

Fall 2019

# VOICES

A STUDENT PUBLICATION OF LANDMARK COLLEGE



# RECOGNITION AT LAST

**Landmark's U.S. News  
and World Report  
rankings put the  
college high among its  
peer institutions**

## PHILOSOPHY OF DATA

*A conversation with  
Dr. Michael Kirkpatrick  
about how the numbers  
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# A Note From The Publisher



**Dean Geoff Burgess**

**Welcome!** We are continuously looking for ways to activate and showcase student voice on campus. What's in your hands – VOICES - is the first step in our plan to revise our student publication. We hope to make it stronger and more sustainable by improving our procedures and by casting a wider net, involving students from different curriculum areas as well as with a variety of talents and interests. With the leadership of COMEL students and help from the Professional Studies faculty we plan to have regular deadlines and print runs and consistent appearance and layout. In this issue you will notice journalism articles and creative writing in a magazine style format. In the future we plan to incorporate more artwork and build out a vibrant online presence. As always, your voice is welcome. Please contact me directly with any questions or comments.

**Geoff Burgess (gburgess@landmark.edu)**  
**Dean, School of Professional Studies and STEM**

# LANDMARK COLLEGE: RECOGNITION AT LAST

Written by Guinevere Downey

U.S. NEWS & WORLD REPORT

*Landmark's U.S. News and World Report rankings put the college high among its peer institutions*

**Landmark College** is a “future mainstream college,” says President Peter Eden in an interview, as he points to how far the college has come since its earliest days.

Landmark began in 1985 as a transitional college, where students would go to learn how to get a degree and move on to other postsecondary institutions. Over time, that goal has shifted to getting students the best education we can give, and we have transitioned to a largely graduation-focused college.

Now we have received the recognition to show we're good at what we do.

In early September, the U.S. News & World Report, a major organization that ranks colleges, gave Landmark College top rankings in our region of the US. The organization ranked Landmark as the top college in the Regional Colleges – North category for Best Undergraduate Teaching and we tied for the top ranking in the same category for Most Innovative Colleges with Cooper Union and Paul Smith's College.

“U.S. News & World Report's 2020 college rankings have named Landmark College to the top spot in two categories – Best Undergraduate

and Most Innovative Colleges – and, for the first time, the College has been ranked [in the top 25 colleges in the region,]” a College press release from early September said. The U.S. News & World Report is a prestigious organization that gathers information on colleges and ranks them according to various categories.

“For us to rank that high? It's fantastic,” said Eden. “Best Undergraduate Teaching - of course it means the world because it shows that whoever is ranking us, all these other peers, respect what we're doing, and they must feel that we're doing a great job.”

Jill Hinckley, the Dean of the School of Education at the College, said that she felt “Pride, validation and the feeling of ‘It's about time!’” when she saw the rankings.

Students were far less aware of the rankings, but they were no less excited than faculty and staff when they found out.

“[I'm] Ecstatic,” said Reece Rountree-Hanscom. “Knowing I'm a member of a school so reputable...? It's an eye-opener and incredibly encouraging.”

George Crosby, a 4<sup>th</sup>-year student, when asked what he thought about the rankings, said “Sounds about

*“Best Undergraduate Teaching - of course it means the world because it shows that whoever is ranking us, all these other peers, respect what we're doing, and they must feel that we're doing a great job.”*

-President Peter Eden



right. Innovation is kind of our thing.”

Other students, while sometimes surprised by the ranking’s existence, generally agreed that the college deserved these rankings, and were happy to have learned about it.

How did we get to such a prestigious ranking, though?

***“Sounds about right. Innovation is kind of our thing.”*** George Crosby, Student

Landmark began as a largely transitional college, where students with dyslexia would come to learn how to function at a more mainstream college and move on once they had learned how to handle their disabilities and learning at the college level.

Over time, this educational model has shifted to one where students are able to graduate with either associates or bachelor’s degrees, and Landmark can and does act as the whole of some students’ college educations.

***“excellence in teaching boils down to a capacity to evolve one’s teaching practices through active engagement with each new group of students.”***

**-Tim Beck, Assistant Professor of Psychology**

This change hasn’t come from nowhere. Clearly, there were administrative efforts to bring further education to students with LDs, but we cannot discount the efforts of individual

teachers in developing their teaching environments.

When asked, teachers had a variety of opinions on what excellent teaching and innovation in teaching mean to them:

Tim Beck, Assistant Professor of Psychology, said that “excellence in teaching boils down to a capacity to evolve one’s teaching practices through active engagement with

each new group of students.”

“I think teaching excellence hinges on a teacher’s awareness of how students of all kinds learn. It is student centered,” said Meg Baronian, Associate Professor. “[The teacher has] to be able to change and adapt to different learning cultures and environments, just as the students do.”

Many of the other faculty and staff we talked to had similar things to say to Beck and Baronian regarding teaching excellence. Additionally, a number of faculty and staff we asked stressed the importance of teachers knowing their material and continually seeking improvement.

You can find out more in the faculty boxes peppered throughout this feature.

Some students chipped in, too. Rountree-Hanscom said that



***“innovation and excellence... means adaptability rather than progression. [It’s] the ability to shift itself to whatever mold it needs to fill for the sake of its students.”***

-Reece Rountree-Hanscom,  
Student



“innovation and excellence... means adaptability rather than progression. [It’s] the ability to shift itself to whatever mold it needs to fill for the sake of its students.”

Gabbi Osowiecki, a third term student, said “I would think that we would get a high ranking in innovation, considering that the school existing is in itself an innovation.”

This is an incredible recognition that Landmark has received, a validation of our efforts. But where does Landmark go from here?

There’s a lot of exciting projects in the works, from online courses for high school students to certificate programs for masters-level students, to extended career readiness programming (internships).

