SPECIAL THANKS

Andrew W. Mellon Foundation
Michael Jackson, Vice President for Student Affairs
Marty Levine, Vice Provost for Faculty Affairs
Bruce Zuckerman, Professor of Religion and Linguistics

Presenters:
Oliver Mayer, 2008 USC Mellon Award Winner
Maja Mataric, 2011 Presidential Mentoring Award Winner
2011 Provost Mentoring Award Winner
2009 USC Mellon Award Winner
Paul Maiden, 2009 USC Mellon Award Winner
Michael Stallcup, 2010 USC Mellon Award Winner

Support:
Amy Fare, Special Projects, USC Mellon Mentoring Program
Leeann Medina, Project Specialist, USC Mellon
Mentoring Program

USC MELLON AWARDS
EXCELLENCE IN MENTORING

Mentoring Honors Reception
Tuesday, April 19, 2011
University Club Main Dining Room

WWW.USC.EDU/MENTORING
The Mentoring Culture as a Tool for Academic Success

The University of Southern California is committed to mentoring. In recent years, the USC Mellon Academic Mentoring Support Program successfully established itself as a champion in the development of mentoring programs for junior faculty, graduate students, and undergraduates. USC is a national leader in mentoring, sharing our practices with peer institutions through participation in conferences, and publications via the web, print and new media.

In 2007-2008, USC embarked on a six year partnership with the Andrew W. Mellon Foundation to build on the successes already achieved with the goal of integrating mentoring throughout this large and complex research university. This effort is founded on three insights: First, mentoring will thrive only if it becomes part of the culture. Second, the faculty is the key constituency in securing long-term change in the university. Third, mentoring will thrive as faculty increasingly understand that it is the key tool for academic success.

The 2010 USC Faculty Handbook clearly identifies the importance of mentoring in the section of Academic and Professional Responsibilities… “Mentoring is an important component of faculty responsibilities. Depending on the discipline, the research effort involves the supervision and mentoring of undergraduate students, graduate students, other faculty, and those occupying postdoctoral or other research positions. Such mentoring is also part of a faculty member’s teaching effort. Mentoring of junior faculty is a significant service responsibility of senior faculty.”

In fostering a university-wide culture of mentoring is the USC Mellon Mentoring Forum. Convened in partnership with the deans of every academic unit, the Mentoring Forum is composed of faculty members and school representatives. The Forum is charged with sharing best practices as well as oversight in the development of school-based mentoring programs and activities to nurture the development and empowerment of the faculty.

Through close collaboration with other university offices and cooperating groups, the Forum leads efforts to encourage, support, and recognize mentoring, enhancing USC as a role model for other universities and colleges in how to establish a culture of mentoring and institutionalize its practice.

2010-2011 USC Mellon Mentoring Award Recipients

Faculty mentoring undergraduate students
Warren Bennis, USC Marshall School of Business
Serena Cha, USC Annenberg School for Communication & Journalism
Kelvin Davies, USC Davis School of Gerontology
David “DJ” Johnson, USC School of Cinematic Arts
Jill McNitt-Gray, USC Dana and David Dornsife College of Letters, Arts and Sciences
Alison Dundes Renteln, USC Dana and David Dornsife College of Letters, Arts and Sciences
Veronica Terrizquez, USC Dana and David Dornsife College of Letters, Arts and Sciences
Francisco Valero-Cuevas, USC Viterbi School of Engineering and USC Division of Biokinesiology & Physical Therapy

Faculty mentoring graduate students
Sandra Ball-Rokeach, USC Annenberg School for Communication & Journalism
Michael Cody, USC Annenberg School for Communication & Journalism
Tom Goodnight, USC Annenberg School for Communication & Journalism
Ariela Gross, USC Gould School of Law
Peter W. Laird, Keck School of Medicine of USC
Charles E. McKenna, USC Dana and David Dornsife College of Letters, Arts and Sciences
Viet Thanh Nguyen, USC Dana and David Dornsife College of Letters, Arts and Sciences
Richard Weinberg, USC School of Cinematic Arts
Mark Young, USC Marshall School of Business

Faculty mentoring Faculty
Robert Adler, Keck School of Medicine of USC
Stephan Haas, USC Dana and David Dornsife College of Letters, Arts and Sciences
Paul Newton, USC Viterbi School of Engineering
Robert C. Seeger, Keck School of Medicine of USC
David Warburton, Keck School of Medicine of USC

