

# Landscape

Spring 2023

For Alumni and Friends of Landmark College

## Regenerating Health

David Lucchino '95 pioneers  
R&D for hearing loss and MS

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A banner commemorating Coach John Wood's number 8 was hung in the Click Family Sports Center in honor of Wood, who died in November. See pages 12 – 13.

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## From the President's Desk



**A campus for all seasons:** This new sign at the entrance to Landmark College was one of the campus enhancements made in 2022. The master planning process continues to explore ways to improve the physical environment of our Putney campus.

For the past 10 years, LC has been in a deliberate programmatic growth phase that includes establishment of bachelor's degree programs and expansion of associate programs, creation and implementation of online offerings, development of our Bay Area Success Center in California, and more. Therefore, many of our *Landscape* issues have presented considerable information on these and other growth areas. However, we would not have successful new programs and the potency of a new "brand" (read: a small but truly comprehensive college that is now national and global) without our Putney, Vermont flagship campus and community.

Indeed, whenever a college or university branches out with "outward-facing" online programs or satellite locations (or significant additions to its primary residential program), the strength and stature of their main campus is what typically drives success in those outward-facing efforts. That is why we recognize how important it is to continue to support and invest in the Putney program and continually improve not only our programs and staffing, but also the physical plant. The campus environment must be top-notch, as LC is *the* college for neurodivergent students and quality is expected in and out of the classroom.

One way a college like LC can maintain and improve its physical environment is through the annual capital budgeting process. This is where we gain input from our departments, divisions, and individuals regarding things to maintain, improve, or establish. However, like most colleges, LC must plan for particularly important and often larger campus improvements that require higher levels of funding. This is called a master planning process, and we are doing it right now.

For several months, Landmark College leaders have been gathering feedback from faculty, staff, students, and LC Board members for our most recent master plan. Projects ultimately identified in the scope of a master plan are considered based upon whether they will help LC achieve

the goals of student success and overall satisfaction—as well as faculty and staff satisfaction.

We expect to complete the LC master plan later this spring or early fall, and we will actively solicit input from LC alumni once we get to a draft of a plan, as that feedback is important. Some of the suggestions that we've received at this early stage include increased physical and other accessibility in some campus buildings and areas, additional energy efficiencies, and improvements to some of our older buildings. Other necessary improvements we are actively addressing include the acquisition of nearby properties to provide housing for new employees and as backup space for students if our enrollment continues to increase.

This effort comes at an opportune time when the College is in a strong financial position, thanks largely to the growing enrollment at our Putney campus and through LC Online, as well as the important intersession programs. That said, while enrollment at our Vermont campus could grow slightly, we aim to keep LC "right sized," continuing to offer the personalized attention and supports that our students and alumni recognize and need.

In this issue, you'll see some of the visible, positive changes we've already undertaken (e.g., see our striking new entrance sign above). In all, LC remains committed to helping students find their "learning ability" in many ways and modalities. We will continue to grow outward and reach a greater number of diverse students from all around the world. And we will continue to invest in the flagship campus, our evolving programs, and, most importantly, our people, as our home base brings great credibility to our new, more expansive brand.

With regards,

Dr. Peter Eden  
President, Landmark College





Photo by Ed Collier



## Regenerating Health

David Lucchino '95 pioneers R&D for hearing loss and MS

**B**lack and white photographs of Denali, the highest peak in North America, dominate the walls of a conference room at Frequency Therapeutics, a biotech firm in Lexington, Massachusetts, co-founded and led by David Lucchino '95.

The images, shot by famed photographer Bradford Washburn in the 1930s and 1970s, symbolize Lucchino's literal and figurative climbs: his own Denali journey in 1994 and his lifelong struggles with—and victories over—his learning disability.

Growing up in Pittsburgh, Pennsylvania, Lucchino was diagnosed with dyslexia. He worked hard to live up to the academic expectations set by two older siblings. Over time, he grew to see his LD as “a super power (that) led me to become a visual problem solver, a listening and verbal learner, a reverse thinker.” Those talents became central to Lucchino's success as a life sciences entrepreneur. Along the way, he earned two graduate degrees (a master's in broadcast journalism from Syracuse University and an MBA from Massachusetts Institute of Technology's Sloan School of Management). But after earning a bachelor's in philosophy and religious studies at Denison University in Ohio—and before applying to grad school—Lucchino knew he needed to fill in some academic gaps. That led him to spend a year at Landmark College.

As co-founder, president, and CEO of Frequency Therapeutics, Lucchino is blazing trails in regenerative medicine, focusing on restorative health outcomes for patients with hearing loss and multiple sclerosis. The company is in the challenging clinical trials phase of drug development.

