DORIS DUKE FELLOWSHIPS

FEBRUARY 2024

FINAL SURVEY FINDINGS

PREPARED BY

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This report describes the fellows survey, the final evaluation activity for the Doris Duke Fellowships for the Promotion of Child Well-being.

Doris Duke Fellowships
for the Promotion of Child Well-Being
Seeking innovations to prevent child abuse and neglect

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Disclaimer

The points of view, analyses, interpretations, and opinions expressed here are solely those of the authors and do not necessarily reflect the position of the Doris Duke Foundation, the Child Well-Being Research Network, or Chapin Hall.

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Introduction

The *Doris Duke Fellowships for the Promotion of Child Well-Being – seeking innovations to prevent child abuse and neglect* was a program that identified and nurtured a cadre of emerging leaders who value interdisciplinary learning, research rigor, and policy and practice relevance. Established and managed by Chapin Hall and funded by the Doris Duke Foundation, the program engaged 120 fellows, in eight cohorts, in a peer-learning network that fostered interdisciplinary thinking and collaboration while promoting actionable research. The first cohort was selected for 2-year fellowships in 2011 and the final cohort was selected in 2018.[1] Since then, a fellow-led transition has been expanding the network to other emerging researchers. The Child Well-Being Research Network launched in 2021 and is now supported by the University of Kentucky College of Social Work.[2]

The fellowships program had four goals, as shown in Figure 1.

Figure 1. Goals of the Doris Duke Fellowships

The fellowships program included several key strategies in an effort to achieve its four primary goals:

1. Fellow recruitment and selection
2. Peer learning network: small groups of fellows, in-person meetings, virtual learning opportunities, peer mentors, informal gatherings at national conferences
3. Annual financial stipends
4. Fellow-selected academic and policy mentors
5. Leadership opportunities

To understand how the fellowships program, including these core strategies, influenced the fellows' careers several years after the original program ended, we fielded a final fellows survey. Our key questions included:

1. Did the fellowships program attain its goals?
2. What were the mechanisms (that is, the activities and components) through which the fellowships led to these outcomes?
3. How well did the fellowships incorporate principles of diversity, equity, inclusion, and justice?

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[1] Cohort One (2011–2013); Cohort Two (2012–2014); Cohort Three (2013–2015); Cohort Four (2014–2016); Cohort Five (2015–2017); Cohort Six (2016–2018); Cohort Seven (2017–2019); Cohort Eight (2018–2020).

[2] https://childwellbeingresearchnetwork.org/

Method

To address these questions, we administered an online survey to the fellows in Fall 2022. Because this survey was sent to fellows from all cohorts, they were completing it between 2 years (Cohort Eight) and 9 years (Cohort One) after they ended their fellowships. The survey asked questions about their experiences in the program and how the program may have impacted their career. Survey questions included multiple choice questions, Likert-type scales, and open-ended questions. One standardized measure was included in this survey: the Leader Efficacy Questionnaire (Hannah & Avolio, 2013). Select questions from an assessment from Considerations for Conducting Evaluation Using a Culturally Responsive and Racial Equity Lens (Public Policy Associates, Inc., 2015) were adapted for the survey.

We invited all 120 fellows to participate in the online survey in REDCap.[3] The research team sent an invitation email, followed by four reminders. Participants received a $20 Amazon gift card as an incentive for participating.

Sample Characteristics

Ninety-seven of the 120 fellows completed the survey, for a response rate of 81%. Figure 2 shows the percentage of each cohort who participated in the survey. Each cohort had 15 fellows.

Figure 2. Survey Respondents by Cohort (*n* = 97)

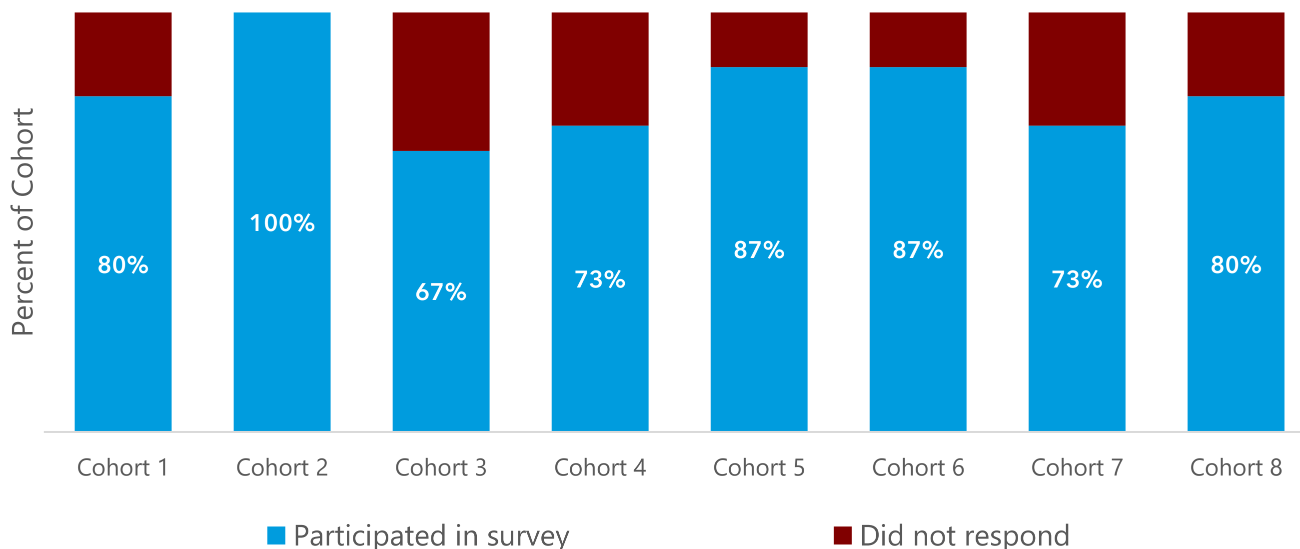


Table 1 displays the characteristics of the sample, including racial and ethnic identity, gender identity, first generation status, academic discipline, and employment status. For most characteristics, we include the percentage of the survey sample. When data are available, we also include the percentage of all fellows. Fellow survey respondents were representative of all fellows in that no significant differences were found in the group distribution of any of the characteristics.

[3] Research Electronic Data Capture (REDCap) is a secure, web-based software platform designed to support data capture for research studies (Harris et al., 2019; Harris et al., 2009).

Table 1. Demographic Characteristics: Fellow Survey Respondents (*n* = 97)

Characteristic	*% of survey sample*	*% of all fellows*
Race & Ethnicity		
Asian	4.1	4.2
Black or African American	3.1	10.0
Hispanic or Latino	6.2	3.3
Multiracial or another race	3.1	5.8
White	76.3	71.7
Missing	7.2	--
Gender		
Women	79.4	85.8
All other gender identities	15.4	14.2
Missing	5.2	--
First-Generation College Student		
Yes	13.4	--
No	80.4	--
Missing	6.2	--
Discipline		
Social Work	37.1	35.8
Psychology (Clinical, Developmental, School)	27.8	30.0
Child/Human Development	10.3	10.0
Health Care (Public Health, Epidemiology, Nursing, Medicine)	10.3	11.7
Another discipline	9.3	12.5
Missing	5.2	--
Employment Status		
Employed (at time of survey completion)	99.0	--
Not employed (at time of survey completion)	1.0	--
Current Work Setting		
University tenure track	42.4	--
Non-profit organization	13.0	--
University research position	12.0	--
Government	8.7	--
Business/industry/consulting	5.4	--
Academic medical center	5.4	--
Other	13.0	--

Findings: Program Goals

Goal: Developing Leaders

One primary goal of the fellowships was to develop strong leaders in the field of child well-being promotion and child maltreatment prevention. The survey assessed leadership in various ways. First, we used the Leader Efficacy Questionnaire (Hannah & Avolio, 2013) to measure **leader action efficacy** and **leader self-regulation efficacy**. Leader action efficacy is defined as leaders' perceived ability to effectively perform various essential leader actions, such as motivating, coaching and inspiring others, and getting others to identify with the organization's goals and vision. For example, one item measuring leader action efficacy reads, "Energize those you lead to achieve their best." Leader self-regulation efficacy refers to leaders' perceived ability to think through complex leadership situations and generate novel and effective solutions to leadership problems, paired with the ability to motivate oneself to enact those solutions using effective leadership with others. One item on the leader self-regulation efficacy subscale reads, "Determine which leadership style is needed in each situation." The Leader Efficacy Questionnaire asks respondents to think about themselves as leaders in their organization and rate their level of confidence for each item on a scale of 0—not at all confident—to 100—totally confident.

Fellows' mean scores on both subscales were between *moderately confident* and *totally confident* (see Table 2). Leader action efficacy scores were similar to the baseline scores of clinical nurse educators[4] (Daugherty Hook, 2019). However, fellows' scores on both subscales were significantly lower than the scores of mid-career nursing research doctorates[5] (Moran et al., 2021) and leaders at nonprofit organizations[6] (Moran, 2023).

Table 2. Fellow Scores on the Leader Efficacy Questionnaire

Leader Efficacy Questionnaire subscale	N	Min	Max	Mean	SD
Leader Action Efficacy	93	46.43	93.20	71.54	10.72
Leader Self-regulation Efficacy	93	49.14	93.67	77.39	11.82

There were no significant differences in these leadership subscale scores by race and ethnicity, gender, or cohort. However, leader action efficacy was significantly lower for responding fellows who were first-generation college students (M = 65.3, SD = 8.3), compared to those who were not (M = 72.6, SD = 10.8), $t(89) = 2.32$, $p = .02$. This means that fellows who were first-generation college students reported less confidence than other fellows in their leadership skills, particularly in their perception of their ability to motivate and inspire others.