That said, we can’t get complacent. Landmark is a college, after all, and we cannot let our successes get ahead of helping the students we already have.

“This is a great ranking,” said Eden. “Doesn’t matter. We got a job to do. And whether we’re ranked or not, there’s only one thing that matters, and that’s student success. That’s it.”

***“I would think that we would get a high ranking in innovation, considering that the school existing is in itself an innovation.”***

- Gabbi Osowiecki, Student

# Faculty Talk About Teaching and Innovation

Journalism students queried some faculty to ask for their responses to questions about what excellence in teaching and teaching innovation mean to them. Here are their responses.

## Brain D. Young, Associate Professor

Excellence in teaching to me means that a lesson conveys commitment to learning through demonstrated effort in, and enthusiasm for, the teaching process. A given lesson creates learning objectives and experiences that are challenging but attainable for students. And lastly, an excellent teacher pursues continuous improvement of teaching and course design by applying research-based best practices.

All students have some direct experience with the natural world. I have been able to capitalize on these experiences by getting to know my students and their interests thus, allowing me to incorporate lecture examples and metaphors of special significance. I channel my enthusiasm for the natural world by sharing personal anecdotes from my own experiences. I attempt to engage students regardless of content and hopefully inspire them to examine the impacts of science on their daily lives. To do this, I use case-based models and field trips as often as possible to increase hands-on learning opportunities. These experiences strengthen the fabric of my educational stories and help students from different backgrounds bridge knowledge gaps and construct meaning in a personal context.

*“ I channel my enthusiasm for the natural world by sharing personal anecdotes from my own experiences. I attempt to engage students regardless of content and hopefully inspire them to examine the impacts of science on their daily lives.”*

-Associate Professor Brian D. Young,



Associate Professor Brian D. Young,

**“Teaching excellence means meeting students where they are at, not where the teacher expects them to be.”**

-Eric Matte [Official Title]

Teaching excellence means meeting students where they are at, not where the teacher expects them to be. Also important is being creative, kind, thoughtful, and be willing to handle the unexpected in a civil way.

Innovation: Changing up the classroom space (small groups, partners, presentations) and adapting the space to create different learning contexts. Getting students to engage with each other, making learning happen peer to peer, not just teacher to student. Learning can also happen student to teacher. Using technology and also banning technology but a wiliness to take risks, try new approaches to learn. Learning does not just happen in lecture. I value face to face interaction in the classroom, making students get off technology and talking to each other.

- Jim Cabral [Official Title]

Such “excellence” would seem to require empathy, a commitment to sound preparation, and a genuine interest in both supporting one’s students and in the subject matter that one is exposing them to and helping them to understand.

I don’t know if it’s necessarily so innovative, but, in discussions and on assessments, I not infrequently adopt “devil’s advocate,” incorrect-inaccurate positions on issues and then have students respond. It requires that students dig into what they know (and is a window for me into how much they know) about the topic at hand and often to think critically about it.

**“Such “excellence” would seem to require empathy, a commitment to sound preparation, and a genuine interest in both supporting one’s students and in the subject matter that one is exposing them to and helping them to understand.”**

**“Excellence in teaching is being able to present material to students in a way that clearly explains not just the content but also the context of the information.”**

-Todd Miller [Official Title]

Excellence in teaching is being able to present material to students in a way that clearly explains not just the content but also the context of the information. If I’m doing my job, after taking my course, students should be able to use the information to solve problems, make better informed decisions and enrich their lives. Excellence also includes recognizing the unique balance of challenge and support necessary for students to succeed.

That’s a short question with a \*very\* long answer. Probably the single intervention that can be easily characterized in isolation is retrieval practice. Testing promotes learning better than studying. I try to give quizzes every class, and exams every 2 weeks to promote frequent retrieval of the information with some consequences. The more frequently the information is re-



Professor Eric Matte



Professor Jim Cabral



Professor Todd Miller

### Alice Fogel, Adjunct Professor

"Excellence in teaching" signifies a kind of connection made between teacher and student, time after time. It says that students trust their teachers to see them for who they are, and to bring them to a path of learning that they are able to walk. This is accomplished by a combination of educators' skills and attitudes both concrete and abstract: awareness of multiple learning strategies and their hands-on applications, an expectation of success no matter at what pace, a temperament of patience, nonjudgment, kindness, and insight; and all of this happening in a structured and creative setting of consistent safety.

***“My approach is to welcome students as they are, to treat them with respect, tranquility, and humor, to take their learning differences and anxieties as matter-of-factly as I hope they soon will, freeing them as much as possible from shame, self-consciousness, or any other externally- or internally-inflicted complications preventing progress.”***

-Alice Fogel, Adjunct Professor



**Professor Alice Fogel**

Although I've taught various literature and writing courses for years, and occasionally do so here, I mostly work one-on-one in Landmark's Academic Support Center. My approach is to welcome students as they are, to treat them with respect, tranquility, and humor, to take their learning differences and anxieties as matter-of-factly as I hope they soon will, freeing them as much as possible from shame, self-consciousness, or any other externally- or internally-inflicted complications preventing progress. Like perhaps all of us here in the DCAS, I listen and I also push gently for the accomplishment of at least one step in their work, and often much more than that happens. Is this innovative? Or is it intuitive? It just feels right.

### Dotti Osterholt, Associate Professor of Education

In my mind, being a good teacher means that you can deliver content competently with confidence. Being a great teacher seems to involve the knowledge and skill within a subject matter and the environment that is created within the classroom. These teachers give students something of themselves as they help students to acquire, analyze, apply and synthesize the content. Good teaching may come easily to many, and may even be accomplished early in a career. The teacher's emotional energy may also be present without much effort. But bringing the two elements together is very hard and takes years to develop. This requires creating and finding the balance between a challenging and nurturing environment. It also means the teacher is willing to give something of themselves that would bring the best out in students.