Special Award for outstanding mentoring
Margaret Gatz, USC Dana and David Dornsife College of Letters, Arts and Sciences

The Culture of Mentoring
USC Viterbi School of Engineering
Dean Yannis Yortsos
Maja Mataric  Timothy Pinkston
John O’Brien  Raghu Raghavendra
Mentoring is a most fundamental continuous act in helping the intellectual and spiritual growth of human beings, in their quest for forging their paths in life. It is different and additive to nurturing— which connotes a parent-child relation with a material component. Rather, it is a relationship of soon-to-be equals. The mentor is an inexhaustible source of mental and psychological support, which solidifies one’s fortitude and helps unleash one’s potential. Mentoring provides texture, advice and context to help individuals increase their vision of the future, hone their skills, solidify their approach, stoke their passion. It requires mutual trust, sincerity, and respect; and provides the priceless enjoyment of helping someone reach their potential to the fullest. It is a wonderful process of discovery, for both the mentor and the mentee. It is therefore quintessentially human. For this reason it has a natural and required home in academic and research environments. We are fortunate to be able to be in the position to practicing and celebrating it.
Faculty mentoring undergraduate students

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USC Marshall School of Business

Serena Cha  
USC Annenberg School for Communication & Journalism

Kelvin Davies  
USC Davis School of Gerontology

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Francisco Valero-Cuevas  
USC Viterbi School of Engineering and Division of Biokinesiology & Physical Therapy

Special Award for Outstanding Mentoring

Margaret Gatz  
USC Dana and David Dornsife College of Letters, Arts and Sciences

Mentoring is integral to being a faculty member. Mentoring is a legal and sustainable pyramid scheme. One faculty member advises one undergraduate volunteer organization which, in turn, mentors 90 middle school students. One faculty member mentors 10 teaching assistants who, in turn, mentor 200 undergraduates. One faculty member mentors 6 doctoral students who take faculty positions and, in turn, mentor their own doctoral students.

In the Psychology Department, we foster mentoring in many different ways. As chair, I have put some systems newly into place while strengthening those that were already in existence and encouraging my colleagues to come up with new ideas. Through the PSYC 391 Directed Field Experience course, undergraduates intern at an agency while meeting regularly with a faculty member to discuss the ways that psychology informs efforts to deliver services and improve the lives of others. Through the PSYC 490 Directed Research Course, undergraduates work in the research laboratory of a faculty member and learn how psychological knowledge is produced. Through offering Mini-Courses to students in PSYC 100 Introductory Psychology, graduate students are mentored in how to develop and teach a course. Preparing Future Faculty events expose graduate students to how to use powerpoint and classroom discussion effectively, how to apply for different types of academic jobs, how to write a research statement and a teaching statement, how to apply for grants, and how to balance work and life. Senior faculty mentor junior faculty. Those who have taught a course in the past mentor those newly picking up that course. Those with experience writing and securing external grants mentor those new to the process.

As faculty, we are both teachers and learners, both mentors and mentees. By teaching we learn, by mentoring we gain understanding.
• Mentoring is the fertilizer that grows individual and organizational success.

• Everybody needs a mentor.

• Highly successful people have several mentors at every stage of their career trajectory.

• Mentors need to be developed.

• Mentoring of mentors is an important activity for any organization that wishes to attain the first rank.

• Successful mentoring depends as much on the mentee availing themself of it as on the offer of mentorship.

• Mentoring is a reciprocal process, in which the mentor frequently derives as much or more benefit from it than the mentee.

• Mentoring produces high value for the mentor, the mentee as well as their intellectual and cultural environment.

