



LEADERSHIP
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YOUR VOICE

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ACRYLIC AND OIL ON CANVAS
Grimy Limey, Slimy - Try Me, Blimey!



DR. DING-JO H. CURRIE
Director – LIFT

INTRODUCTION

Dr. Ding-Jo H. Currie is the distinguished faculty of higher education leadership and founding director of Leadership Institute for Tomorrow. She is former chancellor of Coast Community College District.

Guiding Lights: Stories of Mentoring Excellence

Our cover showcases the work of artist **Daniel Schmidt**, a part-time faculty of visual arts at Citrus College in Glendora. Daniels' work examines and engages identity, ego, and his positionality in American society. Perhaps we may link those relationships to that of the pivotal role in shaping the identity of mentees as well as the dynamic and colorful interplay that contribute to the mentor/mentee relationships.

The theme of mentoring was chosen to illuminate the profound significance of mentors in personal journey and the gratifying intrinsic rewards derived from mentoring others. First is the president of Chaffey College in Rancho Cucamonga, **Dr. Henry Shannon**, whose light touched my own life during our days serving on the American Association of Community

College board. Serving as my mentor, Henry played a pivotal role in guiding me, imparting valuable insights, and paving the way for me to follow in his footsteps in taking on the role as board chair. Henry's article echoes his authentic self and voice, recognizing the entire village of mentors as well as his own mentorship of so many – lifelong intertwined and meaningful relationships.

Dr. Cynthia Olivo, president of Fullerton College, highlights the guidance and encouragement beyond academic and career milestones, including advocacy for undocumented students' rights. Her story underscores the significance of her mentor's cultural fluency, forthright advice, and the personal touch that is infused in a mentor-mentee relationship.

Jean Thenor, a student at Diablo Valley College in Contra Costa County, is a remarkable young man whom I first encountered at the A2MEND conference. He not only grasps the significance of being a mentee, but also actively embodies it by consistently following up and staying connected. Jean provides compelling testament to motivation and transformative change, showcasing an unwavering resilience and gritty determination when confronted with life's formidable challenges.

Andrea Williams' story serves as a poignant representation of the countless unsung heroes on campuses, individuals whose contributions of mentoring students often go unreported and underappreciated. As a coordinator at Berkeley City College, she recounts the profound, yet often overlooked, transformative impact she has had on students. Classified professionals, in numerous respects, embody and reflect the diverse characteristics of our students today, making them a group that holds significant value in mentoring students. Her mentee Angel's poem beautifully captures the moving and dynamic power of mentoring for transformation.

Karen Chow, faculty at De Anza College in Cupertino, discloses the multifaceted nature of faculty mentorship, emphasizing its crucial roles in guiding educators through difference aspects, from teaching pedagogies to effectively participating in the whole life of a college. She also calls attention to the evolving formats of mentoring, spanning from casual coffee breaks to the contemporary convenience of online platforms.

Finally, in our best practice column, **Dr. Shalamon Duke**, dean of Special Programs & Grants at College of Alameda, shares insightful and actionable recommendations tailored for both mentors and mentees, enriching the guidance with an added diversity, equity, and inclusion lens. Drawing from Dr. Duke's personal successes and professional challenges within mentor-mentee relationships, coupled with insights also gleaned from leading the Mentor and Match mentoring platform, he offers invaluable and practical advice for all who enter the world of mentorship.


A handwritten signature in black ink, appearing to read "Shalamon Duke", with a stylized flourish at the end.

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Dr. HENRY D. SHANNON

*Superintendent / President,
Chaffey College*

Be the Light That Leads the Way in Mentorship

I first met a young student and basketball player named Romeo Famous while teaching and counseling part-time at Harris-Stowe State College in St. Louis in the mid 1970s.

The philosophy I gave him was simple: Be a student first and an athlete second, as I knew our college was not a hotbed for students to transition to the NBA.

Most of the young men I worked with were like Romeo and me: They grew up in the inner city, and were trying to break the cycle of poverty. As a person who grew up among segregation and poverty in the Midwest and South, I felt it was my duty to help him and other young men of color succeed.