*Continued on next page.*

I would not be able to say that I prefer one teaching practice over another. Varying methodology seems to bring the most growth in students. Identifying which approach to use when comes from knowing the students and having a clear vision of the outcomes your aiming to achieve.

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**Rich Grumbine Associate Professor  
of Natural Sciences**

Excellence in teaching means an explicit commitment to the process of learning first and foremost. It means keeping the learner (student) central to all decisions made about how to teach, whatever content one is teaching. It also means honoring one's discipline and the ways it approaches the investigation of our world and role modeling that for students to see and experience themselves.

I like something I call the inductive game. In brief, students brainstorm about a given topic/theme/course content as a collective class and the teacher lists the brainstorm, but not in a linear list. The teacher adds each new idea to one of several "columns" and each column has a mystery heading that only the teachers knows. After lots of brainstorm examples are collected, students are encouraged to give a name to the mystery headings above the brainstorm examples. This gets at how we all observe/seek patterns, give practice identifying categories, and practice drawing conclusions. Some brainstorms work better than others for this activity. Hope this enough to get the gist of it.



**Professor Rich Grumbine**

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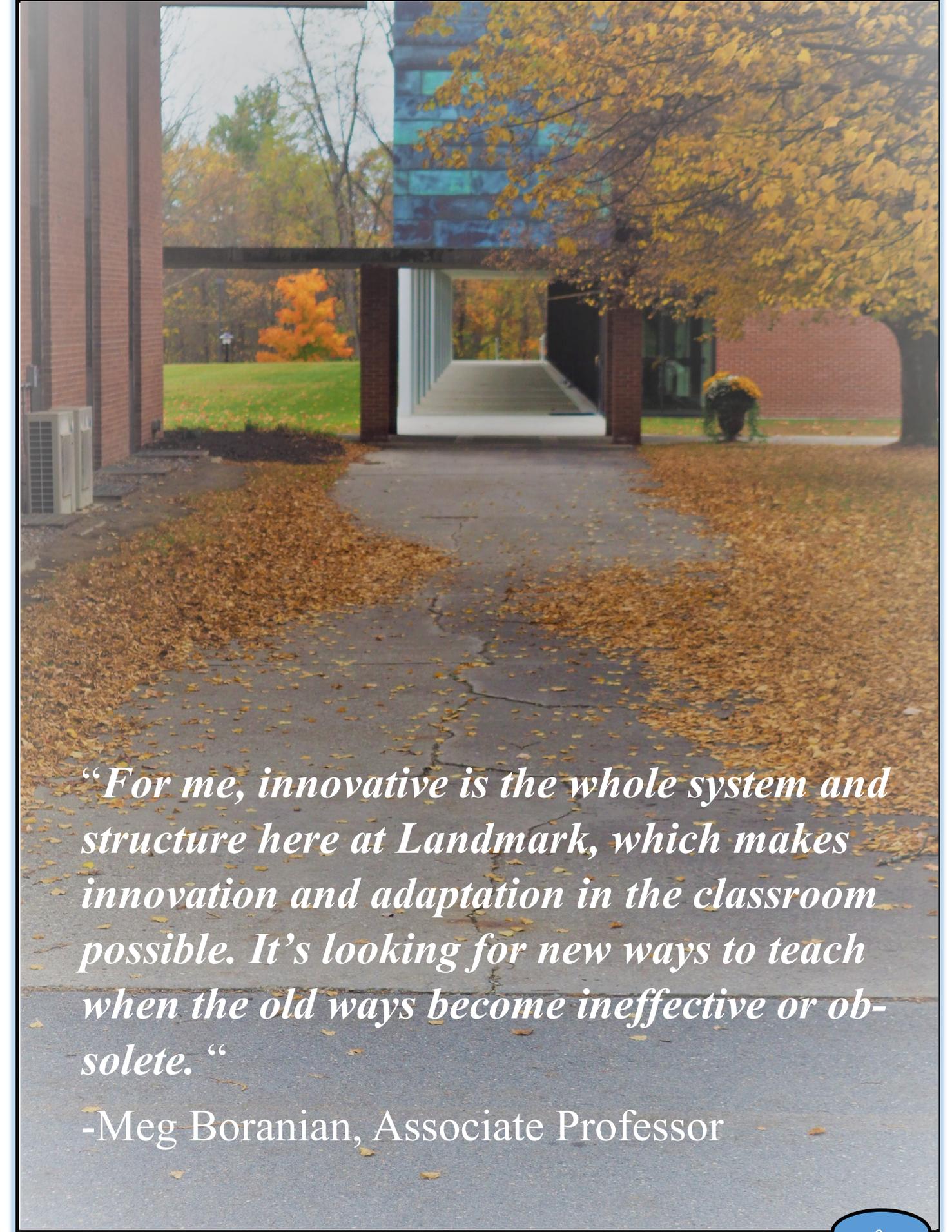
***“Excellence in teaching means an explicit commitment to the process of learning first and foremost. It means keeping the learner (student) central to all decisions made about how to teach, whatever content one is teaching. It also means honoring one's discipline and the ways it approaches the investigation of our world and role modeling that for students to see and experience themselves.”***

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**Meg Baronian, Associate Professor**

I think teaching excellence hinges on a teacher's awareness of how students of all kinds learn. It is student centered. There's a lot more to it than that, of course. Teachers have to know their discipline and content and be able to break it down for the students. They have to be able to change and adapt to different learning cultures and environments, just as the students do. They need solid methods that are also always examined and refined to fit the needs of the particular learners that they are teaching. It's hard work, so it requires commitment and a belief in the value of what you are doing.