The term mentor doesn't do justice to what a great one does. I've thought and written about mentoring for quite awhile, mainly about the reciprocal nature of the relationship: it's a dance really, a pas de deux of mutual attraction and recruitment. But until today's occasion, I haven't adequately acknowledged the generosity a mentor shows. A mentor does so much more than share his or her wisdom. The mentor allows the protégé to share in his or her achievement, an extraordinary gift. Mentors put their reputation on the line with every good word dropped about the mentored to people in power, every recommendation made. In that sense, mentoring is an act of faith. When we recommend someone, we make an implicit promise they will perform well. Looking back, I am stunned by Doug McGregor's faith in me, a 22-year-old freshman just returning from WWII, much more faith than I had in myself. A half-century later, I still wonder what my life would have been like had Doug not decided I should go to M.I.T. and made sure I was accepted. (The MIT department chairman told me on my first day in class something like; "We didn't exactly throw our hats in the air over your application. Without Doug's letter of recommendation...." His voice trailed off and looked into space, with both amusement and wondering if he said too much.) Being Doug's protégé was the next role shaping my life. I had to grow to become the person Doug vouched for again and again. And by example, he showed me how. I would not be here today if it weren't for Doug. Which is why I tell my students, only half in jest, to "Stalk Mentors!"

A final word about the creation of Mentor. Odysseus, the great warrior going off to war, pained over the prospect of leaving his 11-year-old son, Telemachus, on his own. It worried the goddess, Athena, even more. Having super-natural powers, she converted a stem cell of her own, creating a half-man and half-woman, a duo, residing in one body, and called him Mentor. Under Mentor's tutelage, Telemachus became a terrific young man. When he was about 15, he heard Odysseus had been captured, marooned on an island and close to death. The two decided to build a sail boat to rescue Odysseus, and reached him on death's bed. Odysseus continued to live a vigorous life under the care of Mentor and the grown-up Telemachus. I think that circle of rescue, of love, expresses the grace of mentoring. All mentors have been saved one way or another, perhaps only in the memories of those whose lives they touched. So listen up, Mentors: Stalk Mentees!
When you're a student, sometimes it's hard to find your place in the world. You may think the odds are against you, and you may not see yourself clearly. A mentor reflects back to you what you are capable of achieving and helps build the confidence you need to do your best.

I reach out to shepherd students as they venture into journalism and other fields. It's essential to encourage students to dream, to think and to create, but it's also important to give them nitty gritty advice on how to survive in a professional world that's constantly changing. A mentor must also be an advocate.

A mentor works with those who struggle, not just those who soar. It's wonderful to see students achieve what they secretly hoped would be possible but feared would be unattainable.

As mentors and teachers, we impart more than knowledge and skills. We focus on the heart and character of each student. We often take them aside for honest talks. We have the chance to give students the ability to know themselves and the courage to be themselves. And once we start, we can't give up.

I am truly honored to receive a 2011 USC Mellon Mentoring Award for the faculty mentoring faculty category. Mentoring faculty is one of the most gratifying experiences that I have had, and I am so pleased that my colleagues feel that they also have benefited.

There are many reasons why mentoring is a two-way street for mentor and mentee, and the following are a few that are important from my perspective.

- It gives the mentor the opportunity to interact with mentees, to appreciate who they are and what they can be, and to see them grow and develop as physicians and academicians.
- It gives the mentor the joy of seeing mentees take pride in their accomplishments and contributions.
- It provides intellectual stimulation for both mentor and mentee.
- It keeps the mentor young and vital while growing the mentee.

I could go on and on about why mentoring is such a privilege and honor. Let me just say with my deepest feelings of gratitude, “Thank you for honoring me!”
The pursuit of science should be generous and optimistic, flourishing in a
setting where there is a comfortable give and take between individuals
with common interests, mutual respect and shared goals.

However, humility is not often a virtue of the scientist. We have only to
read about the discovery of the double helix to know that highly
competitive pursuit of one's own fame and credit can vitiate such a setting.
Developing trust in a faculty-to-faculty pairing isn't always easy, but when
it thrives there are great rewards that extend well beyond the cooperative
individuals involved. There are no simple tricks or deep insights to
effective mentoring except to say that the key is to pick a good mentee.

The privilege of mentoring undergraduates, not just delivering planned
lectures to classes of 200+ young people, but actually mentoring students
one-on-one, can be one of the most rewarding aspects of a professor's
life. The opportunity to help guide (not sculpt) the development of young
minds is a benefit of academe that few in the 'outside world' have the
opportunity to experience. Winston Churchill said that, "We make a living
by what we get, we make a life by what we give." Like most scholars, I have
found that I learn at least as much from my students as I teach them,
which makes the entire process so much more than equitable. I always
hope that I will make a difference in my students' lives; I certainly know
that they have exerted a huge impact on my own view of the University
and the World.

