

**The Power of Connections:  
Creating a Network  
of Emerging Scholars  
to Spark Innovation**

OCTOBER 2018

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Doris Duke Fellowships for the Promotion of Child Well-Being  
Chapin Hall at the University of Chicago

## TABLE OF CONTENTS:

### How We Achieve Success

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**SELECTING HIGH QUALITY FELLOWS:** 4-5

Doris Duke Fellows complete their dissertation and move into meaningful jobs committed to the child well-being field

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**CREATING A STRONG NETWORK:** 6-11

Doris Duke Fellows are diverse in discipline and location with high levels of interaction

---

**IMPACTING THE FIELD:** 12-15

Doris Duke Fellows are change agents in their environments and the broader field

---

**OPERATIONAL DECISIONS MATTER:** 16-18

Invest time and money for maximum success

---

**DORIS DUKE FELLOWS:** 19-23

List of fellows and their institution and location

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## LETTER FROM THE FELLOWSHIPS CHAIR

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The *Doris Duke Fellowships for the Promotion of Child Well-Being*—seeking innovations to prevent child abuse and neglect rests on two core ideas—that learning is best accomplished in interdisciplinary groups and that carefully crafted research can improve public policy and practice. Preventing child maltreatment and promoting optimal child development requires new thinking. It requires an openness to using empirical evidence when discerning among diverse practice and policy alternatives.

How do we do our work?

First, we enroll **smart, accomplished scholars** completing their dissertation work. We seek inquisitive individuals with an interest in applied research and serving as leaders in their respective fields. Our fellows embody the human and intellectual capital essential to maintain the sustained commitment necessary to measurably influence policy and practice.

Second, we build **individual cohorts of like-minded scholars** who use research to improve the lives of children through direct service and systemic reforms. They buy into the idea of **interdisciplinary practice**—they look over the fence and learn from others in different disciplines or who are examining different issues.

Third, we strengthen individual fellow and cohort performance by **forming a learning network** and fostering strong interdisciplinary thinking and product development. We provide opportunities for fellows to meet both in-person and virtually and encourage them to co-create written products and collectively share their ideas in public forums. We instill in them an appreciation for the power of learning with others.

Finally, we launch them in their careers with the tools to make change—the fellows boast a **nearly perfect doctoral completion rate and go on to obtain employment in the field**. Once in their new setting, these fellows flourish, both individually and by working in partnership with their peers, tackling prevention challenges and fostering innovations across disciplines and geographic boundaries.

This report details our methods and provides evidence on how our program is succeeding in this space. Along the way, we have learned how to better support the fellows and have modeled the importance of applying a mindset of continuous quality improvement to any initiative. Our fellows continue to share their ideas with each other and with new colleagues at work. They are sustaining and expanding program impacts through individual acts within their own sphere of influence.

The Doris Duke Charitable Foundation is shaping the prevention field by investing in the next generation of scholars and leaders. We believe this investment has made a measurable difference in the fellows themselves and in demonstrating how others might approach and influence policy and practice. This is an investment that will keep on giving. We are honored to be involved in this work.

*Deborah Daro*

Deborah Daro, Ph.D.  
Chair, Doris Duke Fellowships for the Promotion of Child Well-Being  
Senior Research Fellow, Chapin Hall at the University of Chicago

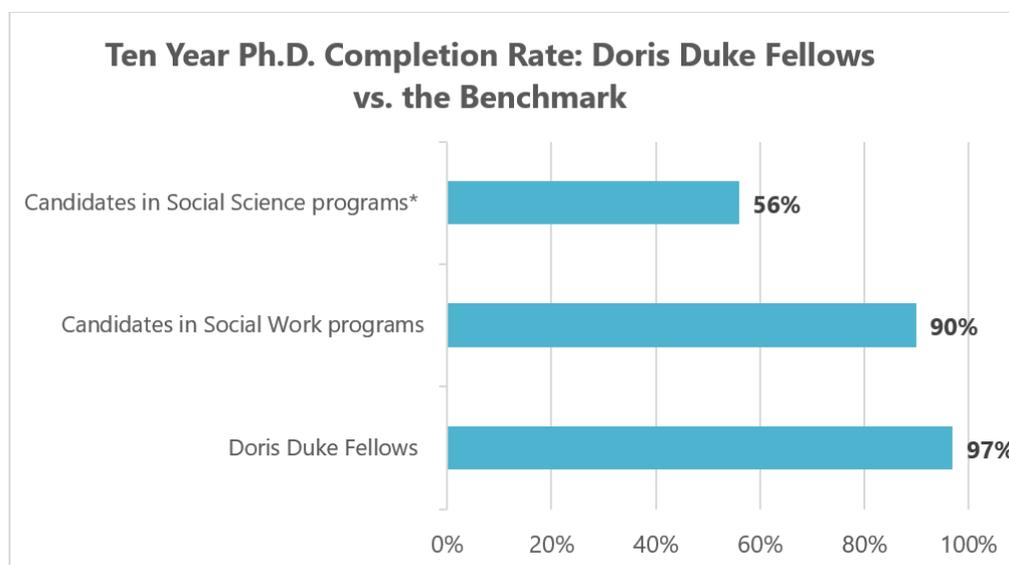
## SELECTING HIGH QUALITY FELLOWS

From the onset, the most essential component for ensuring the program's success has been the quality of the fellows themselves. Over and above the obvious criteria of solid scholarship and productivity, fellow selection has carried the added burden of identifying those holding promise in the area of leadership. At its core, the initiative seeks fellows with human and intellectual capital who will make the type of sustained commitment to the field necessary to truly influence its trajectory.

According to the 2008 Ph.D. Completion Project,<sup>1</sup> the ten year completion rate for Ph.D. candidates is 56% in the social sciences, which includes Psychology (65%), Economics (52%), and Sociology (45%). Additionally, the Council on Social Work Education reported 90% of Ph.D. candidates obtained their degree within ten years in 2015 (out of 298 individuals at 63 programs).<sup>2</sup> While the Doris Duke Fellows enjoy a diversity of disciplines with varying completion requirements, the majority entered the program as candidates in a social science discipline and nearly all of the 75 graduate fellows completed their doctorate in well under 10 years (Cohort One Fellows are just hitting the 10 year mark).<sup>3</sup>

*"The Doris Duke Fellowships'...support enabled me to focus on my Ph.D. program, and if not for the fellowships, I would not have graduated in four years."*

-Cohort Five Fellow



\*Includes candidates in Psychology, Economics, Sociology, Anthropology and Political Science