Romeo graduated from Harris-Stowe and went on to have a successful career with the Boeing, but never forgot the mentorship he received from me and other educators. He flew to California from Missouri last summer to visit his daughter and stop by my office. He thanked me for the guidance I gave him all those years ago.

I have seen the value of mentorship from both sides, as a mentor and a mentee. And I encourage you during National Mentoring Month – and every month of the year – to be a person who can help others unlock their full potential in work and life.

I knew as I advanced in my educational career that my goal was to become a college superintendent/president. The best way to prepare for a new career is to learn from others who have come before you. I interviewed more than a dozen college presidents to absorb their wisdom and hear about their triumphs.

I learned valuable information from all of them, and they all recommended that I complete a doctoral degree, which I did.

I have had mentors throughout my life, starting with my fourth-grade teacher, Dorothy Richardson, from Dunbar Elementary School in St. Louis. She believed in me so strongly that she followed my career and stayed in touch with me until she died at 101 years old.

Basketball teammates and fraternity brothers also guided me along the way. Even my family served as mentors. My cousin Dr. Horace Mitchel, retired president at California State University, Bakersfield, gave me the support I needed to keep reaching higher in my educational career.

In fact, my family was my “village.” I considered my cousin, uncles and aunts, and especially my grandmother, Artelia Shannon, to be my mentors.

William J. Harrison, a civil rights leader, Morehouse College alumnus and former educator at St. Louis Community College at Forest Park, was another. He founded St. Paul Saturdays at St. Paul A.M.E. Church in St. Louis, a community program for Black boys, and encouraged me to be a mentor there. This program, founded in 1984, has had a 100 percent high school and college graduation rate among its participants.

Some of my mentors didn't even realize they were guiding me. I draw much wisdom from the biographies of such leaders as Dr. Martin Luther King, Jr., Malcolm X, Harriet Tubman, Jackie Robinson, Shirley Chisholm, Barack and Michelle Obama, and Muhammad Ali, among others. These are all people who faced adversities and overcame them. Their stories resonate with me because in many positions I have taken in my career, I was either the first or second Black man to take on the role.

There are countless others who have been the light that illuminated my way, and I am grateful to all of them. I will never stop gathering wisdom from others who have come before me, and I strive to give back as a mentor in both my professional and personal lives.



Henry Shannon and Romeo Famous.



Dr. CYNTHIA OLIVO

*President,
Fullerton College*

I met one of my main mentors, Cal State San Bernardino associate dean Dr. Tom Rivera, while I was volunteering at a program he led while I was an undergraduate.

I was trying to survive – being the first person in my family to go away to college while navigating poverty, I was unaware how my leadership abilities could surface during my career.

Thanks to Dr. Rivera's prompting, I benefitted from many opportunities that helped nurture my leadership skills, such as the annual USDAE. Kika De La Garza Fellowship Program, while I lived in Washington, D.C., and was learning about resources available to students and colleges.

During that summer experience with Dr. Rivera, he also encouraged me to pursue my doctorate and become an administrator rather than continue my career trajectory as a counselor. From that point, I checked in with him at every step of my career as I landed new positions or continued trying to achieve career goals. He was there for my undergraduate commencement, first career job, my graduate studies, and beyond.

I always appreciated his forthright advice and cultural fluency in offering me *consejos* (advice) with a little bit of *cariño* (care) to soften the message.

When I was advocating for an issue in a manner that was too risky for my personal safety, such as speaking up for undocumented students in a Riverside newspaper in the mid 1990s, Dr. Rivera told me, "never be an island unto yourself," and that is advice I continue to use. Never take up an issue on your own; find people who also believe in the cause, and then create a way for you to come together and advocate.

He reminded me that I had a long career ahead and that I needed to continue my advocacy in a way that was collaborative. Observing him and his wife, I also learned that advocacy is a way of life and not a separate endeavor from personal or family life. One can lead a life as a full-time educator, activist and transformational community leader, and share those experiences with loved ones, family and friends.

Initially, I believed what Dr. Rivera appreciated about me was my honesty in providing feedback in a courteous, thoughtful, and genuine manner, utilizing data and trying to make change.