One of the differences between teaching facts and figures, important as
they may be, and actually educating, is the attempt to help students find
their inner wisdom. Or, as Benjamin Disraeli once said, "The greatest good
you can do for another is not just to share your riches but to reveal to him his own." I
hope that all my students feel they have been helped and supported,
through their interactions with me; I also hope they have felt stretched at
times, and challenged to be their best. A university education offers many
opportunities for growth. Hopefully, as a mentor, I have helped my
students to reach their own growth potential.

I should like to thank all my students, past and present, who nominated
me for this undergraduate Mellon Mentoring Award. I am humbled by
their tribute and I shall endeavor to continue to be worthy of such an
accolade.
David “DJ” Johnson  
**USC School of Cinematic Arts**

As a mentor, I am deeply indebted to all those who have mentored me over the years. My approach to mentoring mirrors what I have learned through the generosity and care of these individuals. Even today, I am blessed to be mentee to a brilliant scholar who teaches by example how to be a devoted mentor. And so, I strive to do for my students what she does for me:

- My mentor listens to me, so I know to listen.
- My mentor challenges me to stretch beyond my reach, so I know to rethink boundaries.
- My mentor lets me hear my voice, so I turn up the volume for my students to know the strength of their own.

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Stephan Haas  
**USC Dana and David Dornsife College of Letters, Arts and Sciences**

There is so much in teaching and research that cannot be communicated by faculty handbooks and such, simply because excellence in these trades depends so much on the specific talents of the individual. Rather, it takes the approach of apprenticeship, i.e. learning by making one's own mistakes and reflecting on them, to mature. The role of the mentor here is not to tell the apprentice how to avoid all possible mistakes, but much more to assist in the process of reflection and introspection. Mentors are the cheer team, they provide consolation when things go wrong, and they hold back dispensing unsolicited advice, unless they see a train about to derail.
I am overwhelmed and humbled by this honor. I know how important mentors have been in my own career. Beyond my gratitude for this honor, I am most proud of USC for acknowledging the importance of mentoring for all faculty at USC, which has made this university a magnet for students at all levels of learning.

I have the privilege as Senior Vice Chair of Pediatrics at Children’s Hospital Los Angeles (CHLA) of mentoring faculty for academic leadership roles. Faculty are rarely taught leadership skills during their professional training or the knowledge and skills to interact successfully with a large and complex administrative structure to achieve success.

My role as a mentor has taught me the importance of making time to listen intently and talk sparingly. Rashi, an 11th century rabbinical sage, was quoted saying about a wise man, “If he is quick to respond to people rather than skillfully hearing them out, he is bound to speak foolishly.” I believe in the proverb “There is no one so wise as the man who says nothing at the right time.” My role as a mentor has been to help faculty recognize and discover their own strengths and methods for success which are consistent with their personality and character. I have shared my enthusiasm and the acquired skills and knowledge from my own mentors to guide, but not hamper or restrict, the growth of the faculty in developing their unique leadership style. Sharing my own missteps and failures allows faculty to be open to discussing concerns and realize that not all decisions will bring the results they anticipate, but can be discussed without judgment.

Although I am proud to receive this award, the kudos truly go to USC for making mentoring a cornerstone of the learning environment.

To my students, thank you for letting me be part of your education during your undergraduate years at USC. Today, we celebrate your many successes! Over the past 23 years of the Undergraduate Research Assistant Program in the USC Biomechanics Research Lab, I have enjoyed watching you discover for yourself what you can do with your many and diverse talents. It has been a joy to learn how you have embraced life long learning and have used your skills to make the world a better place. You have helped us better understand that we are all works in progress and education is not a race. I applaud your willingness to challenge yourself to become part of the solution, make mistakes, learn from them, and move forward. Together, as part of our interdisciplinary research, we have learned first hand that everyone is both a novice and an expert in something. Teamwork has definitely brought out the best in us all.

Continue to take time to listen, laugh, and find balance in all that you do!

“…you’re off to Great Places. Today is your day! Your mountain is waiting. So… get on your way!” Dr. Seuss

Thank you to the Andrew W. Mellon Foundation for recognizing that mentoring requires resources. What an extraordinary return on your investment!
Mentoring is an important part of our work as faculty members, particularly at a research university. Since 1987 I have encouraged students to pursue their own interests, to identify careers they will find fulfilling, and to develop self-confidence in their own abilities. I try to help students recognize their own strengths, so they can make important contributions to their chosen fields.

