

## FACULTY MENTOR/ADVISORS ON BOOK WRITING & PUBLISHING 2015-2016

As part of Berkeley's mentoring efforts, the following faculty have agreed to serve as campuswide mentor/advisors on writing and publishing books. Please feel free to contact any of these individuals for confidential consultation and support on topics such as: how to choose a book topic, strategic decision-making for merit or promotion, remaining engaged in the writing process, choosing publishers and addressing feedback from editors and manuscript reviewers, negotiating with publishers, marketing your book, and more. Mentor/advisors will be available through the end of the 2015-16 academic year. Please note that, while team members will not be available to edit manuscripts, their mentoring will include recommendations, advice, and problem-solving based on successful track records of writing and publishing. For more information, please see the Equity & Inclusion website at [diversity.berkeley.edu](http://diversity.berkeley.edu).



**Zehlia Babaci-Wilhite** is a visiting associate professor in Berkeley's Graduate School of Education. She received her Doctorate in International Education and Development from the University of Oslo, Norway, where her research had a specific focus on African languages of instruction as a human right in the field of comparative and international education. With more than 20 years of teaching experience in a number of countries including USA, Norway, Japan, India, and France, her strength lies in international learning, development, and human rights.

Babaci-Wilhite is the author of many published articles and book chapters. She has also edited a book entitled *Giving Space to African Voices: Rights in Local Languages and Local Curriculum*, published in 2014 by Sense Publishers in Rotterdam, The Netherlands. Her recent book entitled *Local Languages as a Human Right in Education: Comparative Cases from Africa* was published by Sense Publishers as well. She is finalizing another book entitled *Human Rights, Language and Development in International Education: Curriculum, Policy and Democracy in Africa and Asia*, which will be published by Palgrave-Macmillan in the summer of 2015.

As visiting associate professor, she teaches a course on "Language, Culture and Human Rights" in the School of Education's Language Literacy and Culture department. She has extended her work on language and science literacy in Tanzania and Nigeria. She is also an Adjunct Professor in the International and Multicultural Education (IME) Department of the School of Education at the University of San Francisco. She is fluent in French, English, Norwegian, Japanese and Berber with knowledge of Arabic, Portuguese, German, Spanish and Swahili.

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**Ruth Berins Collier** is Heller Professor of the Graduate School in the Department of Political Science, University of California, Berkeley. Her research has focused on regime change, popular participation, and state-labor relations and has included comparative analyses of Latin America, Africa, and Europe. She is the author of *Regimes in Tropical Africa: Changing Forms of Supremacy, 1945-1975*; *Shaping the Political Arena: Critical Junctures, the Labor Movement, and Regime Dynamics*; *The Contradictory Alliance: State-Labor Relations and Regime Change in Mexico*; *Paths Toward Democracy: The Working Class and Elites in Western Europe and South America*; and *Reorganizing Popular Politics: Participation and the New Interest Regime in Latin America*.

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**Jabari Mahiri** is Professor of Education and the inaugural holder of the William and Mary Jane Brinton Chair in Urban Teaching at the University of California, Berkeley. He is Faculty Director of the Multicultural Secondary English Program, Faculty Director for the Bay Area Writing Project, on the Advisory Board for the College Writing Program, and Chair of the Board for REALM Charter Schools. He is also an elected Member-at-Large for the governing council of the American Educational Research Association. He received Berkeley's Chancellor's Award for Advancing Institutional Excellence in 2007, the Chancellor's Community Service Award, and the American Educational Research Association's Outstanding Mentorship Award. He is author of *Digital Tools in Urban Schools* (2011); *Out of Bounds: When Scholarship Athletes become Academic Scholars* (2010) with Derek Van Rheenen; and, *Shooting for Excellence: African American and Youth Culture in New Century Schools* (1998). He is editor of *The First Year of Teaching: Classroom Research to Improve Student Learning* (2014) with Sarah Freedman and *What They Don't Learn in School: Literacy in the Lives of Urban Youth* (2004). He is currently completing two books – *Deconstructing Race: Micro-cultures Shifting the Multicultural Paradigm* and *Virtual Literacies of Global Youth*. He also has published a children's book, *The Day They Stole the Letter J*.