He invited me to help address the practices that I perceived as exclusionary. I thrived in that opportunity, ultimately leading the organization he established, ushering in new ways to ensure the young women were recognized, and I continued my own learning about Chicano history, culture, racism, and classism.

My leadership style changed as a result of working with Dr. Rivera. I became conscientious regarding undoing the harm in our educational system, which often fails to honor the diversity of our students and communities. He mentorship helped me continue to be my authentic self in any setting.

Over time, Dr. Rivera became a father figure to me, and when he retired after nearly 45 years in higher education, he invited me to be one of his roasters.

I had great stories to tell, recounting our travels through Washington, D.C., and comparing them to traveling with Don Quixote. (His favorite song was "Dream the Impossible Dream" from the musical "Man of La Mancha.")



Tom Rivera and Cynthia Olivo in 2019

In my story, he was Sancho Panza, because our mentorship relationship grew to be one that was more like *familia*. We could joke with one another like that.

He mentored me up until his very last days, and I remember that he called to encourage me to apply for a role that I knew I would not get, but he pressed: "Cynthia, you are more qualified, prepared and better than any of the candidates in this pool."

Dr. Rivera, 82, passed away in 2022, and I was as devastated as if I had lost my dad. I was asked to speak at his memorial service. I shared my love for his positive nature and way of being in this world and promised that we would continue his legacy and make that Impossible Dream a reality.

Several months later, I was selected to serve as president of Fullerton College, and I thought of Dr. Tom and what an amazing person he was – an incredible mentor. I wondered how he had the time to do it.

It was because his way of life was to nurture future leaders.

I have mentored countless individuals over my 28-year career, with my staffs from Cal State San Bernardino and Pasadena City College, or my students at USC, or any of the doctoral students on whose committees I served. I also mentored through California Community Colleges Organización de Latinx Empowerment, Guidance, Advocacy for Success, known as Colegas, and other organizations.

I constantly provide support to continue the legacy of Dr. Tom Rivera and give back in the same way he gave to others.

Learn more about Dr. Rivera at <https://iefl.org/dr-tom/>



JEAN THENOR

*Student,
Diablo Valley College*

It was May 11, 2018, and after living in Brooklyn, New York, for 28 years I decided to move to California.

The year before, my older brother graduated from Sonoma Community College, and walking across that stage motivated me. Not only that, but I fell in love with the palm trees, pleasant greetings, and beautiful sunny weather. I didn't know how much of a culture change moving out here would be. I had a ton of support but was still met with opposition, resentment, and sadness from family, friends and even new coworkers.

On top of that, I was going through a divorce, and then resigned from a company where I had worked in retail sales for over seven years following high school!

I was comfortable, but that had to change if I wanted something more, something different, something legendary. I left my birthplace, my family and childhood friends. It was a fresh start for me. I was excited, nervous, but determined to seek out my passion and dreams. Nevertheless, I followed my heart, and that silent voice inside of me.

I'm the youngest of eight, a first-generation Haitian American. Even though I am the youngest, I felt as if I had a lot of responsibility. I saw my siblings do so many great things in and out of school.

My mother moved to America, hardly knowing any English. Her demeanor, her passion, silent victories, and hustle for a better life for her and her kids was the foundation of my glory, and path to purpose.

After patiently waiting a year to become a California resident, I went to Solano Community College in Fairfield to apply. I met a gentleman who worked in the FAFSA office, and who asked if I would be interested in joining A2MEND, the African American Male

Education Network and Development mentoring organization based in Elk Grove.

I said sure, and he took me to the office of a man named Bryan Stewart. This man had such charisma, wisdom, humor, and grace. He told me his story, and asked about mine. He told me about the other students who were in the group, and gave me a new book bag full of supplies, and an A2MEND T-shirt.

I was nervous starting college after almost a decade, but he gave me emotional direction, opportunity, support and – most importantly – faith. Juggling three jobs that fall 2019 while going back to school wasn't anything like a walk in the park. I was somewhere in between insecure and determined.