For me, innovative is the whole system and structure here at Landmark, which makes innovation and adaptation in the classroom possible. It's looking for new ways to teach when the old ways become ineffective or obsolete. Universal Design is the concept that informs this kind of teaching. At Landmark, we've been big proponents of UD in education since it was a thing. Teaching assistive technology is the most obvious instance of that for me. Since I began teaching in the LIC (Language Intensive Curriculum) almost 15 years ago, delivering tech strategies to students who struggle with language-based LDs has been central to what we do. Now using assistive technology in the reading and writing process is second nature for many of our students, but our system and approach to teaching it is still innovative, I think.



*“For me, innovative is the whole system and structure here at Landmark, which makes innovation and adaptation in the classroom possible. It’s looking for new ways to teach when the old ways become ineffective or obsolete.”*

*-Meg Boranian, Associate Professor*

## Tim Beck, Assistant Professor of Psychology

To me, excellence in teaching boils down to a capacity to evolve one's teaching practices through active engagement with each new group of students. We live in an increasingly fast paced world where the challenges students face upon graduating can change considerably from one year to the next. Current teaching practices are thus only effective to the extent students leave college ready to meet the demands of global issues that their generation is uniquely positioned to address.

I believe that innovations in teaching should successfully foster senses of community and support for students gradually over time. This entails building relationships that extend beyond the classroom into office hours and other extra-curricular activities. I like to start this process on day #1 of each new semester by working with students to develop a set of course guidelines that allow curriculum to be adapted in ways that work best for them. Periodic check-ins and revisions to these guidelines keep students involved the learning process in ways that often carry over to situations outside of our scheduled meetings in class.



Professor Tim Beck



Professor Jim Baucom

## Jim Baucom, Professor

I believe that excellence in teaching involves many different components. First, an excellent teacher must have a deep knowledge and understanding of the information and interconnected ideas she is teaching. She must also be able to impart this knowledge in a way that reaches a variety of students, in all forms of diversity. This means presenting information in multiple formats, giving students the opportunity to hear, see, speak, write, interpret, and apply the information in authentic and meaningful ways. At the same time, a good teacher has to make an interpersonal connection with students: be warm and friendly, caring, approachable, and willing to help. She has to understand what students are going through and what will help them succeed.

I'm not sure if I use any real innovative practices, but I can give a sketch of what I try to do. I try to begin class with a brief physical activity to get different parts of the brain primed for learning and then usually give some kind of cognitive exercise, such as a problem or puzzle that relates to what we're covering. Generally, I try not to lecture or present information for more than 20-25 minutes at a time without asking students to "do something" with the information (Triple A: authentic application activity). It can be applying what we're covering to a real world problem or current event, doing a "minds-on" exercise, taking a brief "field trip" to a different location with a specific teaching purpose in mind, or using art, poetry or music to express the information in a different way.

# ***INNOVATION***

**OR WHAT WE KNOW SO FAR**

***The next steps to looking forward might be closer than you think***

Written By Emily McGuire

**EXPERIENTIAL LEARNING**, study away, hands-on learners. These are all things that get associated with us, with the “LD” student, but what does that really mean? What does it mean to learn by doing? And how has Landmark shown this?

What makes our school different? Is it because we cater to a niche market? A market that has been neglected by the greater society.

From virtual-reality teaching, to study-away programs in Alaska, and “desktop chop shops,” Landmark has been on an upwards innovation kick.

It seems that finding new ways to teach students, in many different ways, has been what moves rapidly through the new age at the college.

Since it opened its doors in 1985, Landmark College has been pushing the envelope on education simply by opening its doors. Just the idea of a school for students with dyslexia alone was unheard of then and one of a kind.

But how does a small school, in southern Vermont, that maxes at 500 students, keep up with the rest of the collegiate world? Well, the recipe calls for constant adaptations, without forgetting the key ingredient.

Originally, Landmark started as a two-year A.A. program to prepare students with dyslexia to go into four-year programs at other schools, but today we see something entirely different on campus, with a whole new way of reaching nondiverse students.

If you dig in the college archives, or have a long chat with some of the older professors you’ll learn that this school has gone through lots of drastic changes, like adding ADHD and ASD to the diagnostic requirements.

With a change in diagnostics, comes a change in student behaviours and that means a change in teaching styles. Now the school isn’t just focusing on teaching people how to learn “the right way” but expanding on what learning can be for the individual.

*Since it opened its doors in 1985, Landmark College has been pushing the envelope on education simply by opening its doors. Just the idea of a school for students with dyslexia alone was unheard of then and one of a kind.*

“Experiential learning” is something that Dr. Gail Gibson Sheffield, Vice President for Academic Affairs, likes to emphasize. This concept marries the idea of making deep conceptual connections with the importance of hands-on experiences. This idea helps students to learn beyond the classroom, engaging in the world around them, outside of Landmark.

Another aspect of innovation can be found on the first floor of the STEM building, this program is known as LCRIT, or Landmark College Institute for Research and Training.

Established in 2001, LCIRT is a robust research program that is the second-largest in the state, next to University of Vermont, a school with an undergraduate enrolment of 11,328.

The LCIRT program focuses on research into strategies and practices as they relate to teaching techniques and learning outcomes for students with learning disabilities.

The research they do revolves around the improvement of learning environments for students with LDs, by improving teaching styles. LCIRT’s entire focus is innovation, by creating new ways professors look at students.

LCIRT’s relationship with teaching is all about collecting and testing strategies and teaching styles and sharing them through webinars, certification courses, and the Summer Institute for Educators.

The Summer Institute might just be one of the reasons for

all this recognition, because this program is all innovation and sharing the research, the techniques and most importantly the deeper understanding of the LD mind with other colleges, advisors, professors and more.

The itinerary for this program offers a three-day strand with multi-day training workshops where LCIRT researchers present all this research on learning disabilities, executive functions, and ASD.

They are not only collecting data at LCIRT; they are also sharing, making the information we know and see every day at Landmark accessible to different LD audiences all over the world.