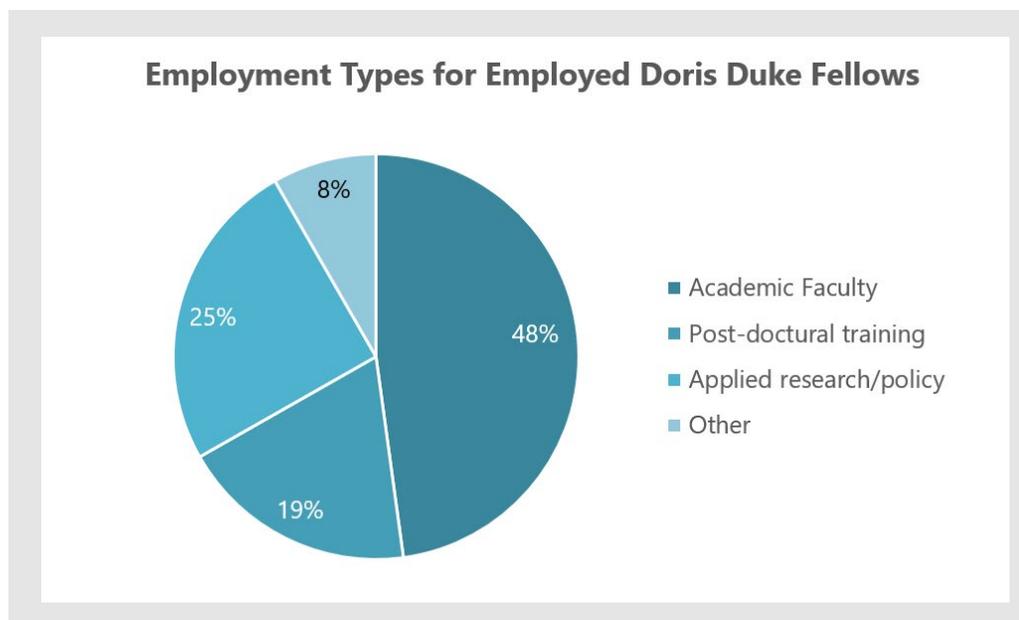
<sup>1</sup>Sowell, R. (2008, March). *Ph.D. completion and attrition: Analysis of baseline data*. Presentation at the CGS/NSF Workshop, "A Fresh Look at Ph.D. Education," Washington, DC.

<sup>2</sup>The Council on Social Work Education. (2016). *2015 Annual Statistics on Social Work Education in the United States*. CSWE: Alexandria, VA.

<sup>3</sup>Out of the 75 fellows who were out of the fellowships as of June 2018.

## SELECTING HIGH QUALITY FELLOWS

Nearly all 75 former fellows (as of June 2018) secured notable jobs in diverse settings in the child well-being field. Seventy-two out of 75 fellows (96%) who completed the fellowships successfully defended their dissertation, and another two (3%) are still in school finishing their dissertation. Seventy-three fellows are out of school and working, with nearly half (35, or 48%) in academic faculty positions at universities around the country, 14 (19%) in a post-doctoral training program, and 18 (25%) working full time in applied research or policy positions in a variety of settings. Three of the six others are clinicians. The fellows' collective expertise in the field is spanning the country in research, academic, clinical, and other roles, serving to expand the visibility of the field across many domains.



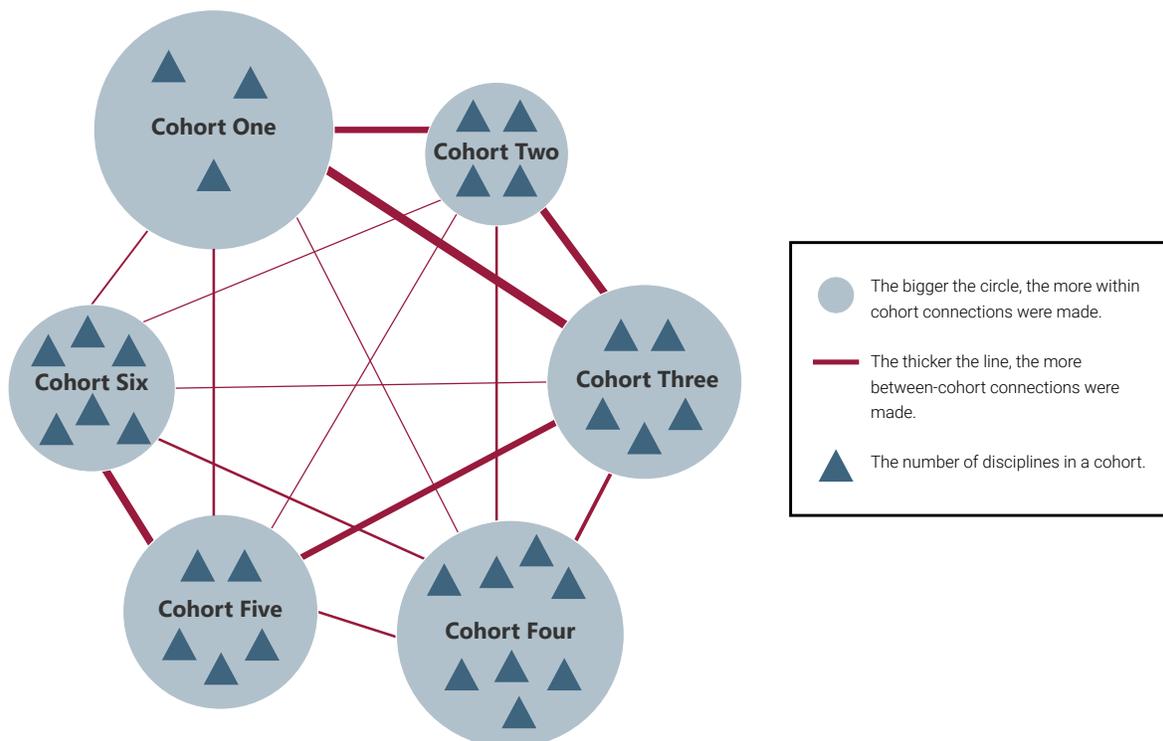
Doris Duke Fellows are dedicated researchers committed to completing their dissertations efficiently and obtaining positions with high potential to influence policy. The rate of doctoral completion, coupled with entering jobs in diverse settings upon completion, implies a workforce ready to create new knowledge and innovative strategies to improve child well-being.

## CREATING A STRONG NETWORK

Creating a network through a peer learning model is key to the fellowships' success. As demonstrated in annual network analyses, the network is strong, supported by relationships that extend beyond the fellowships period. While there is variation in the intensity of interactions across cohorts, we have identified only a handful of fellows who are not connected in one way or another with this learning collaborative. Strategies to strengthen the network develop and evolve over time—interdisciplinary small groups within each cohort must develop a work product during their time as a fellow, a peer-to-peer mentoring group was established to encourage cross-cohort engagements, and a sustained network of alumni fellows with an annual in-person meeting open to all fellows are some of the central strategies the peer learning model has implemented.

