

2006 Dean's Award for Excellence in Mentoring

Lisa M. Campbell joined the Duke faculty of the Nicholas School of the Environment and Earth Sciences as the Rachel Carson Assistant Professor of Marine Affairs and Policy in 2003. She completed her M.A. in Geography and Environmental Studies at the University of Toronto; and, after receiving her Ph.D. in Geography from the University of Cambridge, she served as an assistant professor in the Department of Geography at the University of Western Ontario. Professor Campbell's primary area of

research is environmental policy. Her areas of focus are wildlife conservation policy (including considerations of sustainable use, protected areas, and ecotourism, with specialization in marine turtles); environmental values; international

institutions for environment and development; and rural development in Latin America, the Caribbean, and Africa. She studies the process of policymaking, the transition from policy to practice, and the consequences of implementation at the local level. Professor Campbell is extremely active in her field, having served as Editor for *The Great Lakes Geographer* and is a highly sought expert in coastal zone management, environmental sociology and anthropology, and fisheries policy and management.

In an impressively conceived nomination, Professor Campbell's students worked together to share Lisa's many strengths as a female academic, a researcher, an advocate and organizer, a writer, a teacher, and a friend. One nominator observes, "Perhaps what I appreciate most about Lisa's advising style is that she assists me in finding my own way; she does not leave me to flounder on my own, nor does she impose her own vision of what I should be doing." This nominator gives us a glimpse of Lisa's valuable guidance when she writes, "Rather than simply telling her graduate students to 'publish, publish, publish,' she helps us to read between the lines, to understand why peer-reviewed journal articles are better for the CV than book chapters, which journals are higher profile, how to target an article to a specific journal, and how to navigate the review process." Another nominator shares how Professor Campbell helped her to honestly evaluate the research benefits and challenges associated with an ethnographic field study and even provided the travel funds to conduct an assessment of the

proposed field site so that a fully informed decision could be made about the direction of her research. Lisa's students also stress the value of her advocacy for the marriage between natural science inquiry and the methods of social science to allow for the fruitful exploration of new interdisciplinary questions of environmental policy.

Professor Campbell's students conclude their nomination with the following: "Lisa is inspiring proof that it is possible to balance a great academic career, a busy extracurricular life, a social life, and a family. Her productivity, her personable nature, and her well-balanced life and lab offer important contrasts to those of many academics who seem to have little time for anything but work (which is not a lifestyle that appeals to many students). We are proud to nominate her for this award because she is one of the paramount mentors in each of our lives."

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James R. Bettman is the Burlington Industries Professor of Business Administration at the Fuqua School of Business and Professor of Psychology. He completed his M.A and Ph.D. in Administrative Sciences at Yale University and taught at the UCLA Graduate School of Management before joining Duke's faculty in 1982. Professor Bettman is a Fellow of the American Psychological Association, the American Psychological Society, and the Association for Consumer Research. He is the recipient of numerous awards, including the Leo Melamed Prize for outstanding scholarship and the 2000 American Marketing Association/Irwin/McGraw-Hill Distinguished Marketing Educator of the Year. In 2003 ISI Web of Science named him one of the most highly

James R. Bettman

cited researchers in Economics and Business. A recognized authority in the field of consumer behavior, Professor Bettman's research focuses on consumer information processing and decision-making. He studies decision makers' adaptation to different situations, the effects of stress on decision making, and

consumers' autobiographical memories. One nomination boasts, "In many ways, Jim Bettman is to consumer behavior what Michael Krzyzewski is to basketball. If you are fortunate enough to be one of his students, you benefit not only from his instruction as a student but also as a colleague throughout your career."

While many business professors at this stage in their careers either focus on consulting or start to ease up on their work, Professor Bettman's strong commitment to doctoral education compels him to remain completely engaged in his academic discipline. As one of his nominators noted, "Not only is his research stream as active as ever, but he is still the first person I know to read a vast array of journals as soon as they come out." Jim's students appreciate that he gives generously of his time, shows a sincere interest in his students' well being, is "a master at teaching doctoral seminars, and is absolutely indefatigable at giving student feedback." Jim Bettman's style of mentorship guides students without making them dependent upon him. He is particularly effective at stepping back and thinking through the logic of argument, identifying possible gaps in students' thinking and offering alternative explanations that one needs to be prepared to address.