Because I realize that students may not remember all of the material they learn in my classes, I aim to teach them skills that will serve them well in life. I guide students in their quest for topics that interest them, and then help them find new approaches to investigate the questions that fascinate them. Our undergraduates are talented enough to conduct original research. As knowing how to do research will be beneficial, no matter what career students choose, I emphasize developing interdisciplinary research skills in all of my interactions with students, so they can be exposed to the insights of scholars in many fields of knowledge.

I show students how to be critical about the materials they use to build arguments. To avoid ethnocentrism in scholarship, I also require students to use the Index to Foreign Legal Periodicals. This ensures that they encounter varying approaches to social problems and see how we can learn from others. This is another way I try to help expand their horizons.

Mentoring also involves providing support to students during difficult moments in their lives. Clearly, students will be more likely to do their best work if universities assist them with all of the challenges they face. When the problems they experience are beyond my expertise, I refer students to the appropriate offices on campus whether that is the counseling center, financial aid, the student health service, reference librarians, the writing center, or academic advisers.

I see my role as steering students toward the graduate programs, internships, and careers that they will find rewarding. Listening to them as they describe their aspirations is an important part of mentoring.
I find that mentoring doctoral students is very different from all other types of mentoring activities in which I am engaged at USC.

Over time, there are several key concepts that want to instill in my doctoral students. First, they must be aware that unlike the other degree programs in which they have participated, getting a Ph.D. involves weaning them away from being a consumer of information to becoming a producer of knowledge. The second is to help students find the intersection of their passion and what they are good at, and the third is to give them a realistic preview of their chosen profession.

While coursework is extremely important, many doctoral students believe that focusing on coursework is the critical thing to do. This kind of thinking derives from their previous experiences as consumers of information. But, nothing could be further from the truth regarding what it takes to be successful. In my experience, the most accomplished researchers are those who have been able to find the intersection of what they are passionate about and what they are good at. This is where great ideas come from. For instance, a student may be highly interested in mathematically modeling a social phenomenon but if they only have mediocre math skills they are headed for a difficult career.

Thus, the first step is to engage a student in numerous conversations and exercises to find out what they are passionate about. The next task is to determine where their skills lie. While a student is contemplating these issues, I also engage them in a joint research project. This apprenticeship is where they actually learn the craft of doing research and it allows their creativity to blossom.

As a general rule, my mentoring philosophy is to be hard on ideas but soft on people. By this I mean that I am not heavy handed with students but I do vigorously challenge every idea they have. I allow them to struggle with their ideas for a considerable amount of time. Ultimately, the struggle to develop new ideas provides them with insight into what life will be like when they leave the safe haven of their doctoral program and begin the next phase of their lives as a professor.

I would not be a member of the faculty at this prestigious university if it were not for the assistance I received from several mentors during the various stages of my educational and professional training. Through personalized attention, I was able to develop my strengths and identify my areas of growth. In working with students, I seek to provide the same support, guidance, learning opportunities, encouragement, and constructive criticism that I received from my own mentors. Because I view my students as scholars and potential community leaders, I believe it is important to facilitate their intellectual and skill development in the classroom and beyond. As a sociologist, I aim to provide them with training in the field, while challenging them to apply their sociological thinking to address real world problems that affect their lives and the lives of those they care about. Such approach to mentoring can help students to understand the world, but also motivate them to make a difference.
While we often consider mentoring as a specific form of interaction, mentoring is actually happening all the time. Every interaction with our trainees (be they high school students or assistant professors) can and should be used as an opportunity to foster creativity and promote excellence. At times, however, mentoring does need to be done explicitly and as its own dedicated activity. One such example is when breaking down cultural barriers. In these cases mentoring can help promote interactions that were not thought possible—with the benefit of enabling the creative process to flourish against all odds.