*"The fellowships gave me an interdisciplinary peer group that I collaborate with; more than half of my work involves at least one fellow."*

-Cohort One Fellow



### Strength of the Network

The majority of fellows—from the very first cohort to the most recent—frequently engage with fellows from multiple cohorts. Over time, the number of cross-cohort interactions has increased due in part to the opportunities the fellowships has provided to link current with graduated fellows. And these connections are strong—of all fellow-to-fellow interactions reported in the most recent network analyses, 44% were rated high quality.<sup>4</sup>

<sup>4</sup> Schlecht, C., & Daro, D. (2018). Doris Duke Fellowships for the Promotion of Child Well-Being: Network Analysis 2016–2017. Chicago, IL: Chapin Hall at the University of Chicago.

## CREATING A STRONG NETWORK

### *Interdisciplinary Connections*

Interdisciplinary collaborations have the potential to generate broad, holistic solutions to some of the most pressing social issues. Fellows agree that in a field as multifaceted as child well-being, incorporating an interdisciplinary approach to research is necessary to produce innovative and effective solutions. Interdisciplinary cohorts—groups of like-minded scholars committed to solving a large social problem through different lenses, approaches, and tools—can have a powerful impact on the field as they work individually and together to address the prevention of child abuse and neglect. Over the years, the fellowships has attracted both increasing numbers of disciplines and a more even distribution of fellows throughout each cohort’s disciplines—a result of strong outreach to thought leaders and research centers from multiple disciplines. In the fellowships’ first cohort, 11 fellows hailed from the same discipline (Social Work) while in the last six cohorts no discipline comprised more than 40% of a cohort’s members.

*“One of the biggest ways that this fellowships has influenced my research is through the interdisciplinary network of colleagues and emerging leaders in the field.”*

-Cohort Four Fellow

**The most productive areas for advancing our understanding of diverse social problems may lie in the ‘border land between disciplines’.**

- Advances in Child Abuse Prevention and Knowledge, 2015

*“It wasn’t until [I was] thrown out on my own in a faculty position with no supports that I realized the strength of the network of colleagues and use it much more now than during my active time in the fellowships.”*

-Cohort One Fellow

### *Lasting Collaborations*

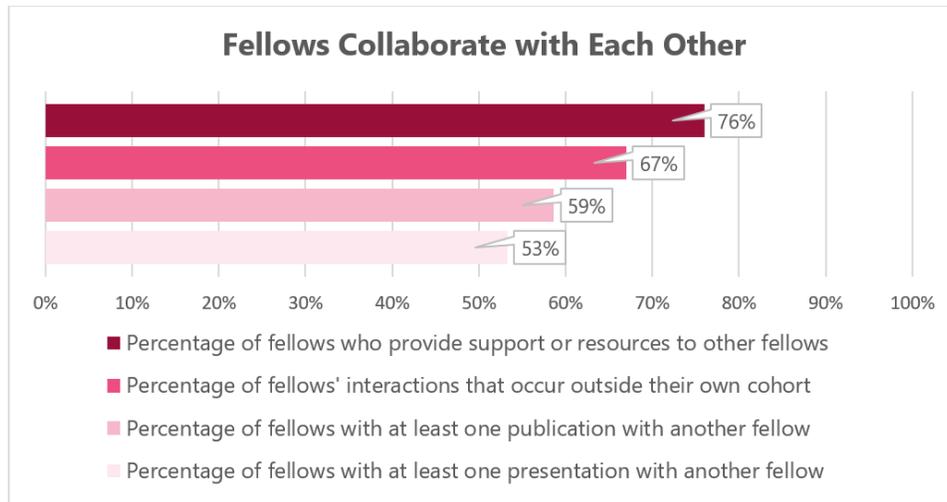
Cohorts of fellows stay engaged over time with each other—most fellows from Cohort One engaged with more of their Cohort One peers this past year compared to the previous year.<sup>5</sup> This suggests that the strength of the network is not fading with time, but rather getting stronger. Many fellows note a shift to incorporating more and varied perspectives in their work as a result of the interactions that occur through the fellowships, and many continue to work together after completing their doctoral work. Two-thirds of all interactions fellows had with each other in 2016-2017 occurred across cohorts.<sup>6</sup> Cross-cohort interactions tend to emerge from ongoing collaborations, participation in fellowships groups, a robust peer-to-peer mentoring program, professional association membership and activities, employment or enrollment at the same institution, and increased attendance by graduated fellows at the fellowships’ Mid-Year Meeting.<sup>7</sup>

<sup>5</sup>Schlecht & Daro 2018.

<sup>6</sup>Ibid.

<sup>7</sup>Fellowships Mid-Year Meetings are held annually and all current and graduated fellows are invited to attend. The location is different each year based on the host university

## CREATING A STRONG NETWORK

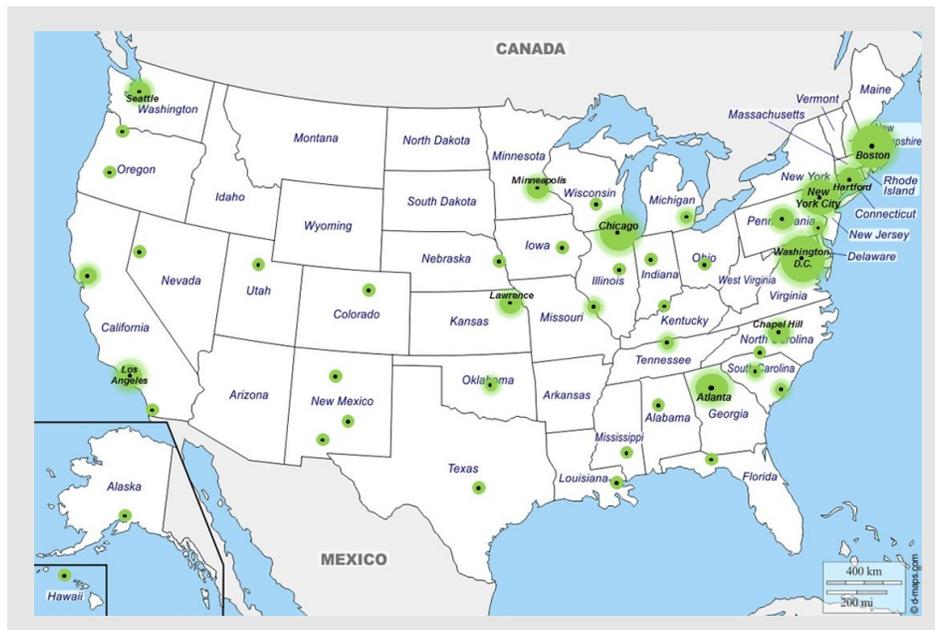


Data sources include a 2017 survey of fellows in Cohorts One through Four and analysis of publications and presentations submitted by fellows in Cohorts One through Five. Publications are likely underestimates.

