Clinical Microbiology
 Journal of Clinical Oncology
 Journal of Clinical Pharmacy and Therapeutics
 Journal of Community Health
 Journal of Comparative Effectiveness Research
 Journal of Developmental and Behavioral Pediatrics
 Journal of Diabetes Science and Technology
 Journal of Emergency Medicine
 Journal of Evaluation in Clinical Practice
 Journal of Extra-Corporeal Technology
 Journal of General Internal Medicine
 Journal of Geriatric Psychiatry and Neurology
 Journals of Gerontology. Series A: Biological Sciences and Medical Sciences
 Journals of Gerontology. Series B: Psychological Sciences and Social Sciences
 Journal of Gerontological Nursing
 Journal of Hand Surgery
 Journal of Health Care for the Poor and Underserved
 Journal of Health Communication
 Journal of Health Economics
 Journal of Healthcare Quality
 Journal of Hospital Medicine
 Journal of Intensive Care Medicine
 Journal of Interventional Cardiology
 Journal of Medical Internet Research
 Journal of the National Comprehensive Cancer Network
 Journal of the National Medical Association
 Journal of Neurology, Neurosurgery and Psychiatry
 Journal of Neurosurgery
 Journal of Nursing Administration
 Journal of Nursing Care Quality
 Journal of Nursing Scholarship
 Journal of Obstetric, Gynecologic, and Neonatal Nursing
 Journal of Orthopedic Trauma
 Journal of Palliative Medicine
 Journal of Patient Safety
 Journal of Pediatric Health Care
 Journal of the Pediatric Infectious Diseases Society
 Journal of Pediatric Rehabilitation Medicine
 Journal of Pediatric Surgery
 Journal of Pediatrics
 Journal of Public Health Management and Practice
 Journal of Rural Health
 Journal of Thoracic and Cardiovascular Surgery
 Journal of Thrombosis and Haemostasis
 Journal of Trauma
 Journal of Trauma and Acute Care Surgery
 Journal of Ultrasound in Medicine
 Journal of Urban Health
 Journal of Urology
 Journal of Vascular Surgery
 Journal of Viral Hepatitis
 Journal of Women's Health
 JACC: Cardiovascular Imaging
L

Lancet
Lancet Infectious Diseases
Liver Transplantation

M

Maternal and Child Health Journal
Medical Care
Medical Care Research and Review
Medical Clinics of North America
Medical Decision Making
Medical Education
Medical Education Online
Medical Teacher
Medicare & Medicaid Research Review
Milbank Quarterly
Movement Disorders

N

Nature Reviews: Rheumatology
New Zealand Medical Journal
Neurocritical Care
Neurologic Clinics
Neurology
NeuroRx
New England Journal of Medicine
Nursing Research

O

Obesity
Obstetrics and Gynecology
Oncology Nursing Forum
Ophthalmic Plastic and Reconstructive
Surgery
Otolaryngology and Head and Neck
Surgery

P

Pain Medicine
Parkinsonism & Related Disorders
Patient Education and Counseling
Pediatric Blood & Cancer
Pediatric Cardiology
Pediatric Critical Care Medicine
Pediatric Emergency Care
Pediatrics
Perspectives in Health Information
Management
Pharmacoeconomics
Pharmacoepidemiology and Drug Safety
Pharmacotherapy
PLoS Medicine
PLoS One
Policy, Politics & Nursing Practice
Prehospital Emergency Care
Preventing Chronic Disease
Preventive Medicine
Primary Care Diabetes
Primary care Respiratory Journal
Proceedings of the American Thoracic
Society
Psychiatric Services
Psychology & Health

Psychological Reports
Psychosomatic Medicine
Public Health Nursing

Q

Qualitative Health Research
Quality of Life Research
Quality Management in Health Care
Quality in Primary Care
Quality & Safety in Health Care

R

Radiology
Rehabilitation Psychology
Research in Gerontological Nursing
Research in Nursing and Health
Research in Social & Administrative
Pharmacy
Resuscitation

S

Science
Seminars in Respiratory and Critical
Care Medicine
Seminars in Thoracic and
Cardiovascular Surgery
Simulation in Healthcare
Southern Medical Journal
Spine
Stereotactic and Functional
Neurosurgery
Stroke
Studies in Health Technology and
Informatics
Surgical Innovation
Surgery
Systematic Reviews

T

Telemedicine Journal and E-Health
Topics in Stroke Rehabilitation
Transactions of the American Clinical
and Climatological Association
Transfusion
Transplantation

U

Urology

V

Vaccine
Value in Health

W

Western Journal of Medicine
Western Journal of Nursing Research
Women and Health
Women's Health Issues
Work
World Journal of Surgery

Y

Yale Journal of Health Policy, Law, and
Ethics