Lucchino's mentor, MIT Professor Robert Langer, calls Lucchino “a wonderful human being” who mentored Langer's two sons, Sam and Michael '15. (Like Lucchino, Michael Langer attended LC for one year.) It was Langer who encouraged Lucchino and one of his other graduate students, Chris Loose, to apply for the MIT \$100K Entrepreneurship Competition, which Langer calls “MIT's version of football at Michigan—you know, it's a big, big deal.” Up against 150 other teams making entrepreneurial pitches, Lucchino and Loose won and started a medical device company, Semprus Biosciences, which they later sold to Teleflex Inc.

Lucchino and Loose have remained business partners and friends for almost two decades. Their high-level business dealings and scientific research are lightened by the ease and occasional playfulness of a long friendship, as evidenced during my recent visit to Frequency Therapeutics. Over the course of several conversations, Lucchino opened up to me about his personal journey, recounted in the following Q&A (which has been edited for length and clarity).

– Mark DiPietro

**MD: You were at Landmark almost 30 years ago.**

DL: Well, I went to Landmark in 1994 and I spent a year there. I had gone to LC after I had received my bachelor's degree from Denison University and I knew I wanted to apply to graduate school, but I also knew I had some academic gaps. I had worked with Dr. Lynda Katz when she was still in private practice back in Pittsburgh, and when she was named president of Landmark College in 1994, she encouraged me to look at the school, so I followed her to Landmark for the best reasons. Going to Landmark introduced me to the work of Howard Gardner, a Harvard professor and psychologist who is the pioneer of multiple intelligences. And I actually had the chance to speak with him recently! That was pretty exciting, just to thank him and let him know how much his work really helped me. So much of what I'd been struggling with was dyslexia, so it was never a question of intelligence. It was a question of finding my intellectual path and trying not to be a round peg in a square hole, as was the case in much of my early academic career. Landmark really made a big difference in helping me. It didn't give me all the answers, nor was it supposed to, but it really gave me the self-confidence and better understanding and the foundation so I could go on. After that I applied to graduate schools and got into Syracuse University.

**MD: How did you go from undergraduate studies in philosophy and religious studies, and then a master's in broadcast journalism, to biotech and life sciences?**

DL: I was working on Madison Avenue in New York in marketing and advertising when, oddly enough, I got the chance to get involved in the life sciences as the co-founder of a little investment company in Pittsburgh, my hometown. That led me to the life sciences, and then I attended MIT for my MBA, and since then I've been CEO of three biotech companies.



Photo by Ed Collier

Lucchino and business partner Chris Loose talk business at Frequency Therapeutics.

**MD: Along the way you met Bob Langer and that led you to MIT, which had a big effect on everything.**

DL: Yeah, well, you know, Bob likes people and we both like baseball. We became friends a few years after I was at LC, and he really appreciated my sort of nontraditional way of thinking about things. I think what he sees as the skills in biotech are: can you solve riddles? Can you work in teams? Are you open to other people's feedback? Do you listen? In particular it was his ability to see my nontraditional way of thinking, which I think he found attractive. As you know, I was working in biotech with the company I started in Pittsburgh and Bob encouraged me to apply to MIT's Sloan Business school. I got into MIT and that led me to meet one of Bob's top Ph.D. students, a guy named Chris Loose. He was top of his class at Princeton in chemical engineering, got his Ph.D. at MIT in under three and a half years, from start to defending his dissertation. Just a really impressive guy. And so he and I have really formed a partnership over the last 17, 18 years to work collaboratively with Bob on starting these companies.

**MD: Tell me about your current company, Frequency Therapeutics. The field is regenerative medicine. Is that correct?**

DL: That's right. The basic idea behind Frequency is that you can use small molecules to activate preprogrammed stem cells in the body known as progenitor cells. These cells are found throughout the



body and our lead programs have focused in the areas of hearing restoration by restoring cells in the cochlea, and remyelination in multiple sclerosis. The hearing program, which was our most advanced, unfortunately did not meet the goals we had established for a recent study. This was hugely disappointing given the patient need for treatments to restore hearing especially for the team that had worked for so long on the program. It was one of the cruel outcomes we see so frequently in drug development. We were fortunate, however, to be able to continue with our work in multiple sclerosis, where there is a major unmet need for treatments that can repair the myelin damaged by the disease. Myelin is essentially a protective layer that covers nerves in the central nervous system—think of it like insulation on a pipe. When the myelin is damaged and the nerves are impacted, it can lead to disability. Today there are important treatments that can help manage the disease, but no approved drugs to regenerate myelin and potentially restore function.