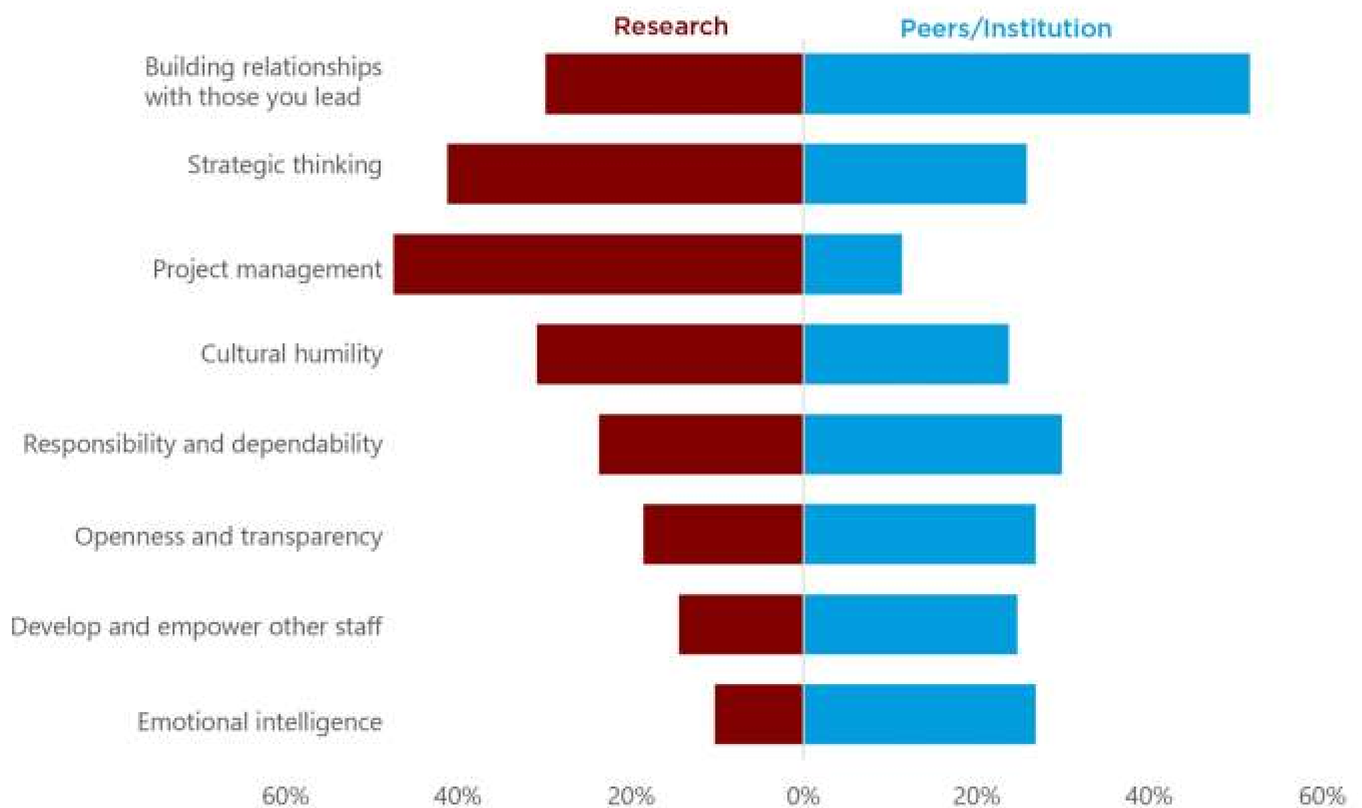
[4] Clinical nurse educators' scores ($N = 28$) on Leader Action Efficacy, $M = 69.39$ (13.06), were not significantly different than fellows' scores, $t(119) = 0.88$, $p = .38$.

[5] Mid-career nursing research doctorates' scores ($N = 97$) on both subscales, Leader Action Efficacy, $M = 78.34$ (13.94); Leader Self-Regulation Efficacy, $M = 87.0$ (10.34), were significantly higher than fellows' scores, $t(188) = 3.76$, $p < .001$, and $t(188) = 5.97$, $p < .001$, respectively.

[6] Leaders at nonprofit organizations ($N = 140$) scored significantly higher on both subscales, Leader Action Efficacy, $M = 78.45$ (12.68); Leader Self-Regulation Efficacy, $M = 82.10$ (12.97), compared to fellows' scores, $t(231) = 4.33$, $p < .001$, and $t(231) = 2.81$, $p = .005$, respectively.

We wanted to understand fellow perspectives on which leadership qualities or skills they think are most important in two domains: 1) when conducting research and 2) among peers or in their institution. We scanned resources on leadership in research (Champlain College Online, 2023; Hendrix, 2014; Joubert, 2019) to develop a list of commonly mentioned qualities and skills and asked respondents to select the three leadership skills they think are the most important for each domain (see Figure 3). For leadership in conducting research, fellows selected **project management, strategic thinking**, and **cultural humility** as the three most important skills. For leadership among peers or in their institution, **building relationships with those you lead** was the most frequently selected skill, chosen by more than half of fellow respondents. **Responsibility and dependability**, followed by **openness and transparency**, were the other most important skills for leadership among peers or in their institutions.

Figure 3. Fellow-selected Leadership Skills (*n* = 97)



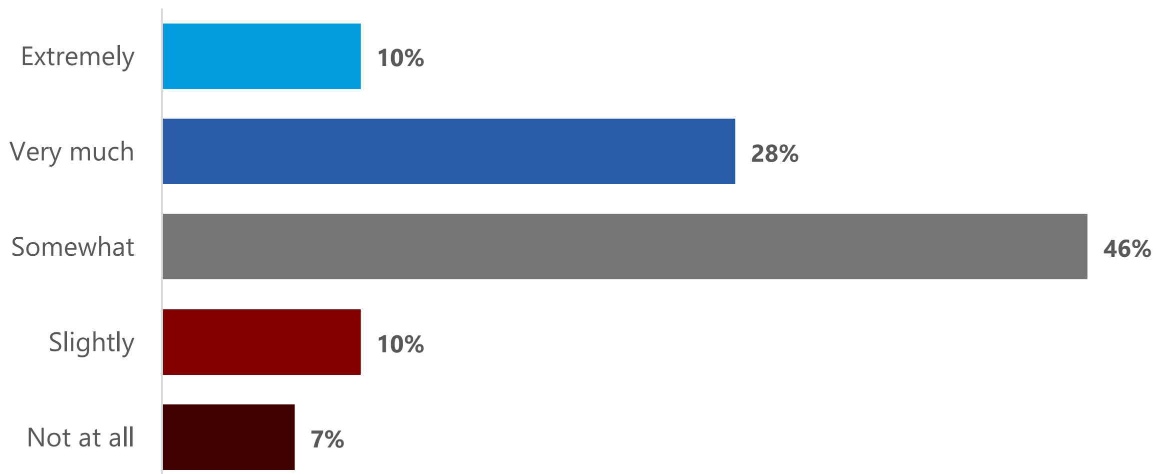
Using an open-ended question, we also asked fellows to identify their own strengths in leadership and write down what they considered their top two leadership skills or qualities. Their responses are displayed in Figure 4. Because this question followed the list of traits the respondents were asked to rate as the most important leadership skill (see Figure 3), many of traits in Figures 3 and 4 overlap.

Figure 4. Fellow Self-reported Leadership Strengths (*n* = 88)

Note: Fellows could write two leadership strengths each, thus the sum of percentages exceeds 100%.

After we asked fellows to list their top two leadership strengths, we asked if they felt the fellowships program helped them develop these leadership traits. Most respondents did credit the fellowships as contributing to their leadership development (see Figure 5). The most common response was "somewhat" or "very much," accounting for three-quarters of responses. Very few respondents said, "not at all."

Figure 5. Fellowships' Contribution to Leadership Skills (*n* = 97)



We were interested in understanding which specific leadership traits were seen as being influenced the most by the fellowships program. To do this, we looked at the self-reported leadership traits (see Figure 4) and cross-referenced them with the traits most frequently mentioned as "extremely" or "very much" developed due to the fellowships program (see Figure 5). These leadership skills were **acting on vision**, **communication**, **integrity**, **reflective capacity**, and **trust**.

The survey had an open-ended question asking respondents to describe how the Doris Duke Fellowships contributed to their development as a leader; fellows provided many examples of leadership skills and values they learned in the program. One survey respondent commented that they would have appreciated even more training on how to be a strong leader. Another fellow said:

> **Participating in the fellowship was my first experience truly collaborating with people who valued relationships, community, and diversity first and foremost. It was through the fellowship that I first learned that kindness and compassion can be the driving force in your work, beyond productivity. This is an important value that I carry with me today.**

Fellows who reported that the fellowship was extremely helpful with developing their leadership traits mentioned "role modeling in all forms (written, virtual, in person)" and "learning from others in the field." Another fellow highlighted how interdisciplinary connections helped them grow their leadership skills:

> **I think the fellowship nurtured relational skills by giving me the opportunity to engage with folks across disciplines, educational institutions, and geographic locations. It also facilitated strategic thinking both through the didactic content and mentorship, as well as the opportunity to connect with and learn from fellows and faculty members through in-person events.**

One fellow wrote about how connections with other fellows supported their growth as a leader:

> **Fellows contributed to my development as a leader through opportunities to engage in learning and discussion as a group, through partnering and collaboration, and through their stellar examples.**

Leadership Summary

Survey results indicated that most fellows (84%) credited the fellowships program with contributing at least somewhat to their development as a leader. Furthermore, survey respondents expressed fairly high confidence in their leadership skills and there were no differences by personal identity characteristics. Fellows identified project management skills, strategic thinking, and cultural humility as the key leadership skills needed in conducting research. When asked about leadership skills needed in their institutions and among their peers, fellows said the most important skills were more relationship-based skills, such as building relationships with those you lead, responsibility and dependability, and openness and transparency. It is not possible to assess whether the fellows would have become confident leaders without their experiences in the program, but they believed it supported their development.

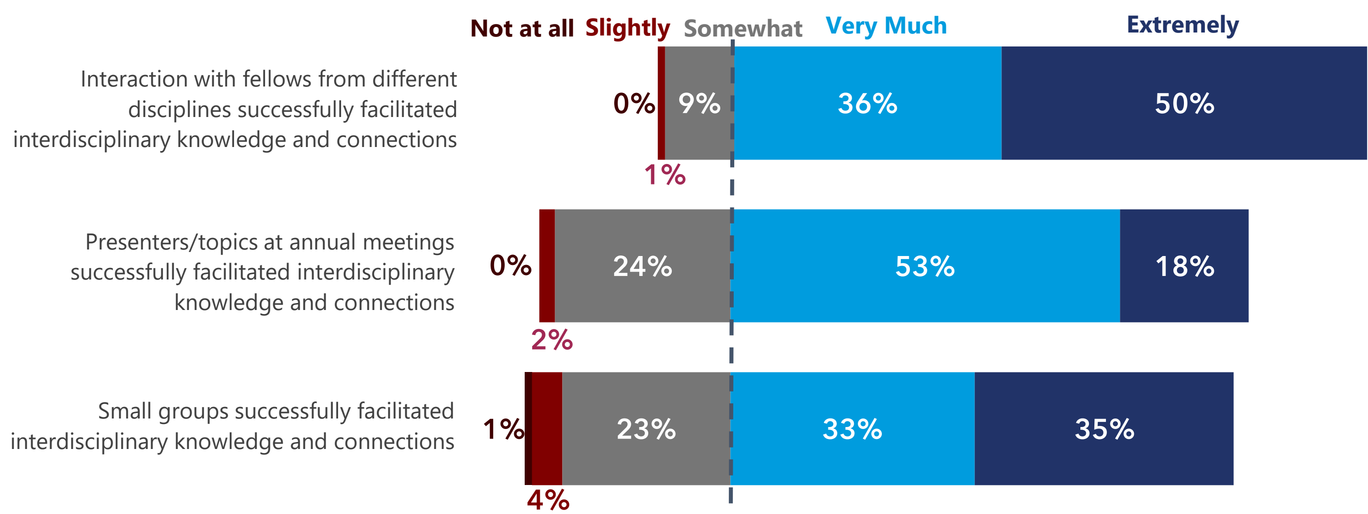
Goal: Elevating Interdisciplinary Knowledge and Research

One of the primary goals of the Doris Duke Fellowships was to increase interdisciplinary knowledge and research. The program prioritized selecting fellows from different academic disciplines, creating small groups of fellows from different disciplines, and inviting speakers to meetings and virtual learning opportunities who represented a variety of disciplines. As seen in Figure 6, fellows perceived the fellowships program overall as having accomplished this goal, with 86% reporting it "very much" or "extremely" facilitated interdisciplinary knowledge and research.

