

# Doris Duke Fellowships

## *for the Promotion of Child Well-Being*

---

*Seeking innovations to prevent child abuse and neglect*

## Frequently Asked Questions

### Overview

The *Doris Duke Fellowships for the Promotion of Child Well-Being*—seeking innovations to prevent child abuse and neglect are designed to identify and develop a new generation of leaders interested in and capable of creating practice and policy initiatives that will enhance child development and improve the nation’s ability to prevent all forms of child maltreatment. Fellows receive an annual stipend of \$30,000 for up to two years to support the completion of their dissertation and related research at their academic institution. Up to 15 fellowships are awarded annually. Fellows are guided by an academic mentor, whom they select; fellows also identify a policy or practice mentor to assist them in better understanding how to frame their research questions with an eye toward maximizing policy and practice relevance.

Because the promotion of child well-being and the prevention of child maltreatment require knowledge and collaboration from diverse fields, the program is multidisciplinary in scope and approach. Fellows are selected from a range of academic disciplines, including—but not limited to—social work, child development, public health, medicine, public policy, education, anthropology, nursing, economics, psychology, and epidemiology. In order to maximize the opportunities for interdisciplinary learning, Chapin Hall is building a sustainable peer learning network among the fellows and mentors through a series of in-person meetings, webinars, conference calls, and social networking opportunities.

## Frequently Asked Questions

1. Who can apply for the fellowship?
2. What is the application process?
3. What are examples of relevant dissertation topics?
4. What are the roles of the academic mentor?
5. What is the role of the policy mentor?
6. What are the terms of the fellowship?
7. Are there any restrictions in how the fellows may use the stipend?
8. What are the requirements of the fellows’ peer learning network?

9. How are fellows selected?
10. What is the time frame?
11. What is the role of the Doris Duke Charitable Foundation?
12. What is Chapin Hall's role?
13. Who to contact for more information?

## 1. Who can apply for the fellowship?

Applicants must be enrolled in an accredited U.S. doctoral program and have substantially completed the coursework required to be advanced to candidacy. They are expected to complete or make significant progress on their dissertation within the two-year fellowship period.

Applicants must be U.S. citizens or permanent residents in the U.S. Most applicants will not have formally submitted their dissertation proposal until after the fellowship period begins. If an applicant is conducting research in another country, they are still eligible for the fellowship but the policy focus and implications of that work must be directed to U.S. issues. Applicants may be enrolled in any discipline. Their dissertation must be applicable to practice and policy challenges facing the fields of healthy child development and child abuse prevention. Examples include research that will inform the development of program strategies that can attract and retain the most vulnerable families, efforts to apply emerging knowledge in addressing other social problems related to the issue of child abuse prevention, or blending multiple policy streams and approaches with an eye toward defining and testing systems or normative change.

The fellowship is designed to support doctoral students who are primarily working directly on their dissertation with plans to complete their dissertation in the two year fellowship period. Students do not need to have completed the dissertation proposal process to be eligible; in fact, most defend their proposal during the fellowship period. Students who are well advanced in their dissertation process and anticipate finishing in less than two years will still be considered. However, if the dissertation is completed in one year, a second year of funding is not guaranteed and is at the discretion of the fellowship staff.

Please note: The fellowships will not support research utilizing animals.

## 2. What is the application process?

Interested candidates are required to submit all application components to Chapin Hall by emailing [ddfellowships@chapinhall.org](mailto:ddfellowships@chapinhall.org). Instructions for completing the application are in a separate document, *Application Checklist*, which is on the website. The following documents are required:

- *Application Form* providing basic demographic information, experience in the doctoral program, and agreement to comply with all terms and conditions associated with the fellowship (e.g., participation in annual meetings and peer network opportunities, end-of-year reports, etc.)
- *Curriculum Vitae*
- *Personal and Research Statement* outlining:

- A description of the current research, its relevance to promoting child well-being and developing child abuse prevention policy and practice.
- A plan for completing or making significant progress toward completing the dissertation within the two-year fellowship period.
- A description of the proposed relationship with the academic mentor and institutional home, as well as with the policy/program mentor.
- The expected benefits from the fellowship.
- A brief description of short- and long-term career plans.

The Personal and Research Statement should not be more than 7 pages long, not including the cover page and references, with 1” margins and single spacing. You may take out the descriptions of each of the questions/sections in the Personal and Research Statement, but you must leave in the actual question/section heading.