### An Expansive Network

Whether still in school working toward their dissertation, in a post-doctoral position, or in a full-time job, Doris Duke Fellows spread their expertise and knowledge in universities, organizations, and agencies across the country. The 120 current and former fellows currently work and study in 39 states, the District of Columbia, Canada, France and Germany.<sup>8</sup>

#### Current U.S. Locations of Doris Duke Fellows



<sup>8</sup>Map current as of July 2018 and does not include three Doris Duke Fellows – one each in Canada, Germany, and France.

## CREATING A STRONG NETWORK

*"The biggest benefit to the fellowships is that I have created relationships with people who have my same job around the country—they are great to network and collaborate with."*

-Cohort Three Fellow

### Strategies for Achieving a Strong Network

As the network has developed over time, so too have the strategies aimed at supporting and strengthening the fellows' connections during and beyond their time as a fellow.

#### Small Group Strategy

A valued component of the Doris Duke Fellowships is the interdisciplinary small groups that fellows are placed into at the start of their fellowships experience. Each group works collaboratively on a project to practice translating and transforming research findings into accessible products. Small groups are typically cited by fellows as the most useful peer learning strategy, and small group peers are the **strongest relationships** fellows maintain upon leaving the program. Examples of small group products include: a Huffington Post op-ed; a trauma-informed home visiting infographic; presentations at SSWR, APSAC, CSWE and SRCD; journal articles; and working with a major metropolitan county to expand their home visiting services around the county.

### Mentoring

The fellowships deliberately prioritized mentoring as an important support and learning strategy. Doris Duke Fellows rely on their **academic mentors** to guide their dissertation research. They strengthen fellows' research and are typically instrumental in assisting fellows with their career search. **Policy mentors** serve a unique role in the fellowships experience, providing fellows with guidance on making their research more relevant to policymakers and practitioners. Engaging policymakers as a one-on-one mentor for a fellow extends and deepens the fellows' learning around how to best bridge the research to policy gap. The policy links fellows are making are more commonly associated with state or local policy, as opposed to federal efforts. Working at the state or local levels increases the odds the fellows can make a visible and measurable impact in their area of study.

*"My small group and other informal networks inside the network [provide] so much social support that have empowered me, allowed me to ask questions, and go through growing pains."*

-Cohort Three Fellow

The policy mentor component evolved over the life of the fellowships program. We improved the policy mentor-fellow planning process by providing specific tools and clear expectations; we facilitated webinars for policy mentors to articulate what is expected and provide examples of success; we engaged policy mentors more in the overall fellowships program as presenters on webinars and at fellowships meetings; and we provided clearer guidance in the application materials regarding important considerations when selecting a mentor. For some, this relationship is the major highlight of their time as a fellow. Experience and knowledge gained from their mentor allows them to more efficiently conduct translational research and connect to external audiences moving forward.

## CREATING A STRONG NETWORK

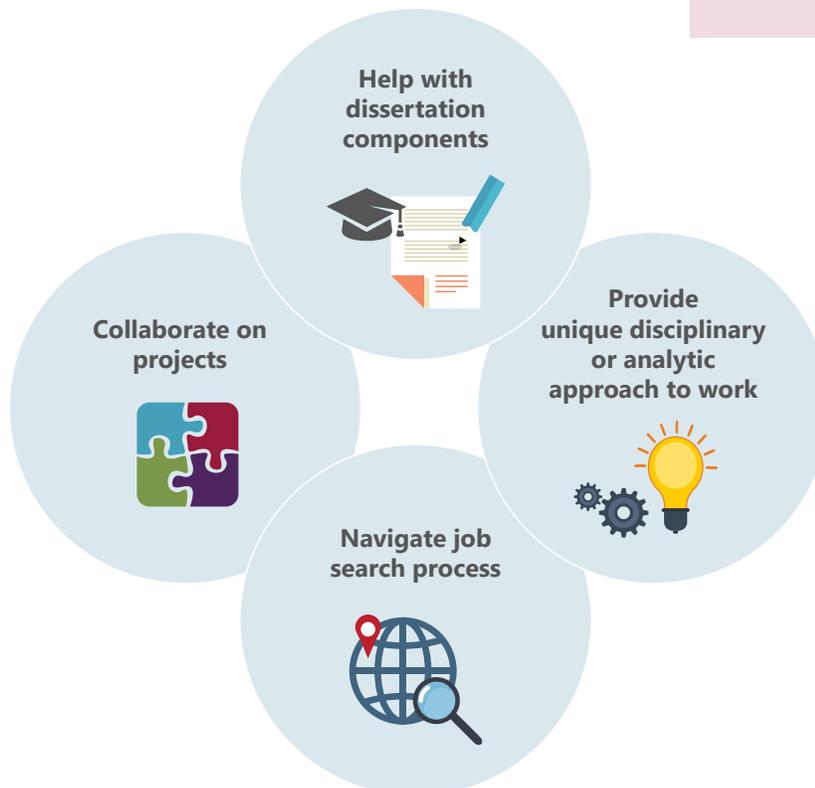
*"I value my meetings with [my fellow]. They illustrate the aphorism that 'to teach is to learn twice.' [The fellow's] knowledge of the literature and her questions from an academic perspective have been interesting and useful in my own thinking about strategy and communications. I quickly came to view these monthly discussions not as an obligation but as an opportunity."*

-Cohort Six Policy Mentor

Beginning in 2016, the Doris Duke Fellowships staff matched all current fellows with a graduated fellow in a **peer-to-peer mentoring** program. Mentor pairs are matched along a number of different dimensions, and even those not aligned by discipline or methodological similarities reported success. Mentors help with dissertation research, unique disciplinary or analytic approaches, job searches, and form collaborative relationships with their mentees.

*"I think without my peer mentor, my dissertation might have been a complete failure."*

-Cohort Six Fellow



## CREATING A STRONG NETWORK

One policy mentor/fellow dyad established a powerful and mutually beneficial relationship where the fellow often presented to the United Way's Communities of Practice workgroups, translating research around a certain topic to a room of practitioners and foundation staff. "She does an incredible job," notes her mentor. "She distills the research so incredibly beautifully. She can explain research to non-research audiences so well, so they get it." When discussing the fellow's focus and ability to do this before the fellowships versus after, the mentor noted, "She had it in her, but no one ever channeled it [until working with her policy mentor]."