Figure 6. Fellowships Facilitated Interdisciplinary Knowledge and Connections (*n* = 93)

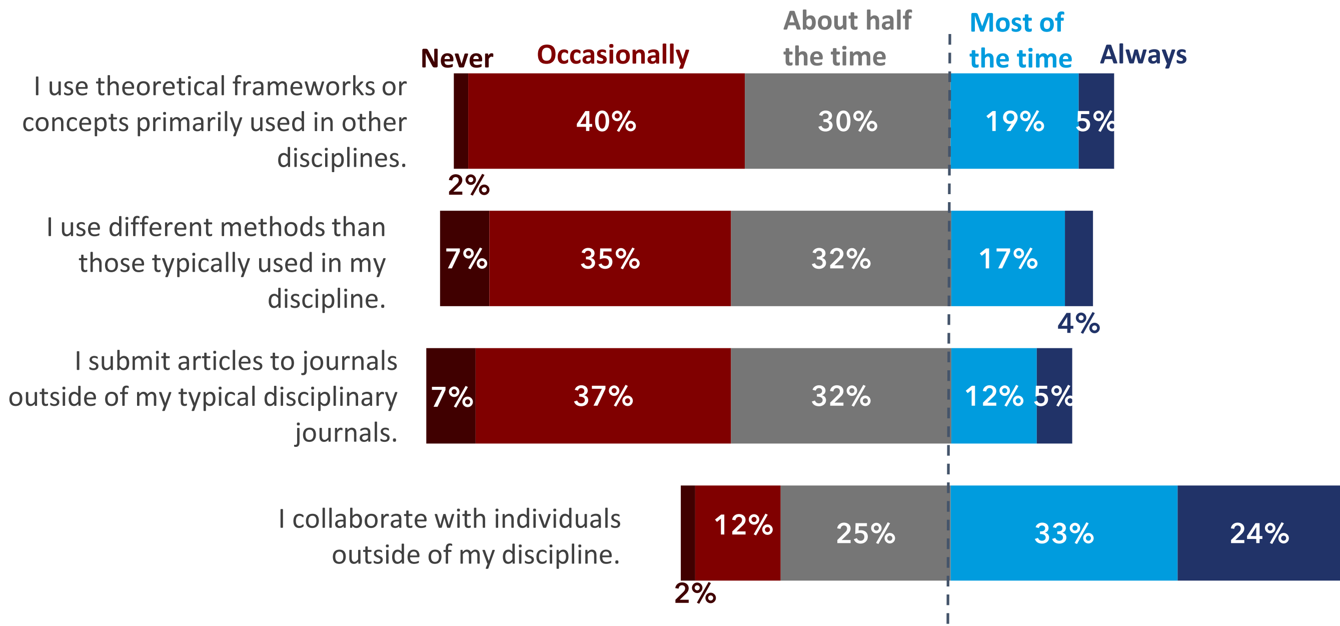
We asked fellows what aspects of the program successfully facilitated interdisciplinary knowledge and connections. As shown in Figure 7, 86% of respondents reported that interacting with fellows from different disciplines drove interdisciplinary knowledge and research. Presenters or the topics addressed at annual meetings helped facilitate this goal "very much" or "extremely" for 71% of fellows, and 68% said small groups helped facilitate this goal. There were no differences between subgroups.

Figure 7. Strategies for Facilitating Interdisciplinary Knowledge (*n* = 93)



We examined how fellows currently interact with individuals and information from disparate disciplines (see Figure 8). More than 80% of fellows who responded to the survey said they collaborate with others outside their discipline in at least half of their collaborative ventures. Fifty-four percent of survey respondents said they use theoretical frameworks from disciplines different than their own at least half the time, and 53% of survey respondents reported using methods outside of their discipline at least half the time. Furthermore, a full 92% of respondents said they submit to journals outside their typical disciplinary journals at least occasionally. Very few respondents reported never engaging in these activities.

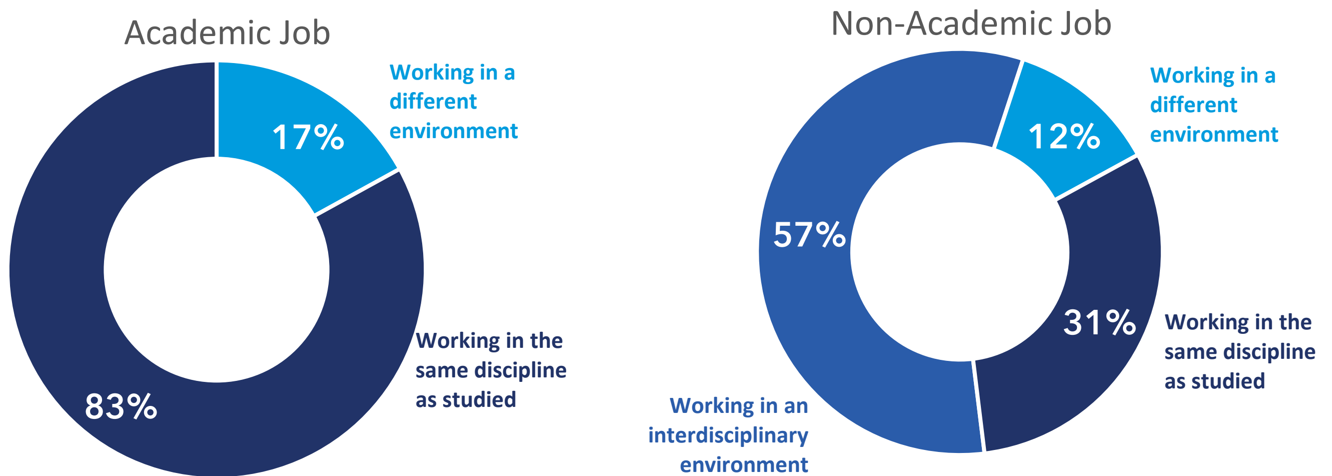
Figure 8. Interdisciplinary Actions (n = 93)



When we looked at group differences in interdisciplinary actions, the only significant differences were that first-generation college students were more likely to submit articles to journals outside of their discipline more often than non-first-generation college students, χ^2 (4, N = 89) = 15.51, p = .004. First-generation college students were also more likely to use theoretical frameworks or concepts primarily used in other disciplines more often, χ^2 (4, N = 91) = 14.10, p = .007.

We asked fellows whether they work in a department outside of their discipline (see Figure 9). A minority (17%) of respondents working in academia indicated that they are working in a different discipline than the one they studied. For those in a nonacademic workplace, 12% reported working in a setting rooted in a discipline other than their own. In comparison, a national sample of PhDs in social sciences showed 13% working in academia and 24% working in non-profit, government, or business work outside their discipline (Nerad et al., 2007).

Figure 9. Fellows' Current Work Environment Compared to Discipline of Study (n = 90)



We wanted to understand whether interdisciplinary collaborations, using methods or concepts from other disciplines, or working outside of typical disciplinary settings was common for the fellows' peers or colleagues. When asked how innovative interdisciplinary work is in their field, over half (53%) of survey respondents said it was somewhat innovative, and another 20% said it was "very much" or "extremely" innovative (see Figure 10). In other words, child well-being researchers in their field rarely conduct interdisciplinary work. Only 2% reported it was not innovative at all, meaning that interdisciplinary work was commonly conducted by child well-being researchers in their setting. When comparing how innovative their work was compared to their colleagues' work, 79% of survey respondents believed their work was slightly to much more innovative, indicating that interdisciplinary work is still not the norm in most settings (see Figure 11).

Figure 10. Level of Interdisciplinary Innovation in Fellows' Professional Setting (*n* = 90)