- *Letter of Commitment* from the dean or chair of the applicant’s doctoral program outlining the specific advantages the institution provides its doctoral students. This letter should be on university letterhead and signed by the dean or department head. It should include a description of the institutional support provided to the applicant, including faculty resources, interdisciplinary opportunities mentorship, training programs, applied research centers, computing resources, and any other unique resources offered to support doctoral students. It should also address whether the applicant is in good standing. In addition, it is our expectation that receipt of the fellowship will not impact a student’s access to current support they are receiving from their host university with respect to tuition waivers and health care coverage. We ask that the deans/department heads address this issue in their letter of commitment. The applicant may submit this letter on behalf of the dean when the application materials are submitted.
- *Academic Mentor Recommendation Form* from the academic mentor describing the mentor’s experience with the applicant and his/her plan for mentoring and supporting the applicant.
- *Policy/Practice Mentor Recommendation Form* from the policy or practice mentor describing the mentor’s experience with the applicant and his/her plan for mentoring and supporting the applicant. The practice or policy mentor should outline how he/she will assist the applicant in maximizing the policy and practice utility of the proposed research.
- *Other Recommendation Form* from someone familiar with the applicant’s work and leadership potential.

### **3. What are examples of relevant dissertation topics?**

Fellows’ dissertations must be focused on some aspect of child well-being and the prevention of child maltreatment. Relevant dissertation topics include, but are certainly not limited to:

- Chronic poverty and its impact on parental capacity and collective efficacy
- Cost-benefit analysis and other economic analysis
- Policy analysis

- Research exploring the behavioral, neurobiological, social, and environmental mechanisms that mediate the association between exposure to abuse and neglect and their behavioral and neurobiological outcomes
- Social entrepreneurship and innovations in prevention
- Child welfare reforms
- Youth aging out of care
- Early intervention and home visiting programs
- Community violence
- Sexual exploitation
- Father involvement
- Resilience following adverse childhood events
- Disparities in health care access and use of preventive services

#### **4. What are the roles of the academic mentor?**

The *primary responsibility of the academic mentor is supervising the fellow's research, guiding the fellow toward completion of the dissertation, developing the fellow's skills in conducting effective policy research, and supporting the fellow's career choices.* Because the program is structured around the concept of transferring learning and technology across disciplines, we anticipate that the mentors who are willing to support a fellow will share the program's commitment to advancing practice and policy through interdisciplinary partnerships. In most cases, fellows have selected their dissertation chair as their academic mentor. If this is not the case, we encourage you to be clear about your reason for not selecting your dissertation chair, your plan for meeting regularly with your academic mentor, and your plan for coordinating communication between your academic mentor and your dissertation chair.

Academic mentors will be supported in developing and leading learning opportunities with fellows sharing a common research, policy, or methodological interest. In addition, Chapin Hall will create multiple opportunities for these mentors to share their experiences with other mentors in ways that identify new opportunities for interdisciplinary learning. There are no specific travel requirements of academic mentors. We often invite academic mentors to present at fellowship meetings, and if your academic mentor is invited and agrees to participate, his/her expenses will be covered.

#### **5. What are the roles of the policy or practice mentor?**

Applicants are required to identify a person working in a state or federal agency, non-profit service organization, policy center, or child advocacy organization who can assist them in framing their research questions to maximize the policy and practice relevance of their work. In contrast to the academic mentor, who will focus on the technical quality and rigor of the applicant's proposed research, the policy mentor should be helpful in identifying the unique challenges in using empirical evidence that face those who implement programs and policies. He or she also may be in a position to provide examples of how research has or has not successfully impacted the decision making process and to offer suggestions on how the applicant's work might improve the linkage between research and practice.

When selecting a policy or practice mentor, applicants should consider proposing a mentor that will have the time to commit to the mentoring relationship. Often, this person may not be the director of a large state or federal agency, but instead provide leadership to a specific division or department. Additionally, if the proposed mentor is based in an academic institution, he or she typically operates a policy center within their university or has a long history of contributing to policy or practice reform in their specific field.

There are several expectations for the Doris Duke Fellowship policy mentors. Policy/practice mentors are expected to:

1. Engage in regular (i.e., monthly or bi-weekly) communication with the fellow.
2. Establish and submit goals to the fellowship staff to guide the development and progress of your partnerships with the fellow.
3. Provide feedback, if appropriate, on dissertation analysis to sharpen its policy or practice focus.
4. Offer the fellow assistance in improving his/her ability to communicate research findings to non-academic audiences, as well as opportunities to present findings.
5. Facilitate networking for the fellow with your colleagues and peers.
6. Identify examples in your organization or field where research has been used to shape policy or practice.
7. Participate if possible, either in person or virtually, in fellowship meetings if invited (expenses would be covered).