### *In-person Meetings*

The fellowships network keeps fellows connected and engaged. The fellowships hosts two annual meetings, events at various national conferences, quarterly webinars, frequent small group meetings, and regular meetings with mentors. These engagements provide unique opportunities for these emerging leaders in the field across multiple disciplines to connect, engage, and collaborate. Evaluation results continue to confirm that opportunities for Doris Duke Fellows to meet in person are the most effective way to build a sustainable peer network. Together, these and other strategies plant the seed for fellows to take an interdisciplinary and collaborative approach to research into their careers.

*"Going to the Mid-Year Meeting this year was so important to my career...I felt like I was losing my professional identity and research agenda. Going back to this huge support network...was so empowering and reset me. The most important thing I realized is I have this huge support network to help me professionally and personally."*

-Cohort One Fellow

## IMPACTING THE FIELD

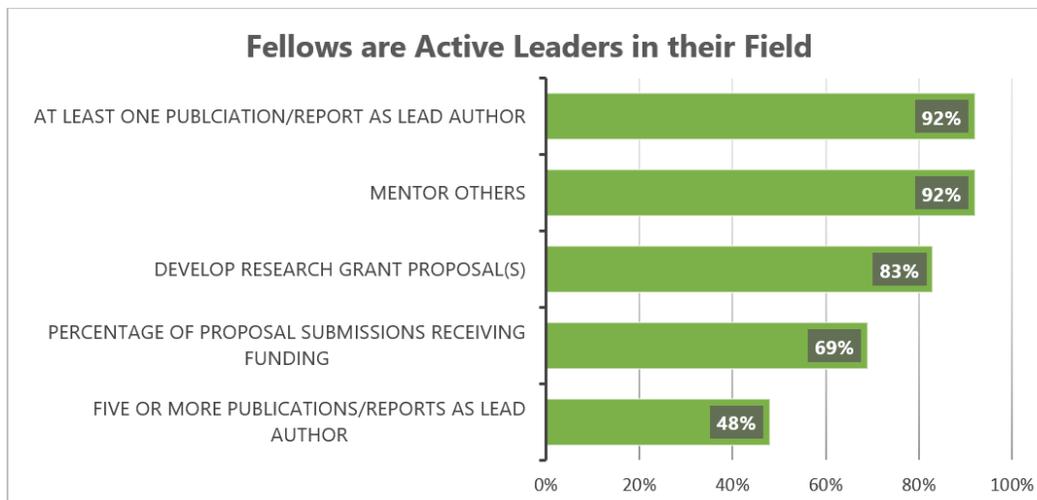
Each fellow, in their own way, is changing the context in which they work—they are collaborative, work across disciplines, and bring a sharp focus on the real-world relevance of their research. By acting as leaders in various domains—their discipline, their schools and organizations, their community and in the prevention field—they model interdisciplinary thought and collaboration, influence their peers who in turn influence their colleagues and students in their own working environments, and thus the ripple effect of the fellowships network quickly grows. The fellows are nested within larger systems around them and have the potential to influence each layer. We start with strong fellows from diverse disciplines. They are supported by their institution, mentors, and an effective peer learning network that fosters their collective learning and launches them into their careers and the field better prepared to be leaders and move policy.



### Leaders in Their Discipline

Nearly all fellows are active members in a variety of professional societies and associations in their discipline. One-third also assume leadership positions in these associations. Fellows bring skills emphasized and developed in the fellowships to these associations and their disciplines—a focus on solutions, a collaborative framework for working towards them, and incorporating multiple perspectives to promote child well-being.

## IMPACTING THE FIELD



*Data sources include a 2017 survey of fellows in Cohorts One through Four, a 2017 survey of fellows in Cohorts One through Six, and analysis of publications and presentations submitted by fellows in Cohorts One through Five. Publications are likely underestimates.*

### Leaders in Prevention

The Doris Duke Fellowships works to ensure we have a committed, high quality workforce to maintain the practice of strong prevention research in the field. Their commitment to prevention seeps into the work of their colleagues, peers and mentors. Roughly half of the university-based fellows note that they are collaborating on prevention projects with faculty who had not previously worked in prevention. Fellows note that the fellowships helped foster a deeper focus on prevention rather than only on intervention after a child has already been harmed, and for some this was a significant shift in their thinking and planned research approach.

*"The fellowships had an influence in making sure I put prevention into everything I do. Without the fellowships, I wouldn't be as focused on it."*

*-Cohort One Fellow*

### Leaders in Their Work and Community

Graduated fellows leave the fellowships and take leading roles where they work and live, and continue to produce policy and practically relevant work. They are getting their work out into the field. Their expansive arrays of discipline, geography, leadership roles, and publications indicate they serve as change agents in their own environments. Over half (51%) of the graduated fellows are already taking on leadership and membership roles in committees and departments at their universities and organizations. Nearly half (49%) are also engaged actively in roles of public service leadership and service to the field. Together, Doris Duke Fellows are changing the landscape of the child well-being field. For example, one fellow has started collaborating with community organizations in a series of "Courageous Conversations". These conversations engage organizations and ethnically diverse parents in honest conversations around how parents distinguish between discipline and maltreatment, what stressors affect their parenting and how they cope with these stressors. This fellow and her collaborators plan for additional "Courageous Conversations" with community organizations and parents around other pressing parenting topics.

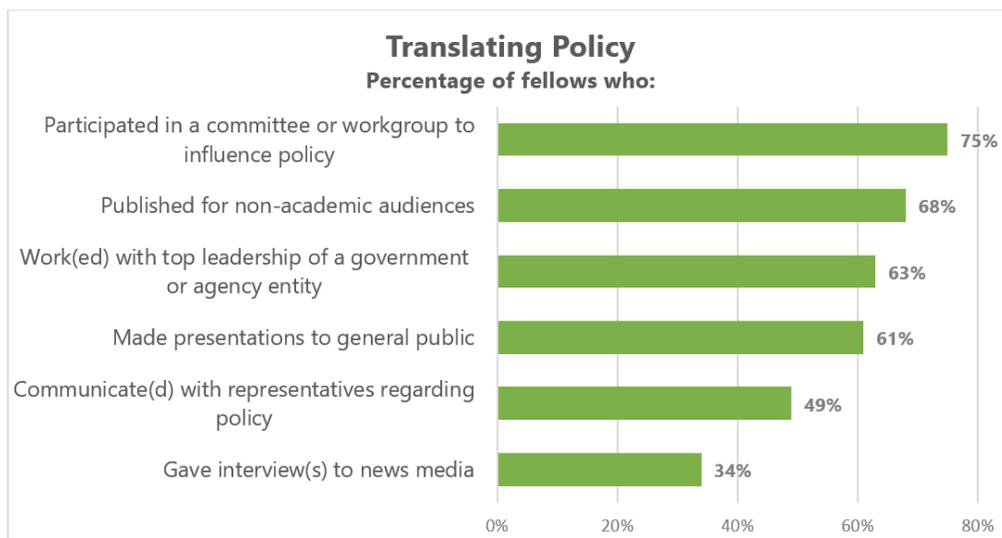
## IMPACTING THE FIELD

### Influencing Policy

Many fellows credit the fellowships with their increased focus on translating their research more effectively into policy implications. Most fellows report being more likely to think about the policy and practice implications of their work at the onset, and are better positioned to translate their findings afterwards due in part to work with their policy mentor and participation in fellowships learning opportunities. A few Doris Duke Fellows have gone on to draft state and federal legislation in areas such as home visiting and mental health care for children in foster care.