**MD: How did you find yourself in that area of research and medicine?**

DL: Chris and I started our first company in 2006. We won the MIT Business Plan competition, beating out 150 teams for the best idea. Then we went over to Harvard School of Art and Sciences and won there. And then we won the Business Learning Competition at the Cambridge University Judge School of Business in the United Kingdom, and then at Rice University in Texas. We started a company that later got acquired. In 2012 after that acquisition, Bob approached us about some early work that he had in the field and some early data that was interesting, and we started to track it. At some point around 2015, we started Frequency and started raising

money for it. And so he and I and the team have been at this going on eight years.

**MD: What were your other companies focused on specifically?**

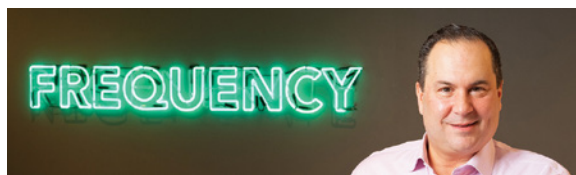
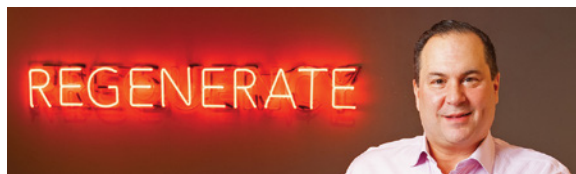
DL: The company before Frequency was called Semprus Biosciences. That's where we came up with a product that got FDA approval for catheters that we modified in order to stop blood from clotting on the surface, which is a big problem in medicine. We sold that company in 2012 to a publicly traded medical device firm. Prior to that, I had started a company called LaunchCyte, and we had a portfolio of companies. LaunchCyte started four or five different companies and those were sold over a period of time, in a range of spaces—therapeutics and diagnostics primarily.

**MD: Were you diagnosed with dyslexia early on or was it something that sort of revealed itself as you progressed in school?**

DL: Yeah, I was diagnosed by a Ph.D. in Pittsburgh in 1974. I did 12 years of Catholic school, and, you know, that system wasn't really built for neurodiversity. I had tutors but I had to weather the storm, and I learned a lot about persevering and dealing with failure in areas like spelling and phonics. I had to really work hard in math class. I excelled in history and economics, particularly macroeconomics. So, it was a little bit of a dumbbell effect with, you know, classes I did really well in, and other classes I just struggled in. That's one of the areas where Bob Langer and I connected. He was kind of the opposite. He did well in chemistry and did really well in math and all the other stuff I struggled



Photos by Ed Collier



A neon sign that greets visitors at Lucchino's regenerative technology company, Frequency Therapeutics, in Lexington, Massachusetts.

with in high school. And he went on to Cornell and then went on to get his Ph.D. so he was someone who could really identify with my background.

**MD: Did you ever feel like your dyslexia gave you an advantage? You describe yourself in your LinkedIn profile as a “reverse thinker,” which intrigued me.**

DL: I spent a lot of time on that profile! It talks about my siblings, who are very talented traditional thinkers.

My brother went to Princeton, my sister went to Georgetown. But I didn't fit that same model, so I learned to persevere through failing spelling tests, through being embarrassed in front of classes because the teacher would read out, 'David got three out of 20 on his spelling test.' It's one of those things that's either going to crack you or ... you know, I think it cracks everybody. Nobody likes that

feeling, but you figure out how to absorb the pain, and then redirect it when you have a chance. It taught me a lot about humility. And it taught me a lot about working in teams. I'm never going to be the one who's going to overpromote myself, but I just will come out and exceed expectations. That's what my career's really been about.

**MD: You climbed Denali in 1994 as a student at the National Outdoor Leadership School. How does that sort of extreme physical challenge relate to your professional triumphs and dealing with having an LD?**

DL: It probably wasn't by accident that I chose to take on something as significant as a climb on Denali. My whole life I had to navigate an educational system that wasn't particularly well-built for me. I had to develop tenacity, endurance, mental toughness—and those are many of the same skills you need to climb something as significant as North America's tallest peak. Also, a

healthy dose of teamwork. It was a real challenge and one that I needed to do, although I didn't understand it at the time. Immediately after that experience, I came to Landmark College. I think they're tied together.