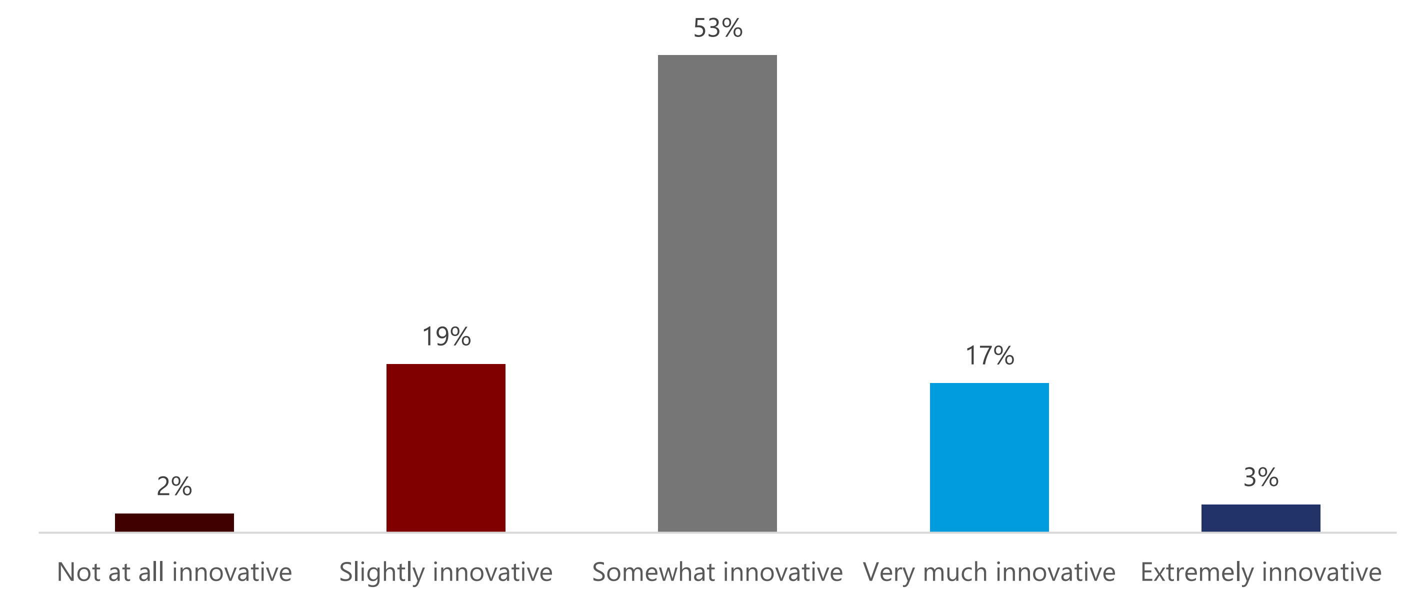
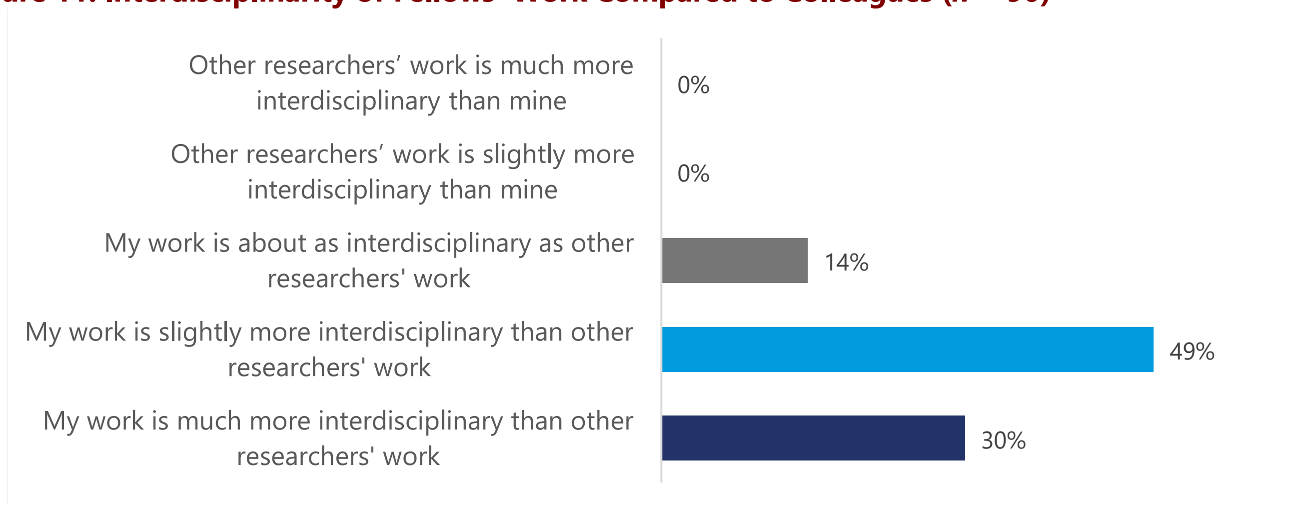


Figure 11. Interdisciplinarity of Fellows' Work Compared to Colleagues (*n* = 90)



When we looked at subgroups of fellows, White fellows were more likely to report that their work is more interdisciplinary than their peers compared to fellows who identified as Black, Asian, Hispanic, Multiracial, or another race, χ^2 (N = 87) = 7.76, p = .021.

We asked fellows to comment on the fellowships' role in their level of interdisciplinary research. One fellow described how the fellowship introduced them to interdisciplinary work, which they still engage in today:

> **The fellowship absolutely was my first introduction to interdisciplinary work. I am much more aware of other disciplines; I follow researchers' work from other disciplines; I read different journals and incorporate ideas into my research. I am also very excited to collaborate with folks from different disciplines.**

One fellow mentioned the small group project and its influence on their work:

> **The small group project was my first experience of true interdisciplinary work and I have kept it up since then.**

Another fellow commented on how the Doris Duke Fellowships created an environment of disciplinary neutrality:

> **The philosophy engendered by the fellowship was quite unique in that it provided a space for the fellows across the different disciplines to engage in these conversations without feeling like one disciplinary perspective was "better" than the other.**

Another fellow stated that the interdisciplinary nature of the fellowships was a key strength:

> **The opportunity to work with fellows in other disciplines is one of the greatest strengths of the fellowships. Despite coming from an interdisciplinary program, I mostly worked with others within my program, and not with others from other fields.**

Finally, one fellow described how their perspective shifted to be more interdisciplinary:

> **Interdisciplinary work now underscores the way I think about problems, my willingness to collaborate with others, and underlies my commitment to keep from existing in a siloed approach.**

Interdisciplinary Knowledge and Research Summary

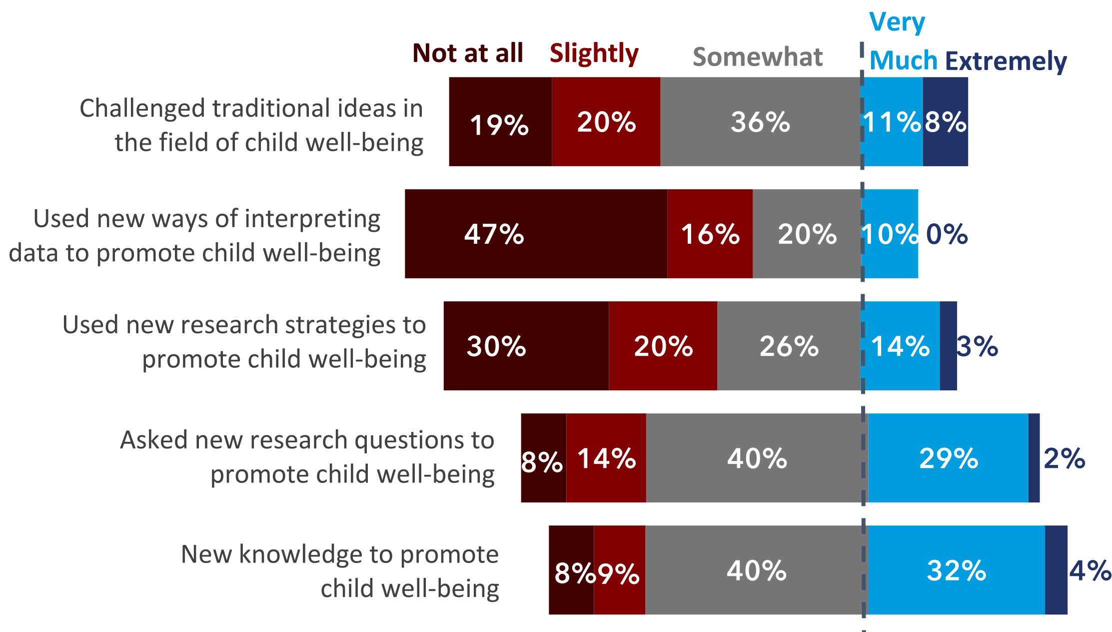
Survey respondents overwhelmingly attribute the Doris Duke Fellowships as a factor in their interdisciplinary knowledge and research activities. They credit their interactions with fellows studying different disciplines as the driving force behind that, as well as having presenters from diverse disciplines at meetings and engaging with others in their small groups. Although most fellows work in departments within their disciplines, they report having high levels of interdisciplinary collaborations with researchers outside of their discipline. Finally, fellows explain that engaging in interdisciplinary work (collaborations, methods, theoretical frameworks) is still somewhat innovative in their field.

Goal: Creating New Knowledge, Strategies, and Methods

The Doris Duke Fellowships was founded on the hope that it could develop new leaders who would think outside of traditional boxes and generate innovative ideas about what could prevent child maltreatment and promote well-being. We asked five questions about the creation of new knowledge in this field (see Figure 12) to understand fellows' perspectives on where things currently stand.

Fellows believe their largest contribution to the field has been new knowledge (38% "very much" or "extremely" believe this), followed closely by the articulation of new research questions (33% indicating "very much" or "extremely"). Challenging traditional ideas in the child well-being field and using new research strategies were cited by 21% and 19% of survey respondents, respectively. Fellows think they've contributed the least to new ways of interpreting data, with only 11% of respondents citing this as a common contribution (and 51% reporting they have not done this at all). There were no significant differences by subgroup.

Figure 12. Innovative Work Contributions (*n* = 91)



We asked respondents to share an example of innovation from their own work and they wrote myriad responses, shared below.[7]

Examples: New Knowledge

- Developing new research models to include people with lived experience in evidence generation and system change.
- Development and dissemination of measurement toolkits to help foster care systems measure quality improvement initiatives.
- Focusing on how to increase families' access to public benefits and those benefits' impact on child maltreatment.

[7] These examples are not direct quotes, as we summarized or edited responses to maintain privacy.

Examples: New Research Questions

- Using implementation science to focus on prevention and intervention services for children and families exposed to trauma.
- Asking more nuanced, process-oriented research questions within child welfare based on a framework drawing from educational psychology and developmental science.
- Flipping the traditional focus on child protective services as simply a response to child maltreatment and thinking about the impact of this intervention on families and how they engage with institutions.
- Running the first randomized controlled trial testing the effects of Reflective Practice and Supervision in early care and education settings.
- Taking a new approach to promoting child well-being by focusing on child welfare workforce well-being; focusing on teamwork among child maltreatment professionals and ways to improve teamwork.

Examples: Challenging Traditional Ideas

- Focusing on the causal connection between poverty and child neglect rather than parenting practices or mental health.
- Seeking to change mindsets around how leaders believe people with lived experience can participate as skilled experts.
- Critiquing prevailing ways risk is assessed and working to recenter structural components as essential to well-being.
- Introducing frameworks for understanding learning-related processes from educational psychology into child well-being to challenge traditional ideas that most of children's challenges due to adversity are solely in the realm of mental health; shifting the perspective from schools merely being sites for intervention designs or sources of Child Protective Services reports to being sites that help children thrive.
- Challenging traditional ideas around evidence-based practice in the field of child welfare by laying out standards of causal inference and applying meta-analysis to look across domains of well-being to gauge effectiveness of programs and services.
- Striving to hold the child welfare system accountable first and families accountable second.

Examples: New Research Strategies

- Conducting research with, by, and for people with lived experience.
- Drawing on mobile phone data.
- Developing a novel mixed-design research strategy that allows a population-based longitudinal assessment of child well-being and explores multiple outcomes, including racial disparities.