These types of steps forward to more inclusive ways of thinking and teaching have been the goal here at Landmark the from earlier years, and now it's this type of momentum that has been attractive to most students, and faculty.

LCIRT also offers online certificates and post-baccalaureate programs that focus on understanding neurodiversity and on effective teaching practices.

***Innovation is in the blood of the college, and it has been here since day one. Now Landmark has received recognition for its work in this area—and is ready to continue pushing to the next stage of development.***

LCIRT may be the most visible sign of innovation to the outside world, but in reality innovation is everywhere at the college, and moving forward can also look like tailoring curriculum to the needs of the students, listening to the words of the people who attend Landmark and always aiming higher as teachers focus on excellence in the classroom. .

To create these deep connections to learning some professors my keep their focus local, or reach out to other schools and engage with their students, as Education Professor

Jim Baucom does when he takes his students to the Greenwood school in Putney.

For others, innovation might meet working with business to start thinking about a more neurodiverse environment, that creates more jobs for people who think differently.

Jill Hinckley, the Dean of the School of Education, talks about the stud- away in Alaska, and providing a deep learning experiences for students without having to leave the borders of the United States.

Geoff Burgess, The Dean of the School of Professional Studies, talks about the creation of the new BA in Communications and Entrepreneurial Leadership. This degree was launched this year with two areas of focus: leadership in organisations for social change, and multimedia story telling. These focus areas came from classes that were already here at Landmark, but are now being organized in a way that can maximise a student's potential.

Lynne Shea, the Dean of the School of Liberal Studies and the Arts talks about integrating intention into the Liberal Arts Bachelor's Degree, with three focus areas, in U.S. studies, global studies, and Social awareness. The object is to connect with the community at large and bring people together.

She states that the school asks "what are the courses we have? And what can we build on?", looking beyond the "Western"

focus, and finding new ways to bring a global view to Liberal Studies.

"[We are] making the curriculum more transparent," Shea says, "so you don't have to take a bunch of random courses" and instead can have a more integrated focus, in a way that is meant to extend the boundaries of traditional liberal arts education.

With all these possibilities, we see how the different departments are actively moving forward towards new ways of teaching a new type of Landmark student.

Innovation is in the blood of the college, and it has been here since day one. Now Landmark has received recognition for its work in this area—and is ready to continue pushing to the next stage of development.

# *Student Perspectives On Excellence In Teaching*

Written by  
By Elizabeth Weller

**IN THIS JOURNEY** through the student's mind on excellence in teaching, I began by asking "what helps you learn the most, and what makes someone a good teacher?" These are some of the responses I got back. Many of the students have very beautiful, eclectic perspectives.

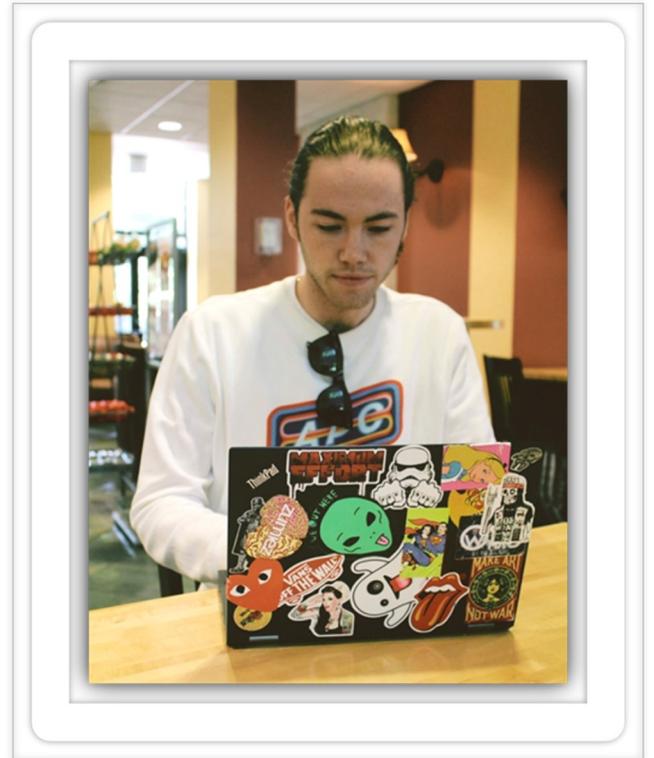
"I'm a visual learner so I like diagrams and also working with my hands so projects are good and classroom activities and some videos and humor makes it really, really helpful," says James. "The more engaged the teacher is, the more helpful it is. If they stand up there like a robot I'm probably not going to get much out of what they are teaching."

Mackenzie says, "I like power points and when the teacher prints it out and hands it in front of me, I can work on it while they are giving the lecture in class."

"For me it's teachers who are accommodating," says Annie. "They are willing to be flexible on assignments. If there is an issue where you have no control over getting some help from that teacher and find a different resource to help you, it is nice when he or she is not strict and there is extra time being given. Also when they are willing to try different ways of showing you the information or what they are trying to teach you instead of doing one thing and thinking you're just going to get it the first time."

Ben says, "What matters to me is the workload itself. For example, giving a 30-page essay is definitely going to stress me out, but if the teacher starts off with a 5 page essay and then expands it to a full 10 page essay and then expands it to 15 until you get to 30, that works for me."

Madison says "For me good teaching is someone who teaches in a style that is helpful for everyone in that class, not just a specific few, so people who are visual learners but also people who are auditory learners and people who are both."



Landmark student works on laptop

"A teacher in a broad sense teaches in a way that is helpful for everyone in the class and who is also very patient and is willing to help a student on a homework assignment that they don't really understand or need help on a test because of their learning difference," says Madison. "A good teacher also makes learning fun."

Emily says "It's not just a one size fits all. For me it's someone who is qualified and just knows what they are doing and knows how to communicate with different groups of people."