**MD: What would you say spending a year at LC did for you? We probably didn't call it a Bridge Experience then, but that's what a lot of students do now, too—spend a year at LC to pick up the skills and confidence they need for further education or a career.**

DL: I had just below a 4.0 both semesters I was there. I took credit and noncredit classes and just focused on the areas that I really needed some help in, like phonics. Professor Tom Kosiba (now retired) taught critical thinking, which was rigorous. I also remember Professor Ned Olmsted (also retired), who taught English. He liked to bust people's chops, but he was a very rigorous

professor. What Landmark did for me was show me that I can operate at a high level. I just focused and did the work, which was really my goal in being there. I know it made a big difference for me, giving me both the practical skills and a strong reminder that I should focus on my natural areas of expertise.

**MD: You've kept a strong connection with Landmark. You've come back a couple of times and spoken at convocation, and you received the Alumni Service Award in 2022. Do you still feel a strong connection to the College even though you only spent a year here?**

DL: I do. You know, in the last 10 years Peter Eden has done a really strong job as president in raising the College's profile. I think this understanding of neurodiversity is the right place at the right time for the school. The world isn't cookie cutter. Intelligence comes in many different forms and packages. 🐼



Lucchino accepts the Alumni Service Award from Director of Alumni Relations Tricia Stanley at Fall 2022 Convocation.