After that holiday, I lost my mother to cancer; I flew back to New York City to grieve with my family, and received word that I was of

being let go from work. I still managed to get straight A grades that first semester. It was bittersweet, and I was sick to my stomach when I saw my grades; because of the irony that clouded that moment. But through adversity there is wisdom and glory.

Feeling down and out, I was trying to find a new 9-5. I was met with the opportunity to visit an A2MEND conference with the support of Bryan Stewart of The Nathan Initiative, which provides life coaching and non-profit consulting to underserved communities. It was amazing being surrounded by my peers and like-minded individuals. A2MEND has done a lot for me through my college journey, which has now taken me to Diablo Valley College in Contra Costa County. I studied abroad in Africa, spoke in front of hundreds of

people, and created amazing relationships with such extraordinary leaders like Dr. Ding-Jo Currie, and Drs. Terence Elliot, Eric Handy and Edward Bush, all A2MEND executive board members.

This mentorship helped grow my confidence, enhance my communication, shape my mind, expand my imagination, and build my personality. Even though Bryan Stewart is no longer with A2MEND, he still coaches and mentors me to remain in faith, prayer and always stay on purpose.

My dream of transferring to the communication program at University of Southern California is within reach, as is my career as entrepreneur, writer, and film director.



Jean Thenor and Bryan Stewart



ANDREA WILLIAMS

*Coordinator, Career and Transfer Center
Berkeley City College*

I am an educator due to in large part to the mentors I have had throughout my life.

After high school I was not ready to attend a four-year institution and chose the Peralta Community College District to explore academic and career options. My political science instructor pushed me academically, challenged my thinking about my capabilities and was an integral part of my transfer to a four-year institution.

I am incredibly fortunate to have mentors who have supported my educational, personal and professional journey. They have shown up in non-traditional spaces, and at various times. The common theme was their ability to experience and see something in me that I was not able to see in myself.

They encouraged me to take risks and see beyond what I felt I could accomplish. More importantly, they provided examples of what I could imagine and achieve as a woman of color in higher education.

I am not a first-generation college student, and I still experienced systemic micro and macro aggressions while attending the University of Washington in Seattle. My mentors there were largely responsible for my ability to persist. They hired me to tutor students in Extended Opportunity Programs and Services, work in the writing center, TA for two of my professors, and participate in culturally relevant research.

The invaluable guidance and mentorship provided a model that I embody when connecting with students. I approach my work with the intention that all students, regardless of circumstances, are capable and intelligent, and have the potential for success that they may not see in themselves.

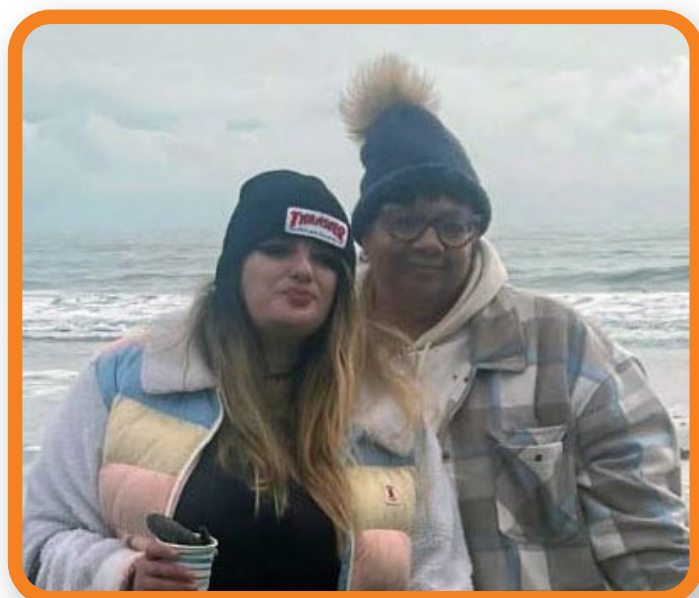
Students initially visit me to learn the transfer process, and what shows up again and again is their reluctance to apply to multiple universities. Some first-generation, non-traditional, Black and Brown students believe that some higher educational institutions are unattainable or inaccessible.

