



## **The Doris Duke Fellowships for the Prevention of Child Abuse and Neglect**

*The Doris Duke Charitable Foundation Fellowships for the Prevention of Child Abuse and Neglect aim to identify, develop, and empower a new generation of leaders who use diverse research methods to improve child abuse prevention policy and practice.*

### **Overview**

The Doris Duke Fellowships for the Prevention of Child Abuse and Neglect are designed to identify and develop a new generation of leaders interested in and capable of creating initiatives that will advance child abuse prevention practice and policy. Fellows will receive an annual stipend of \$25,000 for up to two years to support the completion of their dissertation and related research at their academic institution. A total of 15 fellowships will be awarded per year, in 2011 and in 2012. Fellows will be guided by an academic mentor they select; they will also be encouraged to 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 prevention of child maltreatment requires knowledge and collaboration from diverse fields, the program is multidisciplinary in scope and approach. Fellows will be selected from a range of academic disciplines, including—but not limited to—social work, public health, medicine, public policy, education, and economics. In order to maximize the opportunities for interdisciplinary learning, Chapin Hall will build a sustainable peer learning network among the fellows and mentors through a series of small conferences, webinars, and social networking opportunities. Fellows' participation in an annual meeting and periodic conference calls will be expected.

## Frequently Asked Questions

### 1. Who can apply for the fellowship?

Applicants must be enrolled in an accredited U.S. doctoral program, have completed the coursework required to be advanced to candidacy, and 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.

Applicants may be enrolled in any discipline. However, their dissertation must be applicable to practice and policy challenges facing the field of 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 to the issue of child abuse prevention, or blending multiple policy streams and approaches with an eye toward defining and testing system or normative change.

Doctoral students already well advanced in their dissertation process who would benefit from a one-year fellowship are encouraged to apply as well. Such candidates may receive support for the full two year period in order to apply their findings to a specific policy or practice challenge facing the prevention field.

Please note, the fellowships will not support researchers utilizing animals in their research.

### 2. What is the application process?

All interested candidates are required to submit the following documents electronically to Chapin Hall:

- A completed Application Form providing basic demographic information, experience in their doctoral program, a brief summary of their proposed research and its relevance to child abuse prevention, 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.).
- A current curriculum vitae.
- A 4- to 5-page statement outlining their proposed dissertation and research interests, a plan for completing or making significant progress toward completing their dissertation within the two-year fellowship period and for how they will promote innovation in child abuse prevention policy or practice; the ways in which their work will be enriched by an interdisciplinary perspective; their proposed plan for the fellowship experience; and their proposed relationship with their academic mentor and institutional home.

- A letter of reference and commitment from the academic mentor describing the mentor's experience with the applicant and his/her plan for mentoring and supporting the applicant.
- A letter of commitment from the dean or chair of the applicant's doctoral program outlining the specific advantages the institution provides its doctoral students.
- Two additional reference letters from those familiar with the applicant's work and leadership potential. It is strongly recommended that one of these letters be from an individual willing to serve as the applicant's practice or policy mentor. In such instances, the letter should outline how the practice or policy mentor will assist the applicant in maximizing the policy and practice utility of the proposed research.

### **3. 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 guiding 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.

Academic mentors will be supported in developing and leading small-group learning opportunities with those fellows sharing a common research or 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 will identify new opportunities for interdisciplinary learning. Opportunities for the mentors to interact among themselves will include a dedicated listserv and quarterly conference calls with the Chapin Hall team to address any concerns or challenges they are facing with their mentees.

Mentors, as well as fellows, will be featured on the project's website.

### **4. What is the role of the policy mentor?**

Although not mandatory, applicants may wish to identify a person working in a state agency, nonprofit service organization or child advocacy organization to 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 can 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 not successfully impacted the decision making process and offer suggestions on how applicants' work might improve the linkage between research and practice.

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

The fellowship program will provide stipends of \$25,000 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 progress (to be demonstrated in an end-of-year report) and involvement in the fellowship's peer learning network during the initial year. Each year, fellows will be paid in three installments. Stipends will be subject to applicable state and federal taxes.

## **6. 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 (e.g., the annual fellows' conference in Chicago.) 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.

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

A central feature of this fellowship program will be 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. Minimal requirements include attending a two-day annual meeting of the fellows in Chicago each fall; participation in webinars organized by Chapin Hall in response to specific questions or topics raised by the fellows; and participation in one or more learning clusters that will be established around specific methodological challenges or public policy developments.

## **8. How will fellows be selected?**

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

- The applicant's ability to effectively link his/her proposed line of research to critical issues and challenges facing the child abuse prevention field;
- 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 of the applicant's dissertation and build a solid foundation for future career development in the field of child abuse prevention;
- The potential support of the applicant's academic institution to provide a supportive and energizing learning environment;
- If included, the strength of the policy mentor-applicant relationship 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 may invite selected candidates to participate in a 30-minute conversation via video conference call (e.g., Skype) before making its final decision.

### **9. 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 now at <http://www.chapinhall.org/about/fellowships>. The application form will be posted at this web site in the summer of 2010.
- The formal application period will run from August 15 through December 15, 2010. Completed applications should be directed to [sbendier@chapinhall.org](mailto:sbendier@chapinhall.org). Applicants will receive an email acknowledging that the application has been received and is complete.
- Mid-December through March 2011: Applications will be reviewed. The Selection Committee may arrange individual interviews with finalists prior to making a decision.
- April 2011: Notification of the Selection Committee decisions will be emailed to applicants. A letter of agreement will be sent to the selected fellows candidates to formalize the acceptance and confirm the terms of the agreement.

### **10. 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 in the field of child abuse prevention. This program 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.

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

Due to its expertise in the field, connection to policymakers, practitioners and academics, Chapin Hall has been chosen to develop and manage the program, select the most promising candidates, and facilitate the peer social and learning network.

To be placed on a list to receive more information please visit:

<http://www.chapinhall.org/about/fellowships>

For additional information, contact Sylvie Bendier-Decety at [sbendier@chapinhall.org](mailto:sbendier@chapinhall.org)