## 2023 Postgraduate Assistantships



Hannah Bellinson '22

William Epifanio '19

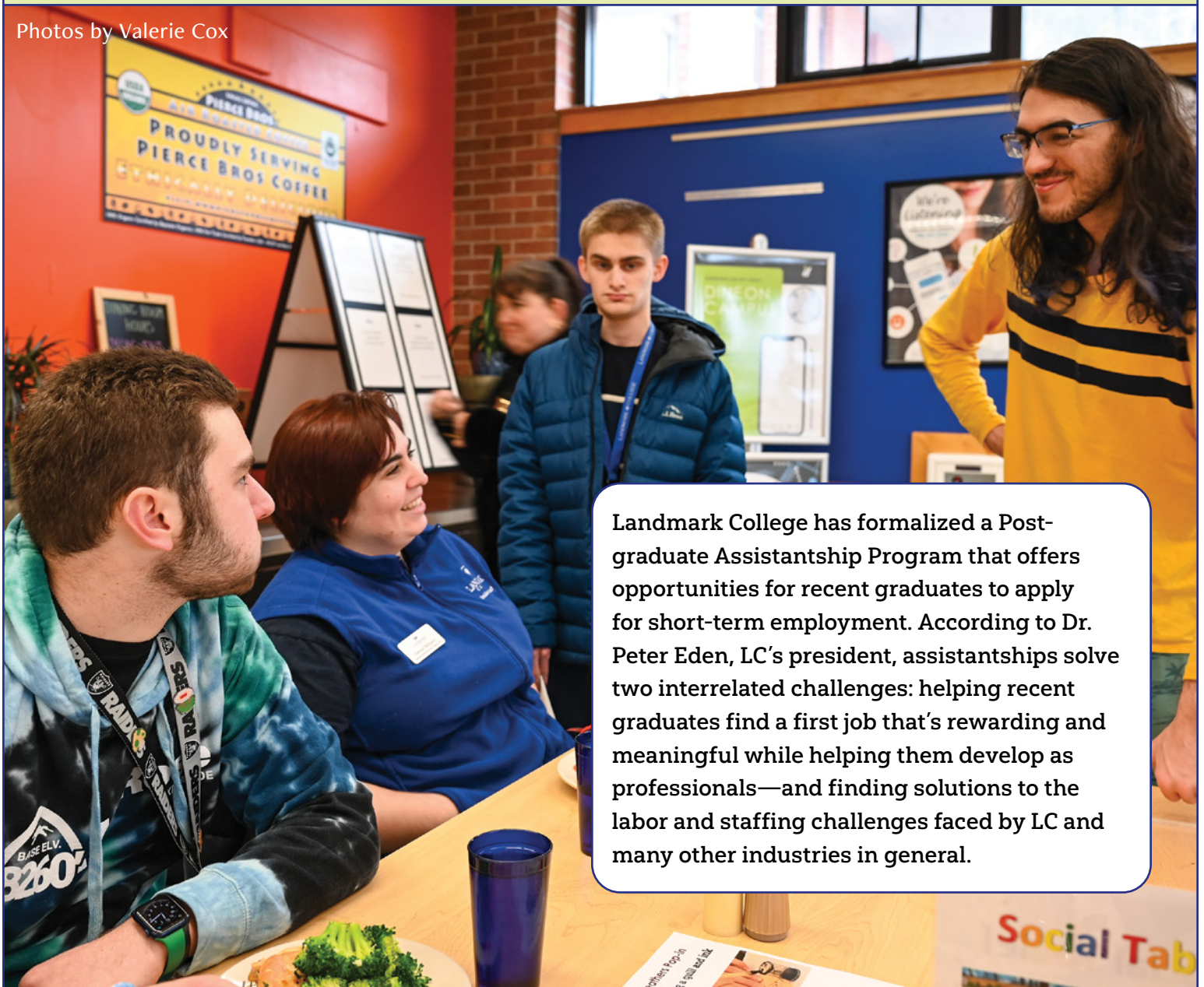
Annie Goldberg '19

Christian Laureano '22

Gus Zarefsky '21

These LC Sharks were hired as part of the LC Postgraduate Assistantship Program: Hannah Bellinson '22, Social Pragmatics (also seen below at the lunchtime social table); William Epifanio '19, Student Affairs; Annie Goldberg '19, Student Activities; Christian Laureano '22, Residential Life; Gus Zarefsky '21, Social Pragmatics.

Photos by Valerie Cox



Landmark College has formalized a Postgraduate Assistantship Program that offers opportunities for recent graduates to apply for short-term employment. According to Dr. Peter Eden, LC's president, assistantships solve two interrelated challenges: helping recent graduates find a first job that's rewarding and meaningful while helping them develop as professionals—and finding solutions to the labor and staffing challenges faced by LC and many other industries in general.

## Alumna Introduces Her Son to the "Magic" of LC's Summer Programs

By Elizabeth Lavine Russell '94

**T**hirty years ago, just after being diagnosed with ADD at age 21, I stood in the doorway of my room at Landmark College saying goodbye to my mother.

I was terrified. I had come very close to failing out of Ohio State University and knew if this didn't work, I would probably never finish college. I had struggled in school academically, never understanding why I felt smart but could not succeed when it came to my grades. There I stood, on the precipice of what? I didn't even know what academic success felt like.

From Day 1 at Landmark, I felt a seismic shift underway. With the small classes, the supportive teachers, the camaraderie of peers who had experienced the frustration in school I had and, most importantly, the study skills and executive function strategies wound into every course, the changes were immediate. I soaked up every method suggested. I learned to take notes, to organize, to color code, to annotate, to attend every class, to advocate for myself. *I learned how to learn.* It was as though a cloud were lifted. I became a student. A real student.

From Landmark, I went on to get a B.A. from the University of Vermont, a master's degree in elementary education from Fordham University, and a master's degree in library science from SUNY Buffalo. I was recently accepted to a doctoral program at Johns Hopkins University. Do I need this much education? Probably not. But how do you stop learning once you know how? It is a thirst that cannot be quenched.

I now have two adult children and watched them carefully as they went through school, terrified they would fall through the cracks as I had for so many years. It wasn't until we were all home during COVID-19 quarantine that I noticed that my high



Andrew Russell carried on the family tradition by attending a Landmark College summer program decades after his mom, Elizabeth Lavine Russell '94.

schooler's grades were just like mine had been. If Andrew liked a class, he got something like a 98%. If he didn't like a class, he might pass, but most likely would end up with something like a 60%. I realized Andrew might have ADHD. After an evaluation, he was quickly diagnosed. Sitting at dinner one night, I said to him, "Would you consider going to a Landmark summer program?" He didn't hesitate to say yes. I was shocked. Most teenage kids are reluctant to step out of their comfort zone. Andrew said he had heard me rave about Landmark for his entire life, and

hearing how it had impacted my life made him want to try it.

I got a job that summer teaching in a different Landmark program, so not only was I a fly on the wall for my son's experience, but I had Landmark students of my own. My son loved his program. He is a very typical teenage boy. He has friends, played high school soccer, plays video games, and loves the freedom of having his driver's license. I did not expect the level of enthusiasm that emanated from him when he talked about the program. He learned to make lists of assignments due. Andrew learned to color code and to make sure to attend every class. He learned to advocate for himself. This all took place while navigating living in a residence hall setting with a roommate on a college campus for the first time in his life. He made wonderful friends and loved the feeling of acceptance he and his peers had for one another, as they openly discussed past academic experiences.

I watched him during his senior year in high school, wondering what would stick. I was relieved to see Landmark come home with him. I saw the lists on



his desk of what assignments were due when. He asked me for money to buy highlighters and folders to color code. He reached out to teachers when he wanted clarification on assignments. He became a student. He applied to college with confidence, and we celebrated when he was accepted early to his first choice, Dickinson College in Carlisle, Pennsylvania. He is about to complete his first semester, and he sends me pictures of his grades. Andrew is thriving.

In my experience teaching at Landmark, I was lucky enough to see it from inside. I have been an educator in some way or form for over 20 years. The LC experience is unique and incredibly special. The teachers collaborate in order to best know

and meet the needs of each individual student. The educators are incredibly patient and understand that appreciating neurodiversity is how to best reach students.