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**James Midgley** is Harry and Riva Specht Professor of Public Social Services and former Dean of the School of Social Welfare, University of California, Berkeley. He has authored or co-authored eleven books and edited another 26. His work is focused on issues of social development, international social welfare and social policy. Among his most recent books are *Grassroots Social Security in Asia*, Routledge, 2011 (editor with Mitsuhiro Hosaka); *Colonialism and Welfare: Social Policy and the British Imperial Legacy*, Edward Elgar, 2011 (editor with David Piachaud); *Poverty, Incomes and Social Protection: International Policy Perspectives*, Routledge, 2013 (editor with Richard Hoefler) and *Social Development: Theory and Practice*, Sage, 2014. He is a Fellow of the American Academy of Social Work and Social Welfare and holds honorary professorial appointments at Nihon Fukushi University in Japan, the University of Johannesburg, South Africa, Hong Kong Polytechnic University, and Sun Yat-sen University in China. He is a Fellow of the American Academy of Social Work and Social Welfare.

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**Kurt C. Organista** is Professor, School of Social Welfare, University of California, Berkeley. He publishes articles on Latino health and mental health, conducts research in the area of HIV prevention with Latino migrant laborers, and is editor of *HIV Prevention with Latinos: Theory, research and practice* published in 2012 by Oxford University Press, and author of *Solving Latino psychosocial and health problems: Theory, practice, and populations* published in 2007 by John Wiley & Sons, Inc. He serves on the senior editorial board of the American Journal of Community Psychology, and on the editorial boards of the Hispanic Journal of the Behavioral Sciences, and the Journal of Ethnic and Cultural Diversity in Social Work. From 2004-08, Organista was appointed to the Office of AIDS Research Advisory Council at the National Institutes of Health, and he is currently PI of a federal R01 grant from the NIAAA to develop and test a structural environmental model of alcohol-related HIV risk in Latino migrant day laborers in the San Francisco Bay Area (2010-2014). Organista is Vice Chair of the Board of Trustees of the San Francisco Foundation. He currently serves as Berkeley's Special Assistant for Faculty Mentoring.

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**Juana María Rodríguez** is Professor of Gender and Women's Studies at Berkeley, where she is also affiliated faculty with the Department of Theater, Dance and Performance Studies; the Berkeley Center for New Media; the Center for Race and Gender; and the Center for the Study of Sexual Cultures. She is a founding member of the Haas Institute's Center for a Fair and Inclusive Society's LGBTQ Citizen Cluster, an elected delegate of the National Council of the American Studies Association and an appointed member of the University of California President's Advisory Council on LGBT Students, Staff and Faculty. Professor Rodríguez is the author of two books, *Queer Latinidad: Identity Practices, Discursive Spaces* (2003) and *Sexual Futures, Queer Gestures and Other Latina Longings* (2014) and has published numerous articles related to her research interests in sexuality studies, queer activism in a transnational American context, critical race theory, technology and media arts, and Latin@ and Caribbean studies. She is currently working on a third book project that considers representations of racially gendered violence, pleasure, and trauma in visual culture. In addition to serving as an Editorial Advisory Board Member for *Women and Performance: A Journal of Feminist Theory*, she is frequently solicited to review manuscripts for a range of university presses including Duke, New York University, University of Minnesota and University of Chicago Press.

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**Susan Schweik** is a Professor of English and Associate Dean of Arts and Humanities. A faculty member at Berkeley since 1984, she has been involved with the development of disability studies at Berkeley for over fifteen years. She is co-coordinator of the Disability Studies Research Cluster in the Haas Institute for a Fair and Inclusive Society and co-director of the Disability Studies minor, and for five years she co-coordinated the Ed Roberts Fellowships in Disability Studies post-doctoral program at Berkeley. She is the recipient of the Chancellor's Award for Advancing Institutional Excellence, the Presidential Chair in Undergraduate Education, UCB's Distinguished Teaching Award and Award for Excellence in Mentoring of Graduate Students, a 2014 Arts and Humanities Divisional Service Award, and a 2013 Leon Henkin Citation for "exceptional commitment to the educational development of students from groups who are underrepresented in the academy." She has published two books seventeen years apart, *A Gulf So Deeply Cut: American Women Poets and the Second World War* (1990) and *The Ugly Laws: Disability in Public* (2007), and is getting a third one done at, she hopes, a faster pace. This one is a cultural history that concerns intelligence testing, disability, child welfare interventions, and eugenics in Iowa during the Great Depression.

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