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***"A teacher in a broad sense teaches in a way that is helpful for everyone in the class and who is also very patient and is willing to help a student on a homework assignment that they don't really understand or need help on a test because of their learning difference," - Madison, Student***

# PHILOSOPHY OF DATA

Written by Adam Sherman

**WHILE** the US News awards were satisfying, for Dr. Michael Kirkpatrick, head of Landmark's Institutional Effectiveness department, there have been many frustrations as well.

Kirkpatrick is a man who exudes passion about his job, especially in the seemingly rare instances someone takes interest in his work. In his own words, "My job is to support the people who make decisions." This involves data. Lots and lots of data.

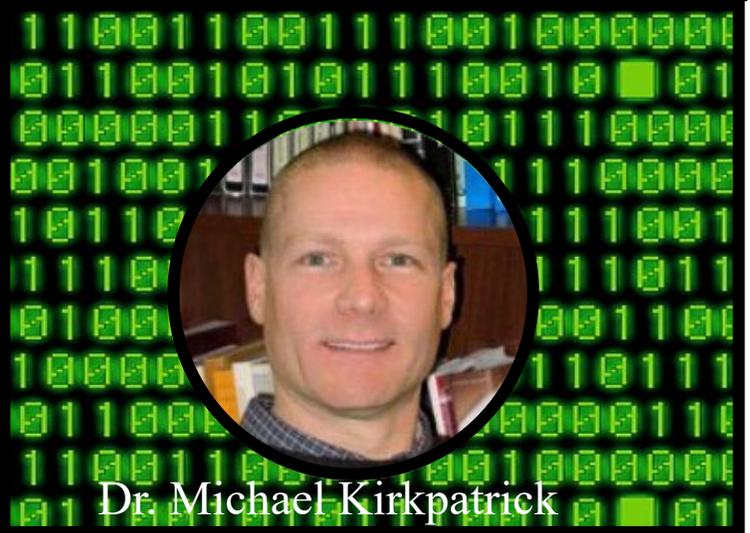
The data is divided into four categories: assessment, accreditation, institutional research, and planning.

Assessment is the most basic level of this. This data answers questions such as "Are we coming within budget?" "Are students passing?" Questions that must be asked every semester.

Accreditation is inextricably linked to assessment. Landmark, in order to maintain its accreditation from New England Commission of Higher Education, must submit the required data every five years. Landmark also must submit information to the government every year.

However, data isn't useful on its own. "More important than the gathering of data," Kirkpatrick says, "is the conceptual work." For instance, the Federal government only measures returning students who start in fall and continue to the next. With the number of transfer students and students who take extended absences that go here, Landmark does not find that a useful way of measuring student retention.

*A conversation with  
Dr. Michael Kirkpatrick  
about how the numbers work*



*Kirkpatrick is a man who exudes passion about his job, especially in the seemingly rare instances someone takes interest in his work. In his own words, "My job is to support the people who make decisions." This involves data. Lots and lots of data.*

Another way Landmark is different is that, due to how the school markets itself as preparation for a “real” college, it keeps track of students who go on to graduate from other colleges. The school also keeps track of students who originally wanted to go on to alternate schools but instead graduate from Landmark.

These differences in data collection aren’t just an accident. The final two categories the Institute of Institutional Effectiveness are a key part of how Landmark changes.

Institutional research, according to Dr. Kirkpatrick, “are the questions we haven’t asked before.” The example given was President Eden’s Perseverance Scholarship. The Institute was asked to analyze if offering the scholarship had an effect on students who were in danger of dropping out or failing.

This is also combined with analysis in that the Institute will monitor how many students struggle in certain courses. Departments might want certain courses to be difficult and others to be easier. If many students are struggling in the first 3000-level course required by their program, then all is well. But if a 1000 or lower level course is consistently causing students to struggle, then Institutional Effectiveness alerts the department.

When approaching US News, it was the department of institutional effectiveness that compiled the required data and submitted it to the magazine. This, according to Dr. Kirkpatrick, is where things began to get frustrating.

“They didn’t provide us with ideas that were helpful to us in the sense of ‘gee whiz, we hadn’t thought of it that way.’ They did provide a number of significant obstacles to reporting because they look at things in a wonky way that’s not helpful to us,” Kirkpatrick said. “For example, every year we provide the Federal Government with the number of students completing associate and baccalaureate certificates in different programs. They wanted it compiled in a way we don’t compile.”

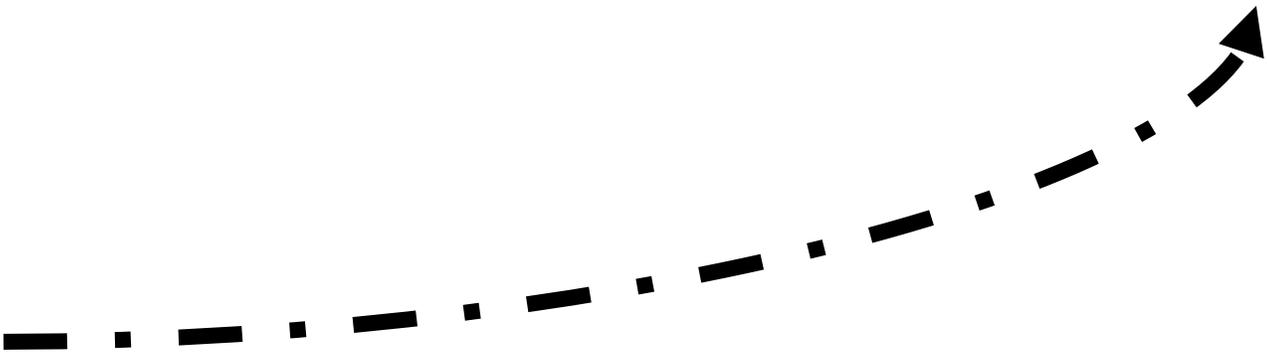
He also added that he sees the award as “a lot of smoke and not a lot of fire.”