My son said that he loved that there was a very positive attitude at Landmark. He felt that the teachers wanted him to succeed. The educators take the time to get to know their students and differentiate their instruction to ensure student needs are met. The educators weave the study skills into their coursework so it becomes routine.

So what is the magic at Landmark? It isn't magic. It is gifted teachers teaching gifted students. But, it is magic, because it is transformative. 🐦

*A version of this essay first appeared in the February 2023 issue of Attention Magazine.*

## Alumni Achievements

Marc Thurman '18 was appointed head basketball coach this spring and he continues his work as director of the Centers for Diversity and Inclusion.



**Marc Thurman '18**

Patrick McKenna '14, rejoined LC as assistant director of recruiting and student athlete specialist, as well as head baseball coach.



**Patrick McKenna '14**

Stellan Kersey '22 joined LC as assistant director of admissions.



**Stellan Kersey '22**



Photo by Todd Miller

An alumni career panel was part of Homecoming in September 2022. From left: James Stockwell '14, Andrea Tolliver '00, Lauren Orser '22, and Alyssa Partington '17.

## Student Research

### Fostering Undergraduate Research

*Zoë Feil leads a project that investigates LD in adopted and foster children.*

by Mark DiPietro

**Z**oë Feil was adopted from Russia at age 2. Growing up in the Bronx, New York, Zoë was diagnosed with ADHD and language processing delays in elementary school.

Thanks to her supportive family, Zoë enrolled in the Churchill School and Center, an LD-friendly, K-12 preparatory school, and eventually came to Landmark College as a first-year student in 2020. The overlap between adoption and LD always intrigued Zoë—so much that she formed an affinity group at LC called the Forever Family Program for students who were adopted or had grown up in foster care.

“In high school, I was involved with programs that had the intention of giving adopted and foster youth the knowledge, as they’re growing up, that they’re not isolated,” Zoë says. “One was an adoption mentorship program and the other was cultural immersion for foster care youth. I had started thinking about whether there’s an overlap between LD and kids who were adopted or had been in foster care. There is

some research indicating an overlap, but it’s more focused on elementary school ages, not college.”

Independently of Zoë’s interests, Dr. Adam Lalor, president for neurodiversity research and innovation at LC, had noted through his own research the high rate of adoption and/or foster care experiences among neurodivergent students of color. “I was surprised to learn the rate was disproportionately high and, moreover, very little was known about this twice-marginalized population,” Lalor says. Prior research by others had indicated that 40 to 47 percent of foster care children have disabilities, and adopted children are 4.5 times more likely to have disabilities than

Student Zoë Feil led a research project about adoptees and foster children with learning disabilities. Here, Zoë is seen as a student research assistant at the LC Institute for Research and Training with fellow students Nick Payne and Michael Poulin, and Vice President for Neurodiversity Research and Innovation Dr. Adam Lalor.



Photos by Todd Miller





the general population. Further research showed that disabled, adopted, and foster care students have lower college graduation rates than their peers, and students with more than one of these identities can have even lower graduation rates.

Lalor had known Zoë from her work with LCIRT's Research Mentorship Program and was aware of the Forever Family Club. That prompted him to invite Zoë, along with Marc Thurman '18, director of the Centers for Diversity and Inclusion (who grew up in foster care), to collaborate on a research project to give voice to this population of neurodivergent students.

With funding from the LC Research Grant program, Zoë was hired as a research assistant for the Spring and Fall 2022 semesters. She and Thurman conducted interviews with a small group of LC students to learn about their experiences as adopted or foster children as they transitioned to college. Several themes emerged, including the trauma that many experienced

as well as the supports they have sought, and their eventual acceptance and self-value.

"Even as an undergraduate student, Zoë's desire and ability to understand people is tremendous," Lalor says. "She is sensitive in a way that allows her to discern nuance in personal anecdotes and ask respectful, probing questions."

The research was so well received that the trio was invited in November 2022 to present it at the National Association of Student Personnel Administrators (NASPA) Region I Conference in Hartford, Connecticut. Many in attendance remarked that there is a dearth of research in this area, which inspires Zoë to continue illuminating the challenges faced by adopted and foster children. "People who are adopted or have gone through foster care are just the same as anyone, but they have some baggage and flavor to their experiences that should continue to be explored." 🐦

## ***ESPORTS TAKES OFF!***

LC's esports team officially joined the National Association of College Esports (NACE) this spring and competes against other colleges in NACE's Rocket League. Fans and supporters can watch matches (live or recorded) on the official Landmark College Esports Twitch account at [twitch.tv/LandmarkCollegeEsports](https://www.twitch.tv/LandmarkCollegeEsports).