Examples: New Data Interpretation Strategies

- Partnering with community members on data interpretation.
- Making enhanced efforts to share data across systems to better understand earlier and longer-term predictors of well-being.
- Using data visualization and how to present data in a way that engages policy makers, practitioners, and lay audiences.
- Focus on dismantling white supremacist interpretations of findings.

Innovation Summary

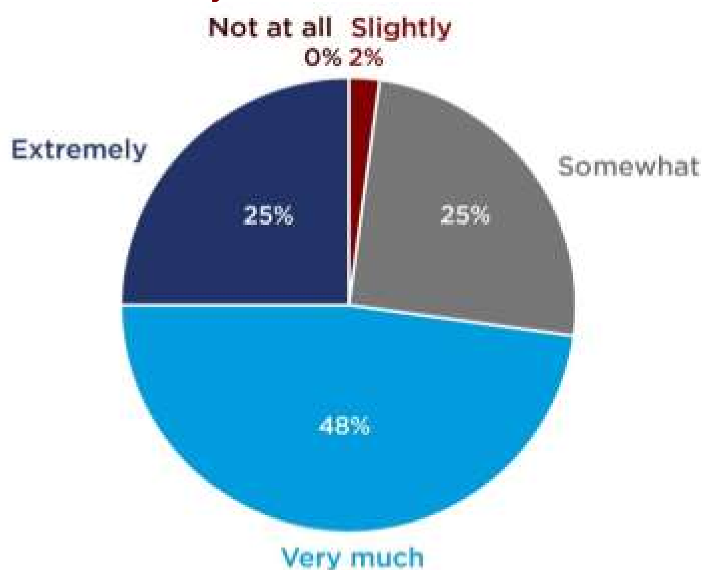
Fellows clearly believe that they are generating new knowledge and innovative thinking around child well-being research. They provided numerous concrete examples of ways their nontraditional thinking is moving the field forward, such as including people with lived experience, looking closely at structural factors rather than only individual-level factors, fighting racist underpinnings of research, and considering ways to hold child welfare providers accountable for their impact on families.

Goal: Improving Visibility of the Field

We asked fellows about their perceptions of whether the fellowships successfully promoted the visibility of the child abuse prevention field. It is important to note that when the fellowships began, they were the "Doris Duke Fellowships for the Prevention of Child Abuse." In 2012, the name was changed to the "Doris Duke Fellowships for the Promotion of Child Well-Being—seeking innovations to prevent child abuse and neglect." Although prevention remained in the formal title, it was rarely used; this change reflected a broader change in the prevention field to focus more on a strengths-based approach and the promotion of child well-being (Daro, 2012; Daro et al., 2019).

All survey respondents thought that the fellowships elevated the concept of child maltreatment prevention within the child well-being space. In fact, 73% of respondents believed that fellowships increased visibility of the field "extremely" or "very much" (see Figure 13).

Figure 13. Fellowships Increased Visibility of Child Maltreatment Prevention (*n* = 92)

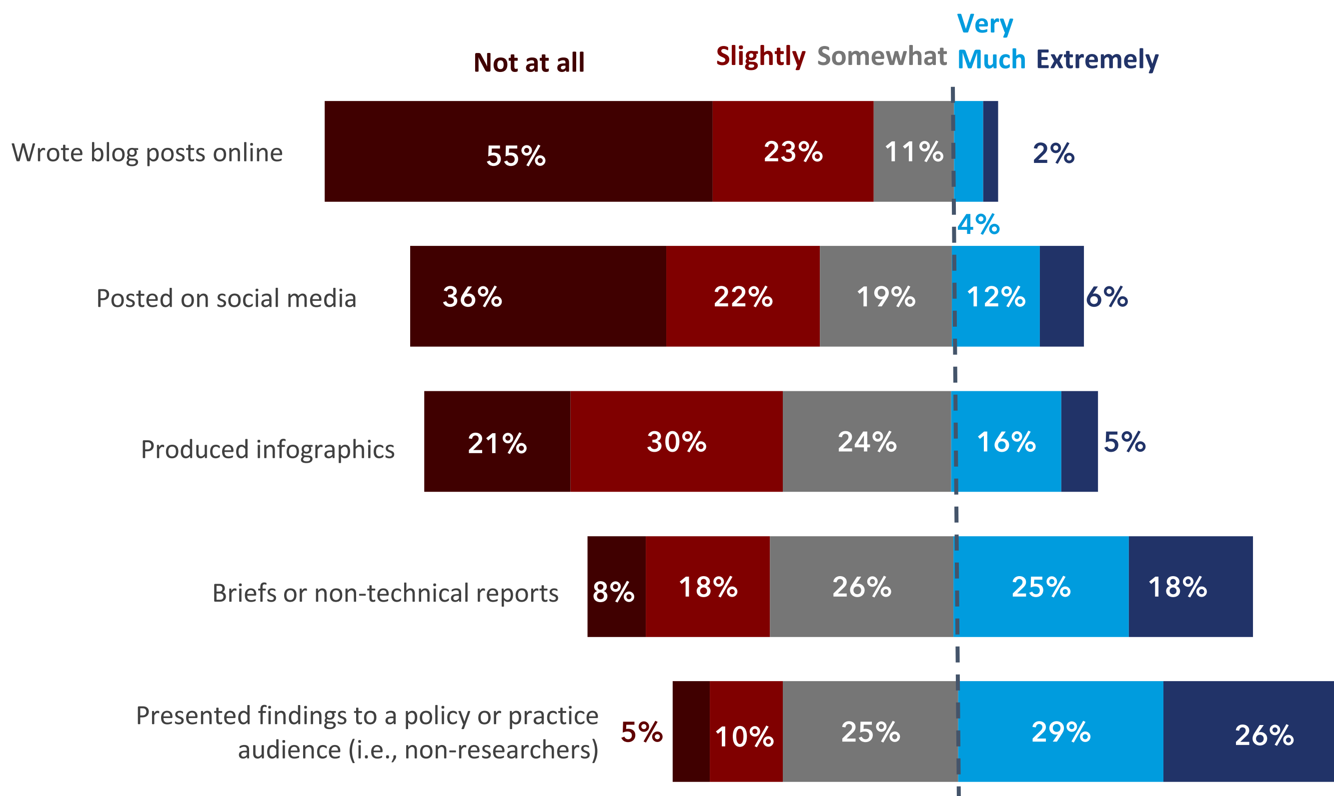


One of the primary strategies to promote the visibility of child maltreatment prevention research is through peer-reviewed, academic articles and the fellows are engaged in disseminating their work through that avenue. However, the Doris Duke Fellowships prioritized the translation and dissemination of research to policy and practice audiences for two reasons. One, it increases the chance that the findings will be incorporated into actual, on-the-ground policy and practice. Two, it increases the visibility of the work (and the fellows) beyond traditional academic circles. In the survey, we asked a series of questions about the dissemination of research to nonresearchers and fellows reported various ways in which this happened (see Figure 14).

Fellows most commonly disseminated research findings by directly presenting findings to a policy or practice audience. More than half of respondents did this for most or all of their projects. The next most

frequent dissemination activity was writing briefs or nontechnical reports. About half of fellows created infographics for more than one of their projects. Less common dissemination activities were posting on social media (although most had done so for at least one project) and writing blog posts online (which more than half of fellows had never done).

Figure 14. Disseminated Strategies and Products (n = 97)



For fellows who reported sharing their findings with a nonresearch audience at least once, we asked them to provide one example of an audience to whom they have presented findings. The types of audiences they listed fell into three groups: practitioners, policymakers (for example, state agencies), and community members.

Two-thirds (66%) of survey respondents have shared their findings with community members or families. Fellows reported that the way they shared these findings most often was through meetings with community program partners or advisory committees, although writing and sharing briefs was also common. Figure 15 shows the top five ways fellows shared their findings with community members and families. An additional 20 dissemination activities were listed but none were endorsed by more than three respondents.

Figure 15. Sharing Findings with Community Members or Families (n = 53)

When asked where they learned how to share findings with community members or families, 27% of fellows (n =14) explained that it was through the fellowships. The other 73% of fellows (n = 37) who responded to this question shared that they learned through a variety of sources (e.g., their doctoral training or training on their current job; research mentors; community members, community advisory committees; webinars; newsletters; data walks; and trial and error).

Visibility Summary

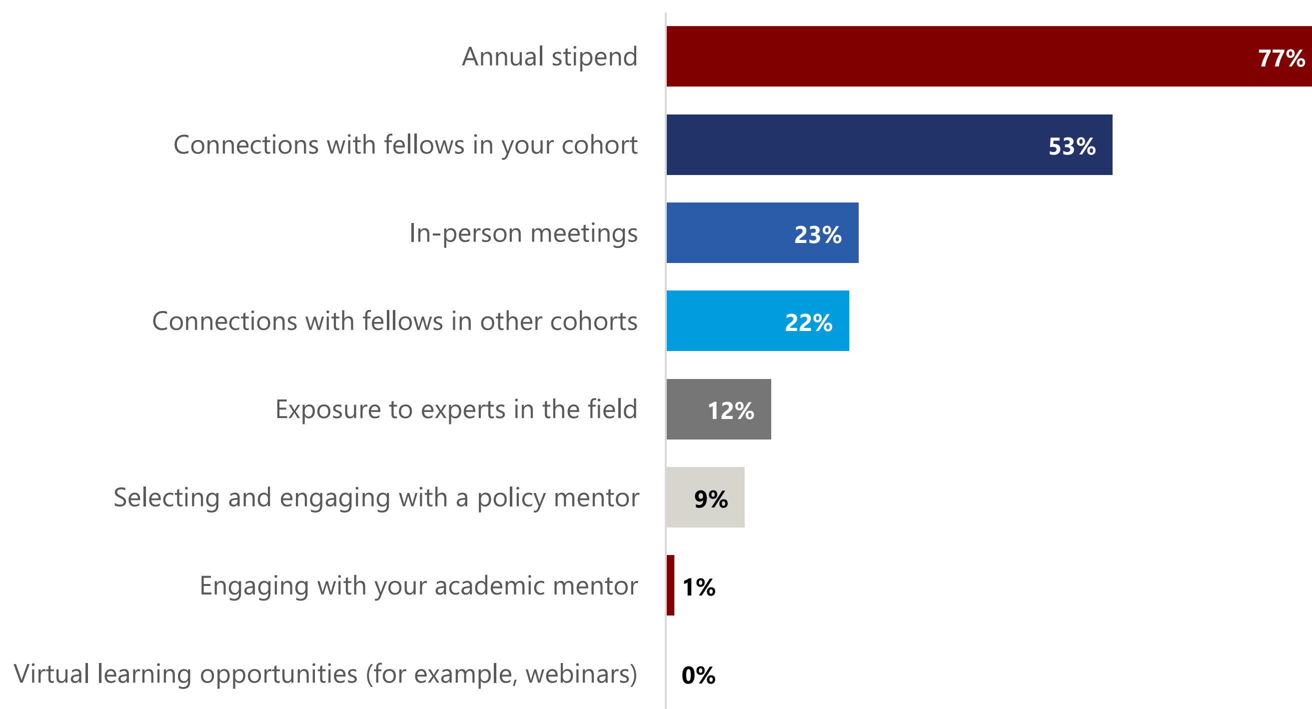
Fellows reported that the Doris Duke Fellowships elevated the concept of child maltreatment prevention within the child well-being space. Translating and disseminating child abuse prevention research to nonresearchers is seen as an important way to increase the visibility of child maltreatment prevention. Fellows translate and disseminate their research for policy audiences and practice audiences, often through presentations and writing briefs or nontechnical reports. Many fellows also share their findings with community members or families.