The myth of not being “good enough” shows up often. Their hesitation cannot be labeled imposter syndrome, which is why my mentorship begins the moment students walk into my office until they leave our campus. My connection with each student is specific, authentic and intentional. I share my own struggles and accomplishments to continuously reaffirm that they are capable of succeeding at any four-year institution.

The relationships I developed with students have been invaluable to my own life. Their perseverance and resilience pushes me to keep going when I am discouraged. In the process of my mentoring, I am deeply moved by students’ dedication in pursuit of education and to transform their lives.

I feel I have come full circle to honor my mentors by sharing what was given to me, with students like Jeremy, a first-generation Black queer male and doctoral candidate at UC San Francisco in the history of Black and Brown communities in health sciences. And Yanelit, the youngest person and only Latina to serve as a commissioner on the Contra Costa County mental health board. And Sharon, UC Davis alumna and first-generation Latina who works as an advocate in the Albany, California, high school where her counselor said her learning challenges were best suited for a trade.

And Angel, a domestic violence survivor, amazing mother, and soon-to-be published author. Angel shared a poem she wrote her first week at UC Santa Cruz. I keep it tacked on my fridge to remind myself that all things are possible and to keep moving forward, because you never know what blessings will show up.



Angela Sunlight and her mentor, Andrea Williams.

“Andrea”

*Andrea says
that I can collect
Degrees
Like they're
Pokemon*

*I tell her
I want to be
A true writer like
Tommy Orange
That he is from
Oakland
Just like us.*

*Andrea says she
Just met Tommy Orange
And that anything is possible
That I can be
A writer or a librarian
An English Professor
Whatever I want*

*Andrea is the head of
The Transfer Center
At my community college
Whenever she enters the room
Everyone gets serious
I think she is a big deal*

I want to be like her one day

*I am proud of you Angel
She tells me over the phone
And I am standing
On my porch
Of my townhouse in Santa Cruz
Looking up to God
And the sky and the trees
I am here because of
Salavador
Micheal
Andrea*

*I am a success of the Community College District
I mail Andrea a copy of book, Candy
Use Stamps with tulips on them*

*Thanks for everything Andrea
I write in the book
With a pen that says*

***Reimagine the World:
At UC Santa Cruz***

Excerpted from “Reimagine the World: At UC Santa Cruz”
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DR. KAREN CHOW

*Faculty in English, Asian American Studies,
& Women's Studies, De Anza College*

Mentoring as Heart Work

Mentoring can happen in any interaction where someone helps you consider something new, challenges you to reexamine something, or offers comfort and grounding when you feel troubled.

My high school journalism teacher in Hacienda Heights, Mrs. Jeorgia Moore, guided us teens through generating story ideas, writing and researching stories, and assembling the weekly newspapers. We learned how to collaborate and give constructive feedback to each other. In her words, "Journalism was an important space for kids to have the freedom to create something without their parents telling them how to study or what to do."

Attending University of Southern California, I had several faculty and administrator mentors. One was the longtime dean of women, Joan Schaefer. Dean Joan loved poetry and literature, laughed uproariously, and was delighted by students appreciating academic life, the arts, and travel. Her annual Christmas letters were reminders of her profuse passion for life and connection.

I learned how to teach from my UC Santa Barbara graduate school mentor and doctoral advisor, Shirley Geok-lin Lim, who taught across a range of institutions from community colleges to universities. She is a poet and fiction writer as well as a literary critic of Asian American literature.

She welcomed other graduate students and me to interact at seminars, help organize conferences, and engage as colleagues with writers and scholars while together enjoying her home-cooked Malaysian curry dinners.

I have also benefited greatly from lateral peer relationships where, depending on the issue we discuss, I may either be the mentor or the mentee.

In my career, especially at De Anza and other California community colleges, I have gained much from colleagues who help mentor me and to whom I offer mentoring. The names are too numerous to mention.

I have learned so much about our California community college system from mentors. The most rewarding aspect of mentoring are the interactions that don't just feel transactional – that something was shared that warms the heart, even if there is no gain such as a career advancement or the granting of an award, though of course those are delightful too.