Photos by Valerie Cox



Photo by Josh Ascani

Esports team, left to right: James Withington, Tyson Lome, Zachary Hahn, Coach Eric Gobel-Lynch, Devin McHale, Jaden Clark, Justin St. Martin. Not pictured: Benjamin Wright.



# Remembering Coach John Wood

1962 – 2022







**J**ohn Wood, affectionately known as "Coach," was beloved by the LC community for 30 years. In addition to coaching many of LC's athletic teams, he served as resident dean and mentor to many students through the decades. Wood died unexpectedly on November 25, 2022. A banner commemorating his retired jersey number now hangs in the Click Family Sports Center, and the basketball court will be named for Coach Wood this spring.





# On and Around Campus

Photo by Todd Miller



Robert Lewis, longtime Board of Trustees chair, speaks at an August 26, 2022 ceremony dedicating the Lewis Academic Building in honor of Lewis, his wife Anette, and his sons Daniel '04 and William '06.

Professor Emeritus Jim Baucom was inducted into the LC Athletics Hall of Fame during Homecoming in September 2022. Baucom was the cross country running coach at LC for many years.

Learning Specialist Sarah Firestein works with a client at the Landmark College Success Center, which moved to a new location adjacent to Stanbridge Academy in San Mateo, California, in August 2022.



Photo by Jim Gensheimer



Photo by Todd Miller



## Alumni Association Corner

Greetings alumni!

The past semester has been one of great progress and trying times. The passing of John Wood has affected us all and I'd like to start by thanking all of you for the outpouring of support you have shown. From showing up in a snowstorm to pay your respects, to all of your ideas around how we can honor him, you are the embodiment of his everlasting contributions to Landmark College. Simply put: you have ensured that his legacy will never be forgotten. Thank you.

In the past few months, we have had a successful Alumni Town Hall and Homecoming where we saw new faces and old from all over. The continued engagement of our alumni will pave the way for future generations of Landmark College students, and I am thrilled to see so many of you coming back to celebrate the journey we have all gone through. We have a number of great events coming up and we hope to see all of you there.

We are also working on developing additional resources for LC students and alumni when it comes to "life after Landmark." We are in the process of creating a community space with hosted meet and greets and live conversations around a variety of topics, from careers to managing day-to-day life, to parenting, and so much more.

In addition, we are testing a neurodiversity job search and community platform called Mentra. It provides a wealth of resources, from companies actively looking to hire from our community, including job search and interviewing training workshops. Mentra is a company that has dedicated itself to serving the neurodiverse

community and helping us find opportunity and prosperity in the working world. They are partnering with a number of large companies, including some listed in the Fortune 500, and we are excited about developing this into a strong partnership.



Andrew Garcia '11

And your Alumni Advisory Board is seeking new members! This is a great opportunity to engage with the LC community and further our mission of supporting alumni in their journey through life, wherever that may take them. If you're interested in volunteering or learning more, please come find me at one of the upcoming events (I'm 6'5" and a redhead—you can't miss me!) or speak with Director of Alumni Relations Tricia Stanley. We can set up some time to talk about AAB and how you can get involved.

Thank you again for your support and all that you do. I'm excited for what is to come and look forward to seeing all of you soon!

Best wishes and warmest regards,

A handwritten signature in black ink, appearing to read "Andrew Garcia".

Andrew Garcia '11

Alumni Advisory Board (AAB) Chair  
[alumni@landmark.edu](mailto:alumni@landmark.edu)

Photo by Tricia Stanley



The Office of Alumni Relations hosted an alumni gathering in New York City on March 12.

### *Alumni Advisory Board*

Andrew Garcia '11, Chair

Christopher Mathey '04, Vice Chair

Sarah Holmes '11, Secretary

Sarah Alley '04

Rachel Brown '16

Blain Namm '00

Marc Thurman '18

**landmark.edu/AAB**

## April 20 Online Fundraiser Is Part of 24-Hour Giving Day

An online fundraiser will be the culminating event of Landmark College's 2023 Giving Day, "One Day, One Vision, Many Lives Changed," on April 20, 2023. The online fundraiser will begin at 7:30 p.m. ET and includes silent and live auctions, presentation of the LD Luminary Award, multimedia presentations, and pre-event activities with mixologist Amy Kovalchick and LC faculty pioneers.