*"I'm going to shift from being a consumer of knowledge to being a producer—because people [in the Fellowships] saw me in that light and reflected it back to me, and made me realize that could be me someday."*

-Cohort Four Fellow



Data from a 2017 survey of fellows in Cohorts One through Four.

A Cohort One fellow was appointed to the Mississippi Governor's Task Force on Human Trafficking. She credits the fellowships for helping her solidify her research platform, which in turn allowed her to expand her work and become a leading expert in the child maltreatment and human trafficking fields. In her role, she acknowledges she still relies on the fellowships network. "Having the network to contact [fellows] outside of my field and school—that cannot be beat. That is so important."

## IMPACTING THE FIELD

Doris Duke Fellows are not the only researchers attempting to influence policy and practice. However, because of the unique focus on this in the fellowships, they are well-prepared to build research studies that take into consideration the real information needs of policymakers and practitioners. They also learn how to communicate important findings to those who are in a position to improve policies and services for children and families, and credit the fellowships for strengthening those skills.

### **Working Together, Improving Policy: *Advances in Child Abuse Prevention Knowledge***<sup>9</sup>

*Advances in Child Abuse Prevention Knowledge: The Perspective of New Leadership*, authored by 32 fellows, brings a fresh perspective to the complex issues around child abuse and neglect. The authors challenged stakeholders to think anew about the problem and the public policy response. They collectively recognize the complexities of child maltreatment as a societal and a human problem; it is not a singular phenomenon but rather multiple, often overlapping ones. The authors identified several operational pillars as vital to move policy forward in their future work. The most salient of these include:

- **Implementation science:** Examine programs not simply from the perspective of outcomes but with an eye toward understanding the factors that contribute to successful replication.
- **Data integration:** Find ways to share information on program participants across institutions and across the life span, and use administrative data to identify promising pathways for prevention.
- **Continuous quality improvement:** Set the expectation that researchers and practitioners alike have a responsibility to find ways to do better.
- **Family and participant voice:** Listen to those you intend to help and incorporate their thoughts and perspectives into planning and implementation.
- **Policy integration:** Do not implement policy reforms alone when it can be done in partnership with others. This principle applies to work across agencies as well as across sectors.

<sup>9</sup>Daro, D., Cohn Donnelly, A., Huang, L. A., & Powell, B. (Eds.) (2015). *Advances in child abuse prevention knowledge: The perspective of new leadership*. Dordrecht, Netherlands: Springer Science and Business Media.

## OPERATIONAL DECISIONS MATTER

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In addition to programmatic strengths, operational decisions contribute to the success of the Doris Duke Fellowships. How and where investments are made, the partners that assist in the program's execution, and evaluation strategies all impact the outcomes and influence elements of the program today.

### **Advisory Board**

The development and implementation of the fellowships is guided by a National Advisory Board, a diverse group of national experts across methodologies, areas of study, and practice in the field. Representing the increased diversity of the fellowships' application pool, the Advisory Board expanded from five to ten members during the fellowships and eventually included a graduated fellow. This group is instrumental in providing feedback on fellowships plans and materials in addition to providing an impartial and thorough review of all applications to ensure a transparent selection process.

Kimberly Boller, Mathematica Policy Research

Barbara L. Bonner, Oklahoma University Health Sciences Center

Anne Cohn-Donnelly, (retired) Northwestern University

Angela Diaz, Mount Sinai Adolescent Health Center

Greg J. Duncan, University of California at Irvine

Deborah Gorman-Smith, University of Chicago

Jill E. Korbin, Case Western Reserve University

Kathryn Maguire-Jack, The Ohio State University

Tammy L. Mann, The Campagna Center

James A. Mercy, Centers for Disease Control and Prevention

Ellen E. Pinderhughes, Tufts University

Desmond Runyan, The Kempe Center

Ada Skyles, (retired) Chapin Hall at the University of Chicago

Matthew Stagner, Mathematica Policy Research

Brian Wilcox, (retired) University of Nebraska-Lincoln

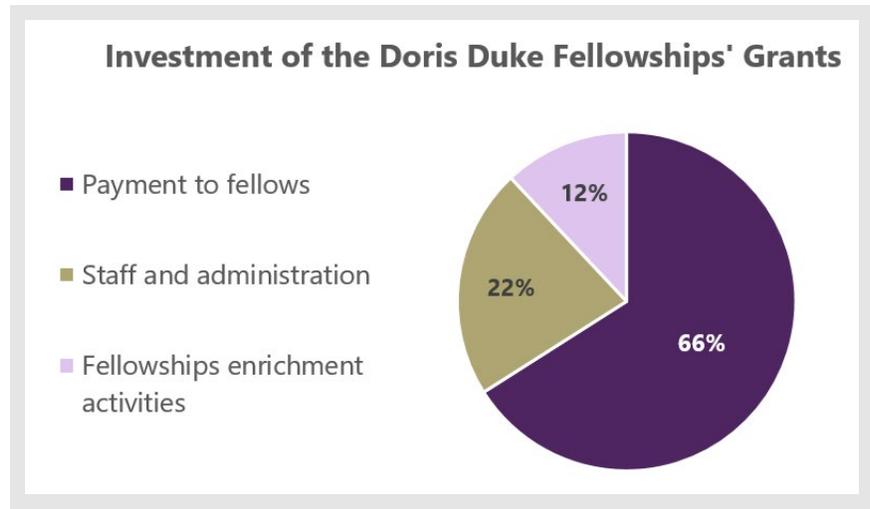
David A. Wolfe, University of Toronto

Fred Wulzcyn, Chapin Hall at the University of Chicago

## OPERATIONAL DECISIONS MATTER

### Investments

The Doris Duke Charitable Foundation has awarded Chapin Hall at the University of Chicago four grants totaling over \$10 million. Of these funds, approximately two-thirds have been or will be distributed to the program's 120 fellows. Fellows are free to use their annual stipend in ways most helpful in completing their dissertation or advancing their professional development and learning.