Other researchers in the school seem to express similar sentiments. Doctor Adam Lalor, the director of LCIRT, says that while he wasn’t involved with the process of talking with US News, “wasn’t wholly surprised” by the award.

In his view, one of the key factors to winning was LCIRT, but acknowledges that Landmark has been innovating before LCIRT was founded. His hope is that this award will lead to more grants for both LCIRT and the school at large, as well as a larger and more diverse group of students to work with.

***“They didn’t provide us with ideas that were helpful to us in the sense of ‘gee whiz, we hadn’t thought of it that way.’ They did provide a number of significant obstacles to reporting because they look at things in a wonky way that’s not helpful to us,”***

– Dr. Michael Kirkpatrick



ARTS

AND

LIT

Contributions from Ellen Chornoboy,  
Michael Margolin, Conor Malloy, Bill  
Drake, Vecus Mitchell, Sophie  
Williams, and Shoshana Conley

The Unexpected Surprise

Lights flicker as I lay in bed.  
My eyes trying to take in the pulse of the light.  
My pulse syncing up with flickering bulb.  
Every part of my body tingling.

My eyes trying to take in the pulse of the light.  
With no warning a burst of wind swooshes by.  
Every part of my body tingling.  
Every second, my mind racing.

With no warning a burst of wind swooshes by.  
The next ten minutes would seem as though time froze.  
Every second, my mind racing.  
There was silence.

The next ten minutes would seem as though time froze.  
I never expected someone to stand in front of me.  
There was silence.

The one person that would be impossible to say anything to, is standing right here.

I never expected someone to stand in front of me.  
The next few words almost scared me.  
The one person that would be impossible to say anything to, is standing right here.  
The sweet savory sounds of the words coming out.

The next few words almost scared me.  
'I know the truth about you.'  
The sweet savory sounds of the words coming out.  
One response was all it took.

'I know the truth about you.'  
'The truth?'  
One response was all it took.  
It was complete confusion, only a respectable confusion.

'The truth?'  
One slight nod was all it took.  
It was complete confusion, only a respectable confusion.  
Truth and trust became too real.

One slight nod was all it took.  
There was no stopping now.  
Truth and trust became too real.  
It must be done.

There was no stopping now.  
My pulse syncing up with the flickering bulb.  
It must be done.  
Lights flicker as I lay in bed.

**Michael Margolin**  
Poem Picture Prompt



Art by Niy Koubou  
Based off the graphic novel series *Mouseguard* by David Petersen

Mice and Dragons

As difficult as it may be for a Human to slay a Dragon  
It is far more insurmountable for a Mouse to slay an Owl  
Honestly, Dragons aren't that impressive in non-fiction  
Komodo dragons are scary up close but they don't fly, breath fire, or present a  
challenge at a distance.

Komodo are fast, essentially venomous, certainly dangerous  
But there are no true Dragons, Humans have mythologized a falsehood  
Mice scurry. Humans walk. And they tread creatures underfoot accidentally  
When Mice are described in simile as cowardly, craven, foraging, they are seen as  
nonthreatening most of all.

Human pretend to be brave. Yet they don't live in a world of Dragons  
Mice? Mice live in a world of Owls. Owls, feet, cars, foxes.  
For Humans to Dragons, compare Mice to Owls.  
And tell me then that a Mouse is a coward for surviving.

## Super Power

By Conor Malloy

I once met a super hero  
I met him as I was leaving my house  
He had all the powers  
that him the best in the world  
and he came to my house  
to test me

he raised his hand to my face  
and flicked me with one finger  
I flew back and hit the wall  
It felt like my back was hit  
By a truck  
The pain was immense  
I could barely breath  
I get up

He slaps me across the face  
Enough to break parts of my jaw  
I fall to the floor  
I spit blood for my mouth is bleeding  
It hurts to move it  
It try not to talk  
I still get up

He punches me in the gut  
His hand could have gone straight through me  
And out my back  
But it wasn't enough  
He knew that  
But it hurts a lot  
Probably the most  
I throw up some blood  
I'm the floor  
My legs feel like noodles of spaghetti  
I summon all the strength I have and I still get up

That is my super power  
No matter how much my body is broken  
No matter how much I want to give up  
No matter how much my mind is on fire  
No matter how pain I feel in any way  
I still get up  
I keep on going  
That is my super power

Sherman Adam

## Horror

I see it now

It is both inside my soul

In places I dare not go

In places I thought I'd buried

In places I thought I should be proud of

And in the far reaches

Where we Howard warned me never to go

Where Gene said we'd find salvation

Where John said we needed to hurry to or *they'd* beat us

It is ugly

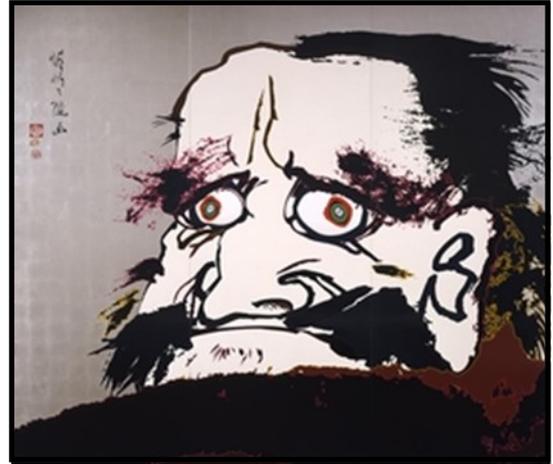
It is evil

It is *us*

Therefore, after I take this knife

I shall never speak of it

I shall never see it



*The above image is by Japanese artist Takashi Murakami. I saw it at the Boston MFA when it showed his work a few years ago. It has stuck with me.*

## The Terrible Tragedy of Merium Ryan

By Hal Stein

O listen, O listen, my friends and my kin  
Pray listen and put down your tonic and gin  
For in a meadow, a heath, spotted with dandelion  
Is the sad, lonesome grave of one Merium Ryan

Now Merium, see, was a sweet lovely lass  
With ivory skin and hair shining like brass  
And when she was Ten and Nine a gentleman planned  
To woo the fair maiden and ask for her hand.