This is the first time Giving Day will include an online fundraiser in the evening. "Giving Day provides all members of the LC community an opportunity to participate in changing the lives of our students through their own participation

and by encouraging others to participate through a challenge or match," says Tom Oxholm, LC's major gifts director. "It is a lot of fun and generates important resources to fund scholarships and student programs, and support faculty and staff. Our goal is to secure at least 250 donors over the course of the day and through the evening. Please join us in celebrating our students and faculty/staff through the years and have some fun!"

Visit [landmark.edu/giving-day-2023](https://landmark.edu/giving-day-2023) to purchase tickets for the online evening fundraiser and to find out more ways to support Landmark College during our 2023 Giving Day on April 20!

## \$3M Gift Supports Imagine Campaign

Charles Strauch, a founding trustee and longtime supporter of LC, made a \$3 million gift on behalf of the Strauch family in October 2022. It is the largest single donation in the College's history.

The Strauch family's donation directly supports LC's major *Imagine Campaign*. The primary focus areas of this fundraising effort are to increase student scholarships, grow the College's endowment, and invest in strategic initiatives such as LC Online, satellite micro-campuses, career readiness, and more. This historic gift will primarily focus on LC Online expansion and satellite program/site development similar to the current Bay Area Success Center in California. However, as all LC programs are "One Landmark," the support can benefit related needs and initiatives associated with Landmark's Putney-based residential campus and program.

Photo by Todd Miller



Charles Strauch greeted alumni, including son Charley '87, during Homecoming in 2021.

## Trustee Spotlight: Ralph Zarefsky



**Ralph Zarefsky** joined the Board of Trustees in February 2023. He is a retired federal judge, having served for 18 years as a United States Magistrate Judge in Los Angeles, California. Prior to taking the bench, he was a partner with the national law firm of Baker & Hostetler, and its predecessor in Los Angeles, McCutchen, Black, Verleger & Shea. He received his B.A. from Northwestern University and his J.D. from Stanford University. Before going to law school, he was a high school history teacher in the suburbs of Chicago. He and his wife Nina Lieberman, a retired nonprofit management executive, have five children between them, including Gus Zarefsky, who graduated from Landmark in 2021 and currently participates in the College's Postgraduate Assistantship Program (see page 9).



# Donor Appreciation

## One Family's Story of Giving Back to LC

by Kristina Clark and John Kemmerer

**B**efore enrolling at Landmark College, our son Gavin Wieland had no academic confidence and became disinclined to participate in “nonpreferred activities,” which included most schoolwork.

When not at school, Gavin was at home, often alone in his room, with very few opportunities to develop social and practical life skills.

Flash forward to what is now Gavin's third year at Landmark and see a young man transformed. His grades, even in his most challenging classes that are most remote from his areas of skill and interest, are solid. Gavin has held two on-campus internships and occupied a leadership position within Landmark's streaming radio station, WLMC.

Most thrilling and gratifying, he now has friends—lots of them. He hangs out at the Fireside Cafe, attends campus events, and takes part in organized, off-campus adventures. He does his own laundry, buys his groceries, manages his time, sticks to a schedule, balances his checkbook, manages his savings, and tracks direct deposit of paychecks with excitement and pride. Above all, Gavin is happy!

As parents, we entered Landmark in something of a defensive crouch, steeled against the seemingly inevitable let down we experienced at other schools, even those that promoted themselves as LD specialists. But at Landmark, finally, we instead encountered deep insight, unparalleled skill and expertise, and genuine warmth, caring, and commitment.

This depth and extent of LD expertise, this extraordinary caliber of teaching, these high-value built-in supports, this entirely unique environment of safety, security, and celebration all provide the rarest of opportunities for our LD students. But this also costs a lot of money to sustain. Because we feel that Landmark is the only academic institution that is getting it right—and the only school environment



Gavin Wieland at work as a DJ at the College's radio station, WLMC.

in which our student will thrive—we are passionately committed to financial support of the college.

We hope you will join us in giving generously to the Annual Fund. It truly is a gift that benefits all of us, with the power to transform the world in which our children are trying so hard to make their way. 🐾

### To Make Your Gift

**ONLINE:** [landmark.edu/give](https://landmark.edu/give)

**BY CHECK:** Make your gift payable to Landmark College and mail to:

Landmark College  
Office of Institutional Advancement  
19 River Road South  
Putney, VT 05346



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19 River Road South  
Putney, VT 05346-8517



LANDMARK  
COLLEGE

**ONE DAY**  
**ONE VISION**  
**MANY LIVES CHANGED**

**Save the Date: April 20, 2023**

Landmark College Day of Giving/Evening Online Fundraising Event

[landmark.edu/giving-day-2023](https://landmark.edu/giving-day-2023)