Mentoring is creating opportunity for others. For me, it has taken the form of enabling students to experience firsthand the wonderful people, culture and technology of Japan in the extraordinary city of Tokyo. Some 20 years ago, I first traveled to this marvelous ancient and modern land. It made a tremendous impression on me, and I have traveled there more than 30 times since. In order to share this experience, I have taken and sent dozens of students to Japan to experience this for themselves as interns at the Tokyo Broadcasting System, and as School of Cinematic Arts representatives at the Tokyo International Anime Fair. For most it was their first visit to Japan, for many their first trip out of the United States. Many regard it as one of their most memorable experiences, and many remain in touch with Japanese students. The internships provide a real-world, yet foreign culture experience, where students create digital media projects in collaboration with Japanese professionals. Attending the world's largest anime fair in the country of its origin, and staffing the USC School of Cinematic Arts' booth there has given students the opportunity to meet and interact with international professionals who share their interest in animation and with Japanese students at the Tokyo University of Technology, where I am a visiting professor. Whether it's the clash of new and old, the neon lights, the food, the transportation system, the language, the gardens, the gizmos, the visual landscape or the scale of the city, spending even a few days in Tokyo is an intense and unforgettable event. The opportunity to experience Japan and to do something creative and productive there expands the students' knowledge of international cinematic arts, broadens their understanding of the world, creates international friendships, and enhances their education at USC. My heart goes out in sympathy to everyone in Japan in the aftermath of the devastating earthquake.
My first mentor was a kind woman who was the librarian at Lowell Elementary School in San Jose, California. She had short, gray hair and a pleasant voice that put me at ease. The year was 1979. I was in the second grade, a shy refugee from Viet Nam who had dived into English only a few years before. I lived in books, and the San Jose Public Library was my second home. That year, the library held a contest for local students to write their own books. I put pencil to paper and wrote a slim volume about a lonely city cat forced to flee to the countryside, where he found love. To my astonishment, my book was chosen for a prize. I was invited to the library for the award ceremony, but my exhausted parents worked seven days a week and couldn’t take me. The librarian escorted me instead, coming by my house to pick me up and treating me to lunch. She was the only person I knew who witnessed me receiving my prize. Her kindness helped set me on the road to being an author. I don’t think she would have wanted anything in return from me. To give and not to expect anything except growth is, to me, the definition of mentorship. Like my childhood librarian, I mentor students in the hopes that they will become the people they want themselves to be, and that they, in turn, will mentor others. Looking back across the years, I can still see my librarian’s face. What saddens me is that I cannot remember her name. But the gift she gave is still with me, here, as I write these words.
The division between mentor and mentee suggests a one-way process where the mentor gives and the mentee receives. Mentoring, on the other hand, should suggest a two-way process where both persons learn from each other. For me, the most exciting mentoring, whether it be with an undergraduate or graduate student, is one where both persons listen to each other. For the mentor, this means critical assessment and careful communication of how the student can improve articulations of ideas and investigations of problems. For the student, this means taking advantage of the comfort that comes with trust that the mentor has invested enough attention to know where ‘you are’ to know how to work with you to move forward. The characteristics of an ideal mentor that I aspire to are open-mindedness coupled with a willingness to invest the time and energy it takes to be demanding of growth.

The term mentoring is rooted in Greek mythology. Odysseus placed his son, Telemachus, under the tutelage of his friend, Mentor. In Fénelon’s influential 1699 novel *Les Aventures de Télémaque*, Mentor reappears, updated for modernity and by example evolving into the familiar eponymous role that today is an essential, formally recognized and institutionally supported element in academic education. Fénelon’s book was a critique of the eventually to be *ancien régime*, but more important is that Télémaque together with his mentor were sharing adventures. One value of mentoring is that it is fun, particularly when the adventure of shared scientific discovery is on offer.

The mentoring relationship is conventionally defined in terms of a more experienced teacher guiding a student seeking knowledge, wisdom and success. In scientific research, this quest is mutual, the benefit of the relationship is reciprocal and the relationship itself evolves from tutelage to collaboration to independent endeavors, creating a genealogy of learning. Every mentor was once a mentee, and the mentee ultimately becomes a mentor for the next generation of scientists.

Scientific research is a complex endeavor where imagination of the new constantly challenges the provisional canon of the known, in an exciting and difficult dialectic. This intense intellectual activity must be sustained by many rather opaque practical activities on the part of the advisor, from obtaining competitive grants to juggling administrative, teaching, and other responsibilities, all of which are best mastered by example. The resulting laboratory environment enables the student to contribute indispensable qualities to the research endeavor, e.g. time, energy, heterodox thinking and enthusiasm. The second value of mentoring derives from this creative symbiosis between mentor and mentee in the pursuit of knowledge.