Her father consented, the wedding was held,  
The couple was happy, and soon they beheld  
In the cool month of march, a sweet baby boy  
Who was destined to bring them great wonder and joy

But poor Merium, Merium, something had changed  
For the devil had taken her heart and her brain  
She began to learn secrets that no one should ken  
And to speak words that struck fear in the hearts of men

The devil spoke to her, his words soft and cold  
In the depths of the night poor Merium was told  
That power and beauty and wealth could be won  
And the price was to simply give the devil her son.

So the next night she took up the boy from his bed,  
And wrapped in a cloak, with him she tread  
To the edge of a cliff, where the sea met the sky,  
And she drew blood from him till the boy was bled dry.

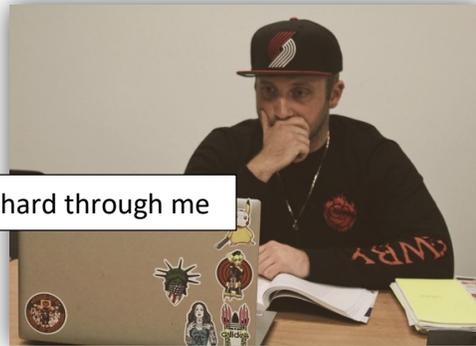
But then Merium cried, for she'd seen what she'd done,  
For the devil had left her, once she'd killed her son,  
And anguished she tore at her clothes and she wept  
And she ran to the edge and then from it she leapt

And though Merium lies in the heath, 'neath a stone  
If you're walking around by the cliff all alone  
You might see a pale specter, a tall woman crying,  
The sad, lonesome spirit of Merium Ryan

# Who Students are Shown Through My Laptop



Studying hard through me



Break Time



I am Myself while getting food

Even at work, you can see who I am



Bill Drake

**The Writer: a Super Hero:**

The leaping of tall buildings would be nothing without its cognitive conception

No mental webs of entanglement would snare the reader

No lasso carrying, invisible jets would fly

The writer draws from the void and carves them in blankness of the abandoned whiteness

The poets try to show the esoteric, what is just beyond the tactile

Imagining , the superpower of creation from the nothingness

The myth made, the myth razed with quill stroke

The writer and poet prevail

**W.E. Drake 10/6-MM XIX**

Julius Udochi

A Martian Sends a postcard Home Poem

The Blue Sky in air

As Martian we see Green in ours sky

A woman civilian was in a blue car

In Mars we every color in the rainbow

Beside Blue

On the earth

Human have blue water

Blue door, Blue music

Seeing blue on this plant

You see the world on a

Different scale of color

As a Martian I can imagine

What else on this world

Can be blue

Even though I am

Not from this plant

I love the color blue

Everyone on earth always falls asleep at the same time – except one person

His mind goes a mile a minute

Thoughts more suffocating than inhaling a Cuban

No drug or tv show could soothe him.

Around people all day, all week

So time to himself he would try to sneak

Social batteries need charging

Away from all at dark

But no matter the case he couldn't sleep at night

Or sleep tight, never letting the bed bugs bite.

Ciroc and sprite, to take the edge off

What do you do when the life is accustom to you

Take two of these and call me in the morning

Devoured sleep aids without warning

Until the morning after, hang over feelings not filled with laughter

Back to the old ball in chain called life

Lack of rest cause migraines sharper than a knife

Warm milk will do him so good

Who knew mom's remedies would work

Acquired from your childhood

## Drift Away

To a land unknown  
In a world unseen  
Filled with all of our dreams

## Drift Away

Streams of tears  
Water falls of fear  
Wind howls with our screams  
It all seems to change  
Only now  
That you are here  
I feel the breeze

## Drift Away

As I drop to my knees  
Time begins to freeze  
But, I fear not  
I am free

## Drift Away

As I enter this world  
I close my eyes tight  
As the night rolls through  
Now the sun shines  
All I can do is smile  
Together, let us  
stay

## Drift Away

Sophie Williams

## The Shades' Dance

The mountain side lay open and green  
The air shifted and stirred cold  
Grey stones stood their silent vigil  
And the maples' leaves gleamed gold.

In the fiery light of the red and setting sun  
The mountain glowed in heatless flame  
Trees swayed in the chilling breeze  
And the quiet shifting shadows came.

Beside each stone they stopped and stood  
These heralds of the cold coming night  
We hid as invisible spectators  
And full of dread at the loss of the light.

Then from each grave a spirit emerged  
Ghostly and pale as bone they rose  
Joining with the solid shadows  
And we felt as if our blood had froze.

Ana bolted up rising with a banshee wail  
Then back toward town she flew  
Pursued she vanished down the hill  
And our shuddering icy dread only grew.

A shifting shade approached our bush  
Offering his ghostly hand, he spoke  
"Oh, come and join our joyous dance  
For the night is young, and we just woke."

Dear sweet Lis answered to his call  
She brushed the leaves from her dress  
“Well I’ve heard tell of the folk of night  
And the queer danger that they press.”

“But the night is cold, and the company dull  
I accept your offer and take the chance.”  
Then up she stood and took his hand  
And spun away in a swirl to join the dance.

# THANK YOU FOR READING

LOOK OUT FOR OUR NEXT ISSUE IN THE SPRING