The fellowships program, however, is more than giving grants to deserving doctoral students. Maximizing this investment in terms of achieving program objectives requires a dedicated staff and set of activities to create a rich and self-generating learning environment. The program operates with an annual staff budget of around \$300,000, supporting 3.7 FTE. In addition to the program's full time Fellowships Manager, other positions include the Fellowships Chair, Strategic Advisor, Evaluator, and Administrative Support. Staff manage all fellowships functions and events, including the selection process, in-person meetings, evaluation activities, peer learning opportunities, network communications, and relationships with fellows.

Beyond personal expenses, project funds allow us to host two in-person meetings each year as well as a number of informal gatherings at professional conferences and meetings. Furthermore, investments have been made in developing a website, supporting a dedicated online networking platform, publishing a monthly online newsletter, and hosting quarterly webinars.

### A Broadened Perspective

After careful reflection by the foundation leadership, fellowships team, and the Advisory Board in 2012, the name of the program was changed from the Doris Duke Fellowships for the Prevention of Child Abuse and Neglect to the Doris Duke Fellowships for the Promotion of Child Well-Being—seeking innovations to prevent child abuse and neglect. The change reflected the ultimate objective of all child abuse prevention strategies—to promote child well-being. The name change also signaled our interest in engaging students and mentors from a diverse range of disciplines that are studying individual and systemic pathways that support positive child development and health promotion. Our review process continued to place high value on dissertation topics and research plans that directly contribute to identifying promising innovations to reduce a child's risk for all forms of abuse and neglect. However, by enrolling individuals from a broader range of disciplines in the fellowships and engaging them in our peer learning network, we developed an even richer level of discourse among our fellows and strengthened our contribution to the field.

## OPERATIONAL DECISIONS MATTER

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### Partnerships

The program has benefited from the generous support of a number of academic partners who have hosted fellows at either one of our annual mid-year meetings or at a convening on a topic of interest to the fellows. These academic partners include:

- Arizona State University, Center for Child Well-Being
- Duke University, Center for Child Policy
- Georgia State University, School of Public Health
- Rutgers University, School of Social Work
- University of North Carolina at Chapel Hill, Gillings School of Public Health and School of Social Work
- University of Oklahoma Health Sciences Center, Center on Child Abuse and Neglect
- University of Southern California, Suzanne Dworak-Peck School of Social Work
- University of Wisconsin at Madison, School of Social Work
- Washington University in St. Louis, Brown School

We are deeply grateful for the support from these institutions and the opportunities they provided fellows to share their ideas and learn from their colleagues.

### Evaluation

Along the way, the Doris Duke Fellowships constantly gathered feedback from fellows and mentors and responded to the field in order to evolve and improve the program. We created an initial internal evaluation plan that outlined the type and frequency of data collection to ensure our processes were appropriate and effective. We have a dedicated staff person conduct all evaluation activities and make recommendations to ensure that continuous quality improvements are a vital component of the overall program.

The Doris Duke Fellowships program represents a unique way to nurture a cadre of leaders who value interdisciplinary learning, research rigor, and policy and practice relevance. This new generation of diverse scholars is bringing its own unique perspectives to pressing issues, applying new statistical methodologies and research strategies, and accessing innovative technologies to communicate about its work. More importantly, the program creates an expectation among the next generation of scholars that research, when applied to resolving issues that limit a child's optimal development, can create more effective public policy and program interventions. As fellows share this perspective with their colleagues throughout their careers, the true impact of the Doris Duke Fellowships will be realized.

## DORIS DUKE FELLOWS

### Doris Duke Fellows, 2011-2018<sup>11</sup>

Name	Incoming Institution	Current Institution/Organization	Cohort
Kristin Abner	University of Illinois at Chicago	ICF International	Two
April Allen	Brandeis University	Resilient Futures, LLC (and Brandeis University)	Three
Jenna Montgomery Armstrong	North Carolina State University	Frank Porter Graham Child Development Institute, UNC at Chapel Hill	Five
Aaron Banman	University of Chicago	University of Nebraska, Omaha	Two
Leah Bartley	University of Maryland, Baltimore	Frank Porter Graham Child Development Institute, UNC at Chapel Hill	Four
Rosemary Bernstein	University of Oregon	University of California, San Francisco	Four
Michelle Bezark	Northwestern University	Northwestern University	Seven
Emily Bosk	University of Michigan	Rutgers University	Two
Clinton Boyd	Georgia State University	Georgia State University	Six
Scott Brown	Vanderbilt University	Abt Associates	Six
Lindsey Bullinger	Indiana University	Indiana University	Six
Daniel Busso	Harvard University	The Frameworks Institute	Four
Alex Busuito	Pennsylvania State University	Pennsylvania State University	Eight
Kaela Byers	University of Kansas	Chapin Hall at the University of Chicago	Three
Angela Cause	Portland State University	Portland State University	One
Barbara Chaiyachati	Yale University	Children's Hospital of Philadelphia	Three
Leah Cheatham	Florida State University	University of Alabama	Four
Bridget Cho	University of Kansas	University of Kansas	Seven
Karmel Choi	Duke University	Harvard University and Massachusetts General Hospital	Five
Kyndra Cleveland	University of California, Irvine	Vanderbilt University	Five
Aislinn Conrad-Hiebner	University of Kansas	University of Iowa	Four
Catherine Corr	University of Illinois	University of Illinois	Four
Gracelyn Cruden	University of North Carolina at Chapel Hill	University of North Carolina at Chapel Hill	Seven
Kate Daderko	University of Washington	Seattle Psychology	Two

<sup>11</sup> As of September 2018

## DORIS DUKE FELLOWS

Name	Incoming Institution	Current Institution/Organization	Cohort
Christina Danko	DePaul University	University of Maryland	One
Annie Davis	The Catholic University of America	The Catholic University of America	Seven
Scott Delaney	Harvard University	Harvard University	Eight
Christina DeNard	University of Pennsylvania	University of Illinois at Chicago	Six
Kelli Dickerson	University of California, Irvine	University of California, Irvine	Eight
Carly Dierkhising	University of California, Riverside	California State University, Los Angeles	One
Yonah Drazen	University of Wisconsin, Madison	University of Wisconsin, Madison	Seven
Jackie Duron	University of Houston	Rutgers University	Two
Andrea Eastman	University of Southern California	University of Southern California	Six
Wendy Ellis	George Washington University	George Washington University	Seven
Hannah Espeleta	Oklahoma State University	Oklahoma State University	Eight
Kenny Feder	Johns Hopkins University	Johns Hopkins University	Seven
Megan Feely	Washington University in St. Louis	University of Connecticut	Three
Megan Finno Velasquez	University of Southern California	New Mexico State University	Two
Julia Fleckman	Tulane University	Tulane University	Six
Kelley Fong	Harvard University	Harvard University	Six
Sophia Frank	University of Minnesota	University of Minnesota	Eight
Jennifer Geiger	Arizona State University	University of Illinois at Chicago	One
Alison Giovanelli	University of Minnesota	Lucile Packard Children's Hospital and Stanford University	Six
Leah Gjertson	University of Wisconsin, Madison	Chapin Hall at the University of Chicago	Four
Chelsea Gonzalez	University of Texas at Austin	Atlassian	Four
Stephanie Gusler	University of Kansas	University of Kansas	Eight
Tyler Hein	University of Michigan	University of Michigan	Seven
Charlotte Heleniak	University of Washington	University of Illinois at Chicago	Five
Julia Hernandez	University of California, Berkeley	University of California, Berkeley	Eight
Grace Hubel	University of Nebraska, Lincoln	College of Charleston	One
Lindsay Huffhines	University of Kansas	University of Kansas	Six
Tamara Hurst	University of Georgia	University of Southern Mississippi	One
Elizabeth Jarpe-Ratner	University of Illinois at Chicago	University of Illinois at Chicago	Five
Francie Julien-Chinn	Arizona State University	The University of Hawai'i at Manoa	Five