For nearly two decades, mentoring has been expanding into more modalities — from in-person coffee chats, office hours, classes, workshops, events, and conferences, to emails, phone calls, social media, and Zoom meetings.

Online interactions will never match the depth of connection gained through meaningful in-person interaction developed over time. When it comes to building human interaction and authentic trust, nothing beats extended in-person time together.

But it doesn't mean that meaningful and impactful mentoring can't happen in the online space. We see how virtual platforms such as LinkedIn, Reddit, Quora, and Discord have become spaces where millions get advice and "mentoring."

What an interesting time I've had experiencing mentoring's evolution from the 20th to the 21st centuries!



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BEST PRACTICE COLUMN

DR. SHALAMON DUKE
DEAN OF SPECIAL PROGRAMS & GRANTS,
COLLEGE OF ALAMEDA

Community college leaders face unique challenges that require a deep understanding of educational policies, student needs, and effective management strategies.

Professional mentoring is crucial for aspiring community college professionals, especially those in leadership roles. Engaging in mentoring relationships with experienced leaders provides invaluable insights, guidance, and a supportive network. Mentorship enhances the skills and knowledge of professionals, enabling them to navigate complex issues more effectively.

Additionally, giving back through mentoring students is equally essential for a professional's development. Mentoring students fosters a sense of community, empathy, and the transfer of knowledge. It not only benefits the students, but also allows professionals to reflect on their own practices, refine their communication skills, and stay connected to the evolving needs of the community college student body.

In essence, a reciprocal mentoring approach is vital for the continuous growth and success of community college professionals.

Mentors

Foremost, mentors must possess a genuine interest in the success of their mentees.

Cultivating a supportive and open environment is essential. Establishing clear communication channels is crucial, as it promotes transparency and allows for the exchange of ideas. Mentors should actively listen to their mentees, acknowledging their goals, concerns, and aspirations.

Creating a personalized mentoring development plan tailored to the mentee's objectives can guide the mentoring process effectively. Additionally, mentors should provide constructive feedback, highlighting strengths and identifying areas for improvement. Regular check-ins and progress assessments help maintain momentum and ensure that the mentee stays on track toward their career goals.

Mentors should serve as role models by demonstrating professionalism, ethical behavior, and a commitment to continuous learning. Sharing personal experiences, including challenges and triumphs, can make the mentorship more relatable and inspiring.

Encouraging mentees to engage in networking opportunities within the community college system and beyond broadens their perspectives and enhances their professional and personal connections. In essence, mentors should strive to create a nurturing and empowering space that fosters their mentees' confidence and competence.

Mentees

Mentees also play a pivotal role in ensuring the success of the mentoring relationship.

They should approach the mentorship with a clear understanding of their goals and expectations. Communicating these objectives to the mentor facilitates a targeted and goal-oriented mentoring process. Additionally, mentees should be open to feedback and actively seek guidance. Demonstrating initiative by taking on new challenges and responsibilities showcases a proactive attitude, contributing to professional development.

However, maintaining effective communication is a two-way street, and mentees should express their needs and concerns to mentors. Being receptive to constructive criticism and demonstrating a willingness to learn from experiences, both positive and negative, is crucial for personal and professional growth. Time management is another key skill for mentees, as they should be mindful of deadlines and commitments, respecting the mentor's time and expertise.

Mentees should leverage the mentorship relationship to expand their professional networks. Actively participating in community college events, conferences, and networking opportunities recommended by mentors enhances visibility within the field. Building relationships with other professionals and seeking mentorship beyond the initial pairing broadens perspectives and exposes mentees to diverse insights.

Diversity, Equity and Inclusion

In cultivating mentor-mentee relationships through a diversity, equity, and inclusion lens, mentors play a pivotal role in fostering a culture of respect and understanding. Cultural competence is paramount, requiring mentors to actively educate themselves about the diverse backgrounds, experiences, and perspectives of their mentees.