## **6. What are the terms of the fellowship?**

The fellowship provides stipends of \$30,000 per year for up to 15 students per year. Although it is anticipated that each fellow will be supported for two years, the second year of support is contingent upon dissertation progress and involvement in the fellowship's peer learning network during the initial year. These expectations include work on a collaborative project within a fellowship small group; participation in webinars and in-person meetings; and active engagement with mentors. Those who complete their dissertation in one year also will be required to submit a detailed plan outlining how they will use an additional year of support to disseminate their findings in ways that contribute to advancing child maltreatment prevention and policy or practice reform.

Each year, fellows are paid in three installments. Stipends are subject to applicable state and federal taxes.

## **7. Are there any restrictions in how the fellows may use the stipend?**

There are no restrictions on how the fellowship money can be used. It can support tuition, living expenses, professional development opportunities, or travel to and from professional conferences. Fellows are required to attend two in-person meetings each year (the annual meeting in Chicago in September, and a mid-year meeting in late winter at another location) and

may want to plan to use the stipend money to cover their travel to and from those meetings. The fellowship is intended to allow the student to be fully dedicated to pursuing an innovative and original course of research. Fellows are eligible to receive the fellowship while working in an internship that may be part of their curriculum, providing that such internships do not restrict the fellows' ability to make progress on completing their dissertations. The fellowship stipend is taxable and the taxes are the responsibility of the fellows.

## **8. What are the requirements of the fellows' peer learning network?**

A central feature of this fellowship program is the development of an active, self-generating learning network among the fellows. Building on the interdisciplinary composition of each cohort of fellows, Chapin Hall will develop multiple opportunities for the fellows and their mentors to share their work and emerging trends within their respective disciplines. Each fellow is expected to be an active participant in this process. Minimum requirements include attending a two-day annual meeting of the fellows in Chicago each fall, attending a two-day mid-year meeting at a partner university, participating in quarterly webinars organized by Chapin Hall, and engaging in a small group of fellows by collaborating on a joint project.

## **9. How are fellows selected?**

Applications are reviewed by a selection committee composed of national experts representing a variety of disciplines, including social work, law, psychology, education, and health. All committee members are experienced and knowledgeable about academic institutions as well as the conduct of policy-relevant research. In reviewing the applications, particular attention is paid to the following:

- The applicant's ability to effectively highlight potential impacts of his/her proposed line of research on our nation's capacity to promote child well-being and prevent child abuse and neglect.
- The applicant's interest in interdisciplinary learning, as demonstrated by his/her work portfolio and academic studies.
- The strength of the proposed academic mentor and department in fostering interdisciplinary learning and familiarity with applied research.
- The strength of the applicant-mentor plan and its capacity to support significant progress in the applicant's dissertation and build a solid foundation for future career development in the field of child abuse prevention.
- The potential of the applicant's academic institution to provide a supportive and energizing learning environment.
- The strength of the proposed relationship between the applicant and the policy or practice mentor and its capacity to provide relevant guidance in how the applicant's efforts might be used to enhance policy and practice.

The Selection Committee will review the applications and invite selected candidates to participate in a 15 minute phone conversation before making its final decision.

## **10. What is the time frame?**

- Those interested in applying for the fellowship or who have a student they believe will be appropriate for the program can register for updates on the fellowships at <http://chapinhall.org/fellowships/doris-duke-contact>.
- The formal application period will run from August 1 through December 1 each year. Instructions on how to submit applications will be available on the [Chapin Hall website](#).
- Mid-December through March each year: Applications will be reviewed. The selection committee will arrange individual telephone interviews with finalists prior to making a decision.
- April: Notification of the selection committee decisions will be e-mailed to applicants. A letter of agreement will be sent to the selected candidates to formalize the acceptance and confirm the terms of the agreement.

## **11. What is the role of the Doris Duke Charitable Foundation?**

The DDCF established the fellowship and provides financial support for the program. In establishing this program, the Foundation is seeking to create a new generation of leaders interested in promoting child well-being and preventing child abuse and neglect. This initiative is designed to identify, develop and empower a diverse pool of new professionals to advance knowledge and practice in child abuse prevention research and services.

## **12. What is Chapin Hall's role?**

Because of its expertise in the field and its connection to policymakers, practitioners, and academics, Chapin Hall was chosen to develop and manage the program, select the most promising candidates, and facilitate the peer learning network.

## **13. Who to contact for more information**

To sign up for updates on the fellowships, please visit: <http://chapinhall.org/fellowships/doris-duke-contact>. For any other questions, email [ddfellowships@chapinhall.org](mailto:ddfellowships@chapinhall.org).