## DORIS DUKE FELLOWS

Name	Incoming Institution	Current Institution/Organization	Cohort
Colleen Katz	University of Chicago	Hunter College	Three
Rachel Katz	SRCD Postdoctoral State Policy Fellow	Tufts University	Six
Elisa Kawam	Arizona State University	National Association of Social Workers, New Mexico Division	Three
Brooks Keeshin	Cincinnati Children's Hospital Medical Center	University of Utah	Two
Reeve Kennedy	University of New Hampshire	University of New Hampshire	Eight
Bart Klika	University of Washington	Prevent Child Abuse America	One
Chie Kotake	Tufts University	Tufts University	Three
Catherine Kuhns	University of Maryland	University of Maryland	Seven
Paul Lanier	Washington University in St. Louis	University of North Carolina at Chapel Hill	One
Brianna Lemmons	Howard University	California State University, Los Angeles	Four
Ericka Lewis	Washington University in St. Louis	University of Maryland	Five
Francesca Longo	Boston College	SRCD Postdoctoral State Policy Fellow	Five
Alysse Melville Loomis	University of Connecticut	University of Connecticut	Seven
Jaymie Lorthridge	University of Southern California	Weststat	One
Megan Madison	Brandeis University	Brandeis University	Four
Kathryn Maguire-Jack	University of Wisconsin, Madison	Ohio State University	One
Katherine Marcal	Washington University in St. Louis	Washington University in St. Louis	Eight
Melissa Marquardt	University of Oregon	University of New Mexico Health Sciences Center	Six
Erin Marsh	Georgia State University	Polaris	Four
Prerna Martin	University of Washington	University of Washington	Eight
Meredith Matone	Johns Hopkins University	PolicyLab at the Children's Hospital of Philadelphia	Four
Kelly Jedd McKenzie	University of Minnesota	SRCD Fellowship	Five
Joseph Mienko	University of Washington	University of Washington, Partners for Children	Three
Brittany Mihalec-Adkins	Purdue University	Purdue University	Eight
Elizabeth Miller	Pennsylvania State University	University of Oklahoma Health Sciences Center	Five
Justin Miller	University of Louisville	University of Kentucky	Two

## DORIS DUKE FELLOWS

Name	Incoming Institution	Current Institution/Organization	Cohort
Sheridan Miyamoto	University of California, Davis	Pennsylvania State University	Three
Christina Mondì	University of Minnesota	University of Minnesota	Eight
Deborah Moon	University of Kansas	University of Kansas	Eight
Jennifer Mortensen	University of Arizona	University of Nevada, Reno	Three
Sandra Nay McCourt	Duke University	Duke University	One
Kerrie Ocasio	Rutgers University	Rutgers University	One
Nathanael Okpych	University of Chicago	University of Connecticut	Five
Natalia Orendain	University of California, Los Angeles	University of California, Los Angeles	Seven
Christina Padilla	Georgetown University	Georgetown University	Seven
Carlomagno Panlilio	University of Maryland	Pennsylvania State University	Three
Jared Parrish	University of North Carolina at Chapel Hill	Alaska Department of Health and Human Services	Five
Katherine Paschall	University of Arizona	Child Trends	Four
Megan Piel	Arizona State University	University of Texas at San Antonio	Three
Byron Powell	Washington University in St. Louis	University of North Carolina at Chapel Hill	Two
Sarah Prendergast	Colorado State University	Colorado State University	Seven
Kerri Raissian	Syracuse University	University of Connecticut	One
Katherine Ridge	University of Minnesota	University of Minnesota	Eight
Cassandra Robertson	Harvard University	Cornell University	Five
Tia Rogers	Georgia State University	Harvard University	Two
Abigail Ross	Boston University	Fordham University	Four
Whitney Rostad	University of Montana	Centers for Disease Control and Prevention	Two
Lisa Schelbe	University of Pittsburgh	Florida State University	One
Anika Schenck-Fontaine	Duke University	Leibniz Institute for Educational Trajectories	Six
William Schneider	Columbia University	University of Illinois	Two
Alayna Schreier	University of Nebraska, Lincoln	Yale University	Four
Maria Schweer-Collins	University of Oregon	University of Oregon	Eight
Judith Scott	Tufts University	Boston University	Five
Kristen Seay	Washington University in St. Louis	University of South Carolina	Two
Jennifer Shields	Oklahoma State University	Oklahoma State University	Six

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Name	Incoming Institution	Current Institution/Organization	Cohort
Elizabeth Shuey	Tufts University	Organization for Economic Cooperation and Development	Three
Aditi Srivastav	University of South Carolina	University of South Carolina	Seven
Kate Stepleton	Rutgers University	Rutgers University	Six
Jalika Street	Georgia State University	Atlanta VA Medical Center	Three
Amanda Van Scoyoc	University of Oregon	Yale Child Study Center	Two
Natalia Walsh	San Diego State University/ University of California, San Diego	University of California at San Diego & VA San Diego	Three
Tova Walsh	University of Michigan	University of Wisconsin-Madison	One
Emily Warren	University of Wisconsin-Madison	Council of Large Public Housing Authority	Five
Lindsey Weil	Northwestern University	Northwestern University	Six
Jessica Wilen	Bryn Mawr College	Yale Child Study Center	Two
Lindsay Zajac	University of Delaware	University of Delaware	Seven

For more information about the Doris Duke Fellowships or the data presented in this report, please visit [www.dorisdukefellowships.org](http://www.dorisdukefellowships.org). The Chapin Hall Doris Duke Fellowships team also welcomes comments or questions about the report. Please direct inquiries to Colleen Schlecht, Evaluation Coordinator, [cschlecht@chapinhall.org](mailto:cschlecht@chapinhall.org).



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