Professor Bettman perpetuates his influence on the field of consumer behavior by fully integrating his students into the discipline. He does this by setting an excellent example and by providing students access to his work style and intellectual approach to problems. One of his nominators explains, "He does this just naturally, because he loves his work and is always immersed in it; however, he also strategically looks for opportunities to help integrate students. For instance, I still remember that when I was a beginning doctoral student, Jim



arranged for me to listen in to phone conversations (and in-person meetings) between him and other senior co-authors about paper positioning and strategy. He did this explicitly to help transmit the 'tacit knowledge' that is so important for success in academia. Much more recently, at our last annual professional meeting, I was struck by the amazing energy Jim has for talking with very beginning members of the profession. Whether at a research 'lab team' meeting, a conference event, or a professional dinner, Jim always makes sure the students in a room are integrated into not only the academic content of discussions but also the more informal nuances of academic interaction."

Another nominator comes to the conclusion that "the mark of a great scholar is the ability to advance the knowledge of the field with one's own research. The mark of a great mentor is the ability to inspire others to new heights and demand excellence in scholarship whereby adding exponentially to advancement of the field. Without Jim Bettman's intuition, dedication, and guidance the marketing department at Duke University would not be considered one of the finest in the world."

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Linda Orr started her journey at Duke University in 1961 as an undergraduate. After receiving her B.A., she continued her studies in French, completing the *Certificat de littérature française*, license, Université de Montpellier, France. Professor Orr received her Ph.D. in Romance Languages from Yale University in 1971 and joined the Duke faculty in Romance Studies in 1980, after holding teaching positions at the University of Iowa, Swarthmore College, and Yale University. A highly accomplished scholar in her field, Professor Orr explores the interplay of history, culture, and memory in 20th Century Literature, in particular as it relates to the German occupation of France, the "Assimilation" of North Africans in France, the Relationship of France

to its former colony and protectorates in North Africa, and issues of contemporary politics. She also focuses on 19th Century literature, historiography, history, and culture through the examination of novels, memoirs, and essays. Professor Orr has served on the editorial board of leading scholarly journals in her field and is

Linda Orr

the recipient of numerous research fellowships, including the Fulbright, the Guggenheim, and the American Council of Learned Societies.

One of Professor Orr's nominators observes, "There will always be students who don't necessarily fit the mold, students who are here, not because they always wanted to be a professor, but because they came here to learn, to answer a thirst for knowledge. In particular, I think those students will find an ideal mentor in Professor Orr. She creates an environment where it's okay to think beyond traditional confines, where creativity and passion are an essential part of the work. The discipline still comes but not at the expense of the idea. There is no one right way to be a mentor any more than there is one right way to be a graduate student. Professor Orr's gift is that she finds the right way to mentor all of her many diverse students."

Another nominator continues this sentiment when he writes, "Linda Orr is a rare breed. She exemplifies the academic rigor that is necessary for scholarly success and the intellectual playfulness that has become so rare in the modern university. Her style of mentorship encourages students to take risks and to explore what it is that they want to study and what it is that they find rewarding about their field. She is not the sort of advisor who attempts to pawn off projects on her students, but rather nurtures their ideas and pushes them to optimize their talents and curiosity. She is, furthermore, a genuinely wonderful human being. This is a component of mentorship that is impossible to quantify and is so often forgotten in evaluating a scholar's career. Linda Orr understands that research and studies are but one part of a graduate student's existence. She has a genuine respect for a student's physical, mental, and emotional health and sees our intellectual endeavors as integrated and balanced with the rest of our lives, not opposed to everything else we do." The same nominator goes on to



share that "In my furtive travels throughout the world of French literary studies, I have yet to encounter a negative word about Linda Orr. She is respected enormously as a researcher, as a writer, as a reader, as a critic, and as an interlocutor. In conversations with professors at institutions across the United States, mentioning that I work with Linda Orr has afforded me an instant level of credibility. Linda was the first woman hired onto a tenure-track position in French at this university. In her 25 years here, she has served as an example to men and women alike who seek to enter the field. I know personally each of the other students that she advises and can say without a doubt that there is a single reason we have all chosen to work with this woman: we trust her. We trust her to nurture our ideas and talents, to provide us with the tools, resources, and contacts necessary to complete our dissertations and be credible, competitive

candidates on a job market that is becoming increasingly more cutthroat. As each of us is pursuing a project that is not traditional and pushes the boundaries of the discipline and challenges (each in its own way) the norms that reign over the intellectual domain of our department; we trust her to be an advocate on our behalf, and, just as importantly, to help us craft our work so that it is at once innovative, original, and acceptable to the broader intellectual community to which we belong."