Utilizing inclusive language and steering clear of assumptions based on race, gender, or other identity factors is crucial. Mentors should advocate for equitable opportunities, address unconscious biases, and create a safe space for mentees to bring their authentic selves. Encouraging authentic dialogue about the impact of cultural nuances and microaggressions can lead to a more supportive mentoring environment. Moreover, mentors should champion diverse representation, recognizing the importance of varied role models and leaders in empowering mentees from different backgrounds.

For mentees, navigating a DEI-focused mentorship involves articulating expectations and seeking guidance on challenges related to diversity and inclusion. They should actively challenge stereotypes, educate mentors about their unique experiences, and advocate for self-recognition in the workplace. Networking across diverse circles and educating mentors about DEI issues relevant to their career is crucial.

Mentees should possess the awareness to recognize the impact of intersecting identities and develop a feedback mechanism to openly address concerns related to DEI issues within the mentorship. By embracing these practices, both mentors and mentees contribute to a more inclusive and equitable professional landscape, fostering growth and success for individuals from all backgrounds.

Effective mentoring in community colleges requires a collaborative effort from both mentors and mentees. By adhering to best practices, mentors can create a nurturing environment that fosters the mentee's growth, while mentees can actively engage in their development to maximize the benefits of the mentorship.

Ultimately, a successful mentoring relationship contributes not only to the advancement of individual careers but also to the overall enhancement of the college's professional community.

BEST MENTORING PRACTICES

Mentors

Set Clear Expectations

From the outset, clearly define the goals and expectations of the mentoring relationship to align both parties' objectives.

Be Approachable

Create an open and approachable atmosphere to encourage mentees to share their thoughts, concerns, and questions.

Provide Constructive Feedback

Offer constructive and specific feedback to help mentees improve their skills and professional development.

Share Personal Experiences

Share relevant personal experiences, successes, and challenges to provide valuable insights and guidance.

Encourage Independence

Empower mentees to make decisions and take ownership of their professional growth, while offering guidance when needed.

Be a Good Listener

Actively listen to mentees, understanding their perspectives, and providing thoughtful responses.

Respect Differences

Recognize and respect individual differences, including diverse backgrounds, experiences, and perspectives.

Mentees

Set Clear Goals

Define specific and achievable goals for the mentoring relationship, outlining what you hope to gain from the experience.

Take Initiative

Actively seek guidance, ask questions, and take the initiative to drive the mentoring process forward.

Be Open to Feedback

Embrace feedback, both positive and constructive, as it is a crucial aspect of personal and professional development.

Show Appreciation

Express gratitude for the mentor's time, insights, and support, acknowledging their contributions to your growth.

Follow Through

Demonstrate commitment by following through on agreed-upon actions, assignments, or goals discussed during mentoring sessions.

Be Proactive

Identify areas for improvement, and proactively enhance your skills and knowledge with guidance from your mentor.

Respect Time Commitments

Honor the time commitments established for mentoring sessions; be punctual and prepared for discussions.

P U B L I C A T I O N

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O N T H E C O V E R



ARTIST DANIEL SCHMIDT, MFA
*Adjunct Faculty of Visual Arts
Citrus College*

Daniel Schmidt is a mixed media artist from Pomona, California. He earned a Bachelor of Fine Arts from Cal State Fullerton and Master of Fine Arts from Cal State San Bernardino. Daniel teaches drawing and painting at Citrus College in Glendora, where he began his art education before transferring to the Cal State system.

He grew up in the community where he teaches. Understanding the potential obstacles in pursuing higher education or an art career gives him a deeper connection with his students.

"It can feel pretty overwhelming," Daniel said. "You're trying to figure out who you are as a person, your voice as an artist, and where that voice can fit into the art world as a unique contribution. Luckily, the need for creative minds is only increasing. I'm honored to be here guiding them in the right direction."

Daniel's work is a dreamlike mishmash of symbolism and nostalgia — personal, historical, and cultural. It's an introspective examination of identity, ego, and where he exists in mainstream American society. His work is a satirical dissection of humanity through a veil of irony, surrealism, and abstraction.



Grimy Limey, Slimy - Try Me, Blimey!
30" acrylic and oil on canvas