Findings: Mechanisms for Goal Attainment

To understand which of the program strategies were the most beneficial to fellows and which contributed to attainment of the four program goals, we asked respondents to identify the two most valuable components. As seen in Figure 16, 77% of respondents rated the annual stipend as the most important component. The other top benefit, mentioned by over half of the fellows (53%), was the in-cohort connections made between fellows. An additional 22% reported that out-of-cohort connections were a primary benefit. There were no significant differences between cohorts, by gender identity, racial or ethnic identity, or for first-generation college students.

This fellowship was one of the most instrumental experiences of my entire career. I will be forever grateful for the funding, the network, and the support of everyone involved for helping me be a better researcher trying to make a difference in policy. –Fellow

Figure 16. Beneficial Fellowships Features (*n* = 97)



Financial Stipends

Fellows received an annual stipend of $30,000[8] per year for 2 years to support the completion of their dissertation and participation in the program. Most fellows who responded to the survey used their stipend to pay for daily living expenses (91%); many also used their stipend to pay for professional development activities (62%). Some used the funds for tuition (38%) or research costs (35%), as shown in Figure 17.

Figure 17. Fellow Stipend Use (*n* = 97)

When asked whether receiving the stipend affected the length of time it took to complete their doctorate and launch their career, 63% of respondents said that it did. Most fellows who responded to the follow-up question explained that the stipend allowed them to spend dedicated time each week working on their dissertation rather than having to work those hours at a paid job to support themselves (and their families). Fellows wrote:

> **I would still be writing my dissertation if it weren't for the time that this funding allowed me to focus on my work.**

> **The annual stipend released me from teaching as a PhD student for 2 years. This meant a substantial increase in the amount of time I could devote to research during a crucial time in my early career.**

> **The annual stipend allowed me to focus time and energy on developing and sharing my dissertation project, when my alternative would have been to work to support my family while finding time to complete a dissertation.**

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[8] Cohorts One and Two received $25,000 per year for 2 years; the stipend was increased to $30,000 with Cohort Three.

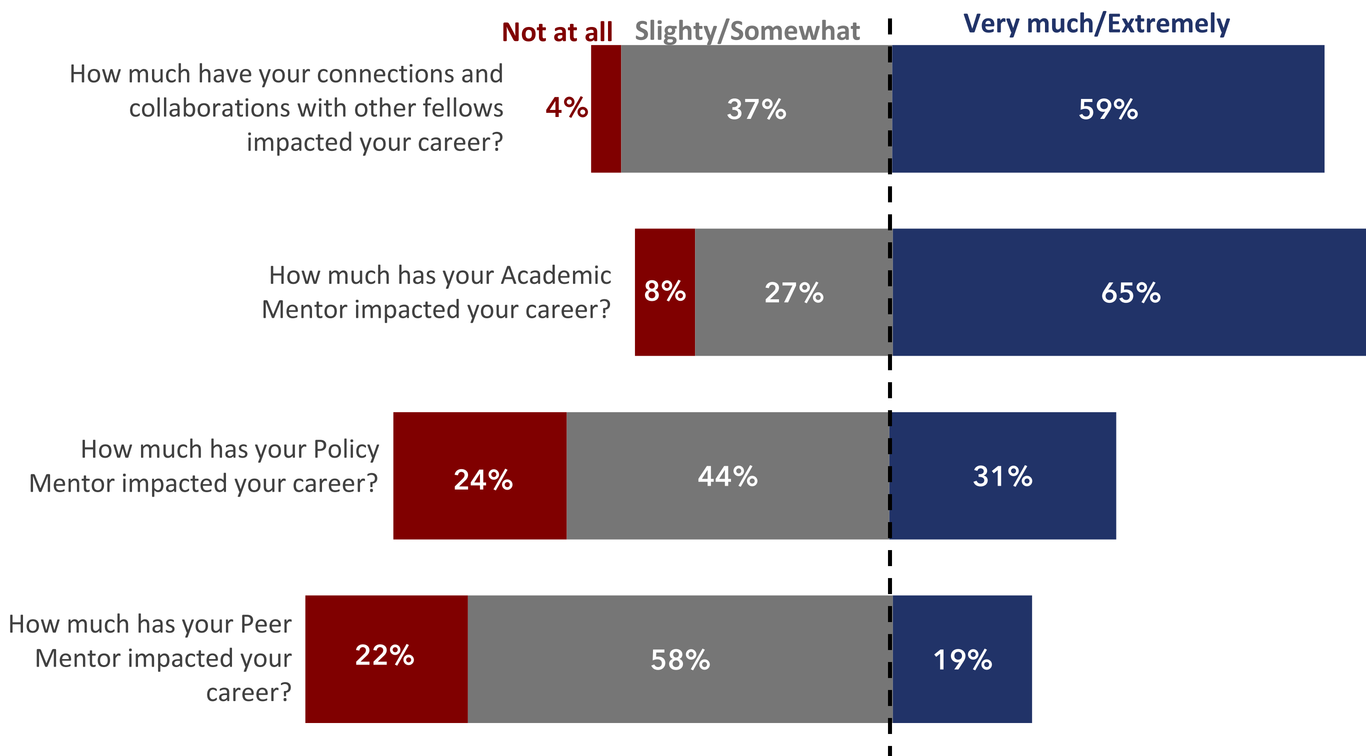
Connections with Fellows and Mentors

During the early years of the fellowships, program staff recognized the importance of the connections between fellows. That was one primary impetus for holding a second in-person meeting each year—the "mid-year meeting." These meetings started in 2013 and were hosted by one of the fellows' universities. Staff began tracking connections in 2013 using the fellows' annual report (required at the end of each of the 2 fellowship years for active fellows), then transitioned to a more sophisticated network survey from 2016 through 2021. A network report was shared each year with fellows. A network survey analysis manuscript was published in 2023, summarizing the findings from these annual surveys and highlighting the critical importance of fellow relationships (Schlecht et al., 2023).

In the current survey, we asked fellows how their connections with fellows and academic, policy, and peer mentors influenced their career. Fellows selected and worked with two mentors—an academic mentor who supported their research and was typically their dissertation chair, and a policy mentor working at a government agency or nonprofit organization who supported the fellow with linking their research to policy and practice. Beginning with Cohort Five, program staff assigned a peer mentor to each active fellows, drawn from volunteers from earlier cohorts.

As Figure 18 illustrates, relationships that were the most influential were those with other fellows (59% reported they "very much" or "extremely" impacted their career) and with their academic mentors (65%), followed by policy mentors (31%) and peer mentors (19%).

Figure 18. Fellowship Connections (*n* = 93)



When asked to provide an example for each connection type, fellows shared numerous responses to illustrate how these connections impacted their careers. Some are included below.

> **The connections I made with fellows in my cohort have persisted and led to several opportunities for collaboration over the years. Now that we are all established outside of our graduate programs, these connections have proven to be invaluable.**

> **Connecting with fellows in my cohort was really helpful for the job market. We discussed job market strategies, reviewed each other's application materials, etc.**

> **The connections I have built with fellows outside of my cohort have been extremely beneficial to my research, the lens I apply to my research, since these fellows are outside of my own academic discipline, and to my career development. For example, one of my strongest collaborators is a Doris Duke Fellow. We have served together as investigators on a [redacted] grant, we have published together, this individual has introduced me to professional organizations and individuals I would have not otherwise known.**

> **The wealth and depth of collaborations over the past decade with fellows have led to such rich and engaging work. I am a totally different scholar because of it and my gratitude is unending. There isn't a week that goes by where I am not working with a fellow on something; I think that is remarkable. They are the first people I reach out to when starting new projects or when I am stuck with something.**

> **I think some of the most meaningful impacts of the fellowship for me are not captured in this survey. One is the ripple effect—other fellows have reached out to me over the years with questions, to share resources, to make connections; I have done the same for other fellows; and now this benefit is accruing to a new generation as we reach out to each other on behalf of our students and make connections to facilitate new collaborations and mentoring relationships.**

> **Almost all my projects now involve Doris Duke fellows. Fellows have done the work that has most influenced me and continues to influence me. There is no possible way to quantify the ways in which the fellowship has impacted my career. Fellows are now among my closest friends and have shared and helped me navigate academia and [redacted], various crises, and losses. I am so grateful to have had this opportunity.**

Connections with Academic Mentors

> **[My academic mentor] demonstrated the value of community engagement and translating research to practice and policy, increased my connections with other researchers, and modeled strong leadership in the field and at her institution.**

> **My academic mentor was very invested in me and my success and led me to believe that I could be a scholar.**

> **My academic mentor is very well connected with leaders in the field. Through her, I was able to participate in a large-scale federally funded study as a coinvestigator for the first time and that project led me to be part of other similar studies.**

> **My academic mentor provided strong training in program evaluation and causal inference methods that are at the core of what I do. I also still am actively working on projects with my academic mentor.**

Connections with Policy Mentors

> **[My policy mentor] was an invaluable resource for helping field my dissertation research, provide agency advocacy for my work, and giving great advice for working in government space.**

> **[Policy mentor] always presented a new perspective to data and the population I was researching, as well as enhanced my community connections which led to more rigorous and trustworthy research and strengthened my translation of research.**

> **My policy mentor was the one who connected me with community stakeholders so that I could execute my dissertation study, which resulted in multiple publications and several awards.**

In-Person Meetings

Twenty-three percent of survey respondents selected in-person meetings as one of the top 2 benefits of the fellowships program. In fact, when asked what suggestions they had for improving the fellowships program (were it to be replicated), five fellows suggested it should incorporate more in-person meetings. The annual fall meeting was held at Chapin Hall and included only the fellows in the two active cohorts at the time of the meeting; all 30 were expected to attend. The “mid-year meeting” was hosted by one of the fellows’ universities; fellows from the two active cohorts were expected to attend (and use their stipend to cover costs) and all fellows were invited (small stipends were offered to help offset travel costs).[9] Agendas included presentations by experts, skills workshops, fellow presentations, and time for networking. Several fellows provided examples of how in-person meetings were beneficial to them.