Thus, this award is dedicated to my own mentors, from whom I myself learned, and to my students, in whose adventures in research I have been and continue to be privileged to participate as guide and colleague.
I grew up learning in a typical classroom setting until I started my Ph.D. training at the Netherlands Cancer Institute with Dr. Piet Borst, who was Director of the Institute at the time. As for many people, my Ph.D. training was a struggle, full of self-doubt, failed experiments, with the occasional rewarding breakthrough. My mentor was a man of towering intellect and strong principles. He led and trained by setting the very highest standards of scientific quality and integrity for himself and everyone around him. While I was immersed in the stressful day-to-day experience of conducting graduate research, I was not fully aware of the extent to which my mentor was reshaping my thinking, and thus my very being. It was only some time after I had defended my Ph.D., and moved on to postdoctoral and faculty positions, that I came to realize that not everyone in the scientific community had enjoyed the benefits of being trained to such high standards. I came to realize that I had been extraordinarily fortunate to have received such strong mentoring. Upon joining USC as a junior faculty member, I found myself passing along to my own Ph.D. students, the many lessons of scientific method and conduct that I had learned during my Ph.D. training. As I transitioned from mentee to mentor, and realized the lasting influence of my own mentor, I came to understand that I was helping to shape the scientific thinking and integrity of my own students, which would have a lasting impact through the rest of their careers. The recognition of this daunting responsibility is both humbling, and an inspiration to continue to seek ways of improving my mentoring skills.

"Mentoring," according to Wikipedia and scholars studying advice giving, is a process that always involves communication and is relationship based. But there is no precise definition. To me mentoring is listening to others in order to understand their interests and needs; and to find a framework in order to understand where they are and to identify the pathways that might move them toward success. It is giving advice that is in the best interest of others. I do this because my father was so good at it – a point confirmed by research: both women and men report that one parent served as their most important mentor. Later, I mentor because it is so profoundly rewarding to watch a student get employed, published, promoted, and to advance professionally. It is even more rewarding to view photographs of the students holding and playing with their children, happy professionally and personally. Life is good. Still later, the students give good advice back.
The life of the mind is a solitary enterprise--detached, remote, and amused. Or is it? No, well at least not always. This May marks my 40th year in graduate education, beginning a Master's degree in the fall of 1971. I have always regarded discussions with faculty and students across the disciplines as a privilege. Communication as a field is still my center. This discipline invites us to reflect on the human conditions in its unlimited forms of exchange. Never so close is the subject of communication than when I listen to the ideas and struggle of a student engaged in a transition to peer. Mentoring is listening. Listening is hearing projects as work that matters. Each moment matters in a different way, of course, from noodling about experiences, to gathering evidence, initiating design, articulating cases, revising and revising, talking with interlocutors, and final defense. The work matters for the future, to each individual set out on a path and to the broader discipline that imagines a field. Mentoring is a way of thinking together and producing good work that is there to be found.

I was very lucky to have two wonderful mentors during my years of graduate study, one a law professor and one a historian. Both of them were not only eminent scholars, but kind and decent people. They were both “big idea” guys, and they definitely did not hold my hand along the way. They were always available to talk about ideas, and they were the kind of people who had read nearly everything, and were extremely broad-minded and eclectic in their intellectual range. It was tremendously exciting to be part of their conversations, and made me want to pursue an intellectual life. While some students found each of them to be too hands-off or even stand-offish, for me it was a perfect match. I continued to be close to both of them after I finished law school and graduate school, and because they had always treated me as a peer, it was easy to transition to working together on writing and other projects.

Some legal historians who teach in law schools have told me that their biggest regret is not having their own graduate students, but I must say I haven’t felt a lack. I’ve enjoyed working with graduate students in a variety of departments and institutions, and also with law students at USC, some of whom are pursuing academic careers, others who are not but are deeply engaged in intellectual endeavors nevertheless. One of the things I’m proudest of is the Columbia, Georgetown, UCLA & USC Law and Humanities Junior Scholar Workshop, a community of interdisciplinary scholars who come together to mentor advanced graduate students and junior faculty in law and humanities. Everyone involved, whether “junior” or “senior” (and most of us were barely “senior” when we started the workshop) will say that it is the best thing they do every year, and that we the “mentors” get as much out of it as those who are being mentored.