> **The in-person meetings were great learning opportunities and allowed me to develop connections with other fellows in a way that is not possible when all meetings/opportunities to connect are online. I learned about the field and felt connected to it in ways that inspired and continue to inspire my work.**

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[9] Mid-year meetings were held annually starting in 2013, during Cohort One’s second active fellowships year. They were held in-person each year through 2019; 2020’s meeting was held virtually due to the COVID-19 pandemic.

> **The in-person meetings were the chance to connect with fellows from across the years and were the foundation for multiple papers, conference presentations, friendships, and professional inspirations.**

> **In-person meetings allowed opportunities to network with interdisciplinary researchers focused on the same research area from different perspectives. Connections to early career researchers created a cadre of folks to whom I could reach out to as I progressed in my career, and extended connections to their policy and academic mentors who were more established in the field. My connections and interdisciplinary perspective were strengthened as a result of the in-person meetings which allowed us to connect both formally and informally with fellows and mentors.**

Mechanism Summary

Fellows clearly credit the annual stipend as the program component that was most beneficial to them, with an overwhelming majority using it to pay for daily living expenses while they worked on their dissertation. Furthermore, most fellows said that the stipend helped them finish their doctorate and launch their career faster than they would have otherwise. The connections fellows made with other fellows and their academic mentors were the second-most influential component of the Doris Duke Fellowships, with almost all fellows reporting that these connections had a positive impact on their career. Fellows provided examples of these effects, such as collaborating with other fellows on projects long after their active time as a fellow, guidance on translating research to practice and policy, and support in the job market. Finally, the third most-cited beneficial component was in-person fellowships meetings, which provided a space for learning and networking.

Findings: Diversity, Equity, Inclusion, and Justice

Although the Doris Duke Fellowships were not set up with diversity, equity, inclusion, and justice (DEIJ) as founding principles, we wanted to understand how these principles are understood by the fellows and how the principles influence their work. We also wanted to examine the demographics of the survey respondents in relation to those of all fellows. This survey followed the Doris Duke Fellowships Equity Study that delved deeply into these issues; its findings are reported in four briefs (Brown et al., 2021; Duron et al., 2022; Huang et al., 2023; Joiner-Hill et al., 2021).

Demographically, survey respondents were representative of the 120 fellows. Most respondents were White women (see Table 1 in the Methods section); 20% of respondents identified as racial and ethnic identities of color (that is, Asian, Black, Hispanic, American Indian or Alaskan Native, Middle Eastern or North African, or Native Hawaiian or Other Pacific Islander), which is not statistically different from the proportion of all fellows who identify as a race other than White, χ^2 (1, N = 211) = 0.75, p = .39.[10] We compared this to a national sample of PhD recipients to understand whether the fellows were similar. In a 2017 sample of PhD psychology recipients, 22% were people of color (National Center for Science and Engineering Statistics, 2020), but a greater proportion (48%) of PhD recipients in social work research in 2020 were people of color (Council on Social Work Education, 2021). About three-quarters (between 71% and 77%) of PhDs in psychology or social work research were women between 2017 and 2020 (Council on Social Work Education, 2021; National Center for Science and Engineering Statistics, 2020), while 83% of the fellow survey respondents identified as women.

Table 3. Demographics: Fellows and National Samples of PhD Recipients

	Asian (%)	Black (%)	Hispanic or Latino (%)	White (%)	Another race (%)	Women (%)
Fellows, survey respondents	5.2	5.2	7.2	83.5	2.1	83.7
Fellows, all	4.2	10.0	3.3	71.7	5.8	85.8
Social Work PhDs[a]	12.1	18.7	9.3	51.8	3.9	77.1
Psychology PhDs[b]	6.6	6.8	8.5	72.0	3.9	71.1

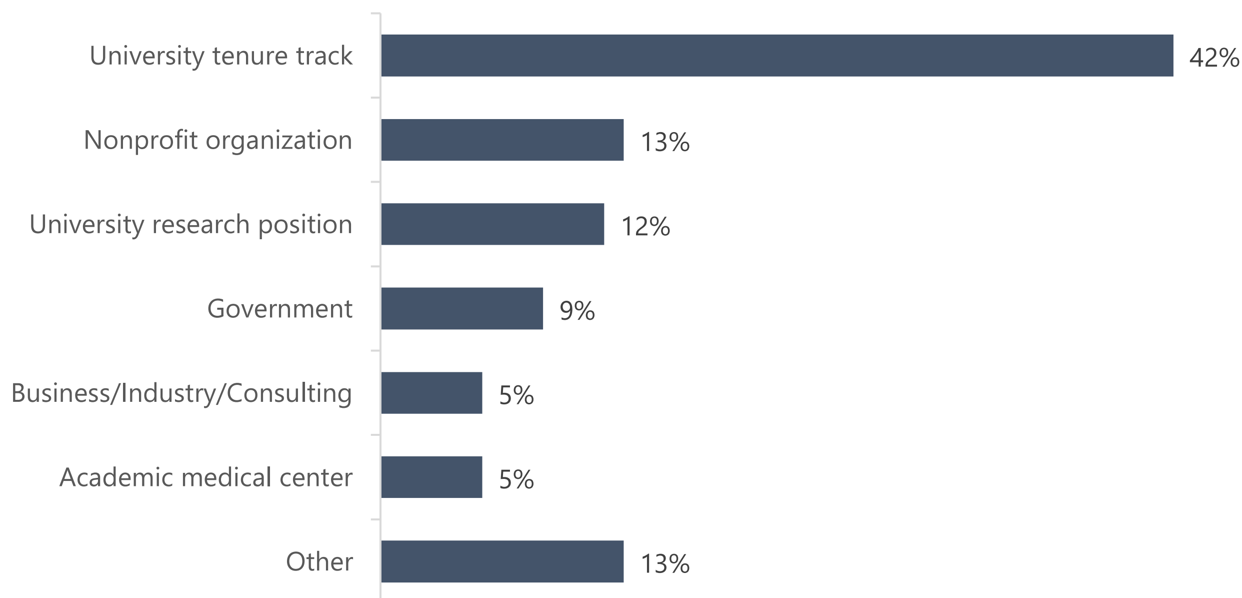
[a] Council on Social Work Education (2021).
[b] National Center for Science and Engineering Statistics (2020).

Fourteen percent of the 91 survey respondents who answered the question reported that they were first-generation college students. Approximately one-third of doctoral recipients identify as first-generation (Hoffer et al., 2003; National Center for Science and Engineering Statistics, 2020); a significantly smaller proportion of survey respondents were first-generation college students compared to the national sample, χ^2 (1, N = 4280) = 11.95, p < .001.[11]

[10] Because the sample sizes of several of the racial and ethnic groups were small, we aggregated the racial and ethnic identities of color to test whether the proportion of fellows of color who responded to the survey was different than the proportion of fellows of color in the fellowship.
[11] The fellowships program did not track generational status, so we are unable to compare to fellows.

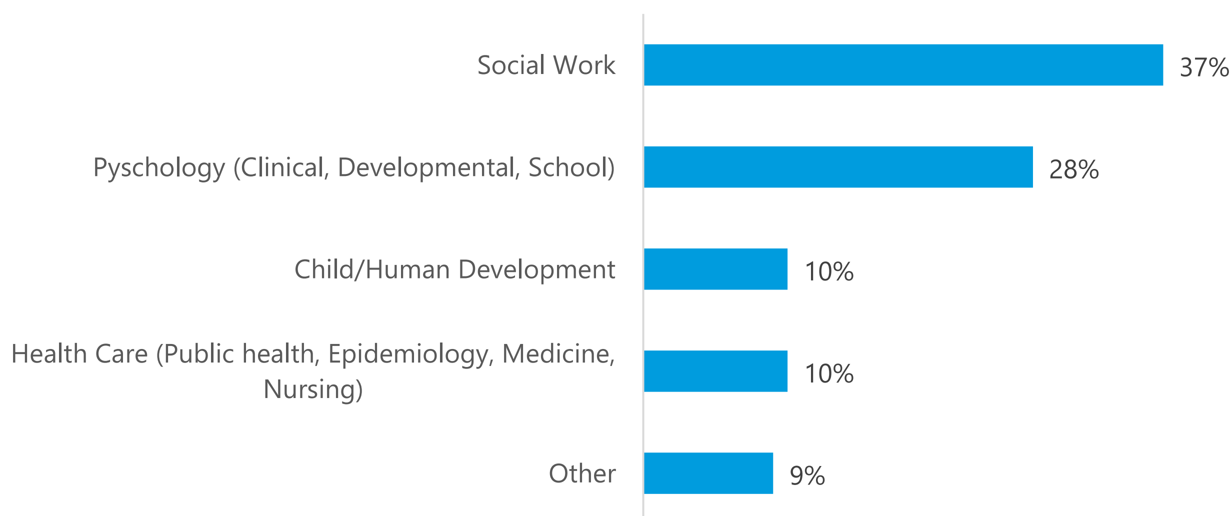
Notably, 99% of the fellows who responded to the survey were employed at the time of the survey. When asked about their current work setting, over half (57%) of the respondents said they work at a university (see Figure 19). The most common job was a university tenure-track position, and several respondents held research positions in academia. In addition, 27% worked in business, nonprofit organizations, or government, which is a greater proportion of "applied" jobs than is typical for PhDs in social sciences. According to a national survey of PhDs in social sciences, 19% worked in business, government, or nonprofit sectors, while 81% worked in academia (Nerad et al., 2007).

Figure 19. Current Work Settings (n = 97)



We asked respondents about the discipline of the setting where they currently work. The most common disciplines represented in fellows' current work settings were social work and psychology, with an additional six disciplines reported by almost one-third of survey respondents (see Figure 20).

Figure 20. Discipline of Current Work Setting (*n* = 92)



In the current survey, we used items adapted from the Racial Equity Self-Assessment for Evaluators (Public Policy Associates, 2015) to understand fellow attitudes about diversity, equity, inclusion, and justice. The assessment is based on four domains: 1) cultural competency of the evaluators and the evaluation process; 2) diversity of the organization's leaders and program staff and cultural alignment between program staff and the population being served; 3) inclusion of community members in the evaluation process; and 4) equitable outcomes for the participants (for example, looking for disparities in program effectiveness among different groups). The scale contained 19 items, and the response scale was from 0 to 100. The scale represents the frequency in which the fellow engaged in these practices or considered these factors in their work. A score of 100 represents doing this 100% of the time, whereas a score of 0 means they have not done this at all. Scores are listed in Table 4.

Overall, fellows scored a mean of 71.7, indicating that they engaged in these practices using a racial equity lens about 72% of the time (M = 71.7, SD = 12.9). The highest rated items indicate that fellows most often look for disparities in access to program services (M = 82.5, SD = 15.0) and disparities in program effectiveness (M = 84.0, SD = 14.3) among different groups when assessing program outcomes. Other highly rated items were disaggregating outcome data along demographic lines during analysis to identify and assess the extent of differential impacts of the program (M = 81.7, SD = 18.9) and paying attention to the similarities and differences of life experiences between the evaluation team and members of the target population and consider how those dynamics might impact the evaluation (M = 80.9, SD = 15.9).
The two activities in which fellows participated least often were engaging community members in defining criteria for "success" when designing evaluations (M = 58.5, SD = 23.7) and looking for indicators of "change" in power relationships or institutional relationships when assessing program outcomes (M = 53.7, SD = 27.3).

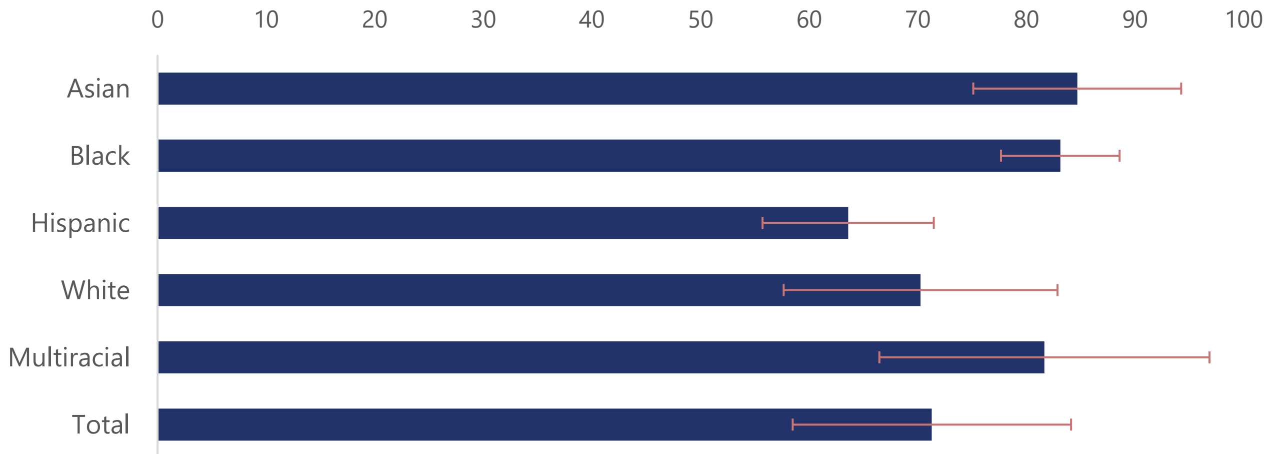
Table 4. Culturally Responsive Evaluation (*n* = 89)

	Mean	SD
1. When designing and conducting evaluations, I engage community members (or the population being studied) in…		
a. formulating the research questions.	65.8	22.7
b. creating and/or tailoring culturally responsive data-collection instruments (i.e., interview protocols, surveys, etc.) to ensure appropriateness for the culture(s) of the people of whom the questions are being asked.	68.2	23.3
c. defining criteria for "success."	58.5	23.7
d. interpreting data and informing analysis.	63.3	26.2
e. disseminating and applying findings to the community.	72.9	20.0
2. I pay attention to the similarities and differences of life experiences between the evaluation team and members of the target population and consider how those dynamics might impact the evaluation.	80.9	15.9
3. In analyzing and interpreting outcome data, I disaggregate data along demographic lines to identify and assess the extent of differential impacts of the program (if possible while maintaining confidentiality).	81.7	18.9
4. In assessing program outcomes, I look for…		
a. disparities in access to program services among different groups represented in the target population.	82.5	15.0
b. disparities in program effectiveness among different groups.	84.0	14.3
c. any unintended consequences of program activities due to cultural or racial/ethnic issues/context.	74.8	19.3
d. indications of potential impact (positive or negative) on issues of diversity, inclusion, and equity within the broader community in which the program operates.	72.4	22.3
e. whether the most "in need" community group was served equitably.	73.9	17.3
f. indicators of "change" in power relationship, institutional relationships.	53.7	27.3
g. indicators of positive/negative impacts on priority population and the community being served.	72.3	21.4
h. indicators of system-wide changes attributable to this program	62.9	21.8
5. In designing data-collection and analysis plans for answering questions about how a program/initiative/service was implemented, I pay attention to…		
a. diversity (including demographics and cultural background) of program staff.	79.1	15.9
b. community context and dynamics, makeup of the community, and tension along cultural lines.	75.2	18.8
6. For process evaluations, I assess whether there are differences in how services are delivered based on the group identities of recipients.	73.0	21.0
7. For process evaluations, I assess the extent to which community stakeholders were actively involved in the planning and implementation of program activities	70.7	24.2

Note: Items adapted from *Racial Equity Self-Assessment for Evaluators* (Public Policy Associates, 2015).

There was a significant difference in total assessment scores by fellows' race and ethnicity, $F(4) = 3.17$, $p = .018$. Fellows who identified as Asian, Black, or Multiracial reported engaging in practices incorporating DEIJ in their research more frequently than White and Hispanic fellows (see Figure 21).

Figure 21. DEIJ Scores by Race and Ethnicity (*n* = 87)



Note: The DEIJ scale contained 19 items, and the response scale was from 0 (have not done this at all) to 100 (do this 100% of the time). Blue bars represent mean scores for each racial and ethnic group of fellows, and lines represent the standard deviation.

We asked survey respondents what changes they would have made to the program and fellows shared several suggestions. One suggested change was to prioritize DEIJ principles in concrete ways in the program. Another change was to articulate diversity in more inclusive ways, in addition to anti-Black racism (for example, disabilities, language, gender). The last suggestion was to improve racial and ethnic diversity overall in the fellowships program, including fellows, staff, and meeting presenters. The Doris Duke Fellowships Equity Study briefs (Brown et al., 2021; Duron et al., 2022; Huang et al., 2023; Joiner-Hill et al., 2021) contain numerous in-depth recommendations for how the program could have prioritized DEIJ more thoroughly.[12]

Diversity, Equity, Inclusion, and Justice Summary

Survey respondents were representative of all fellows when looking at race, ethnicity, and gender identity. Two demographic characteristics stand out when comparing the fellows to national samples of psychology and social work PhD recipients: the fellows had a higher proportion of White women than would be expected, and more fellows were employed soon after earning their doctorate than would be expected.[13] On the Racial Equity Self-Assessment for Evaluators, survey respondents scored a mean of 71.7, which indicates they engaged in their work through a racial equity lens almost three-quarters of the time. Asian, Black, and Multiracial survey respondents scored higher on the assessment than White and Hispanic respondents. Based on the assessment scores, fellows are using a racial equity lens more often when examining disparities in service access and service effects.

[12] For a description of the Doris Duke Fellowships Equity Study, see https://www.chapinhall.org/project/doris-duke-equity-study/

[13] For a thorough analysis of the fellows' demographic characteristics, see Huang et al., 2023.

Conclusion

The Doris Duke Fellowships for the Promotion of Child Well-Being began in 2010 and ended in 2020. The Doris Duke Foundation made a substantial investment in the idea that this type of program could create new leaders, elevate interdisciplinary work, generate innovative thinking about child well-being, and increase the visibility of prevention-focused research. The earliest cohorts of fellows finished their doctorates in 2013; they, and their colleagues from later cohorts, are changing the landscape of child well-being research. The Doris Duke Fellows are leaders in their universities and institutions. They are working collaboratively with colleagues from other disciplines by conducting joint research projects, sharing methods and theory across disciplinary boundaries, and publishing their work for members of other disciplines to read. Fellows are pushing the boundaries of traditional knowledge—challenging ideas about accountability, systemic oppression, "expertise" in research, and how family support systems work—as they ask new research questions and explore different ways of doing this work. Lastly, Doris Duke Fellows have elevated the very idea of prevention, advancing the idea that preventing child maltreatment (at an individual, community, or societal level) is worthy of serious, rigorous, and thoughtful scholarly investigation. In essence, these survey results suggest that the Doris Duke Fellowships reached its four primary goals.

The financial support provided through the program was credited as the most important mechanism for success, followed by the connections with other fellows and their mentors. The amount provided ($30,000 per year) allowed fellows more time to focus on completing their dissertation, which made a substantial difference to most fellows. An unanswered question we have is the relative difference the money made compared to the connections created. It is possible that neither factor would have had as large of an effect without the other, although we are unable to determine that.

Principles of diversity, equity, inclusion, and justice were not formal components of the fellowships program, yet fellows reported reflecting many of those principles in their work and in their institutions. We did not delve deeply into these issues in this survey because of the previously completed Doris Duke Fellowships Equity Study, but we wanted to understand fellows' perceptions of how their current work reflected DEIJ principles. We were encouraged by the overall self-assessment scores but discouraged by the racial disparities in the frequency with which these principles are being used in fellows' research.

Fellows shared overwhelmingly positive experiences and described myriad benefits of the Doris Duke Fellowships. They expressed gratitude for the program and described it with phrases such as "an amazing early career development opportunity," "a career-changing program," and "absolutely perfect preparation" for their subsequent career. Some fellows commented on how it affected them more than professionally. Comments illustrating this included "the fellowship was such an important part of my life" and "this opportunity changed my life."

I'm so grateful for this experience, and I'm eager to continue sharing experiences and lessons learned during my time in the fellowships with the next generation of research/practice/policy change-makers. I am also excited to continue seeing the evolution of the network and the collective change they will promote for the purpose of promoting child and family well-being! —Fellow

When asked, at the end of the survey, if there was "anything else you would like to share," 27 fellows wrote

final comments about their experiences in the program, all of them positive. We coded the responses and display the topics and themes in the comments in Figure 22.

Figure 22. Survey Comments Summary (*n* = 27)

While this evaluation did not have a comparison group and we cannot draw conclusions about the impact of the Doris Duke Fellowships, the fellows attribute participation in the program for much of their success. They believe the opportunities offered through the program shaped their research, career, and lives. The vision of the Doris Duke Fellowships' founder was to use rigorous, innovative, and thoughtful research to shape a world where all children and families thrive. Fellows clearly believe that their work is making meaningful progress toward making that vision a reality. It was an innovative program, supported by a substantial investment from the Doris Duke Foundation, that led to the development of interdisciplinary, innovative, generous leaders engaged in action-oriented child well-being research.

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