

Summer/Fall 2022

Landscape

For Alumni and Friends of Landmark College

Katie Godowski '12 chronicles unrest and joy in NYC



Alumna's Photos Gain Acclaim *Page 2*

More Than We Imagine Gala *Pages 10 – 13*

Neurodiversity Is Diversity *Pages 14 – 17*



A student in LC's High School Summer Program studies in a quiet spot on campus during a warm July afternoon.

Table of Contents

- 1 President's Letter**
- 3 Cover Story: Katie Godowski '12**
- 10 More Than We Imagine Gala**
- 14 Spotlight: Neurodiversity Is Diversity**
- 18 2022 Retirements**
- 23 LC Online**
- 24 Academics Update**
- 30 Alumni Profiles**
- 36 Donor Profile**

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From the President's Desk



Photo by Satya Tisman

LC's "More Than We Imagine" gala was held April 29 in New York City. President Eden (far right) with attendees Deborah Roberts, Al Roker, and Sheinelle Jones of NBC's TODAY. Jones received this year's LD Luminary Award, and Roker was the 2021 honoree.

Landmark College has always believed that neurodiverse students who learn differently can achieve their college objectives and goals (and more) if provided with the right academic and social environment. We also know, after decades of success, that our students and their families never imagined that many of their achievements ended up being *greater* than originally believed possible. Indeed, as alumni, many of you have experienced this firsthand.

Whether you attended Landmark College in the early years or more recently; whether as a short-term or LC Online program student; or whether you earned a bachelor's or associate degree, chances are very good that you left LC with new skills, credentials, confidence, and, most importantly, solid footing upon which you could more than imagine a stronger, brighter future for yourself.

We recognize that most alumni reading *Landscape* experienced LC through our residential program at the Putney campus. Our flagship campus remains the crown jewel and platform upon which we put into practice everything we know about converting student potential to college and career success. However, LC continues to grow outwardly across the globe, with more LC Online offerings, including our new online associate degree options (see page 23), a robust international recruitment effort, and our Bay Area Success Center in California.

These and other efforts to keep LC's business model strong and relevant in higher education cannot be undertaken without the dedication of LC's faculty and staff, our Board of Trustees, and our many alumni and

friends of the College. Of course, a related element that is fundamental to our success as a nonprofit college relates to fundraising. Earlier this year, we held our highly successful fundraising gala, "More Than We Imagine," in New York City (see pages 10–14), which raised \$500,000 toward the College's Annual Fund and Imagine Campaign.

Ah, there is that word "imagine" again. Yes, it is intentional. The Imagine Campaign began in a quiet phase in 2019 and has now entered the public phase toward a \$12 million public goal by 2024. Imagine Campaign funds are supporting specific initiatives, including increasing student scholarships, enhancing career readiness, expanding our LC Online offerings, strengthening our career readiness program elements, and growing our endowment. The Campaign also has a focus area related to support of new strategic priorities that may include campus improvements, such as an elevator in the library, more energy efficiencies in the Fine Arts Building, and additional "micro-campuses" modeled after the Bay Area Success Center.

Phew. We never stop working to keep this important institution relevant, inventive, adaptive, effective, and desirable. Our best proof is that of alumni like you. Therefore, please know that we appreciate all that you do to support our mission and to represent the College.

With regards,

Dr. Peter Eden
President, Landmark College



Photo by Satya Tisman

Katie Godowski '12 photographs the summer block party thrown by the Museum of the City of New York. The Brooklyn resident has gained attention for documenting slices of city life and protest movements.



Katie Godowski '12 chronicles unrest and joy in New York City

by Mark DiPietro

Katie Godowski '12 does not relish attention. "I was going to say no to this article, but my mother told me I should do it," Katie says in a recent phone call.

That's an example of what former LC Art Professor Jen Morris calls Katie's superpower: her ability to be blunt. "It has the effect of normalizing a space and putting everyone at ease," Morris says.

In spite of her lack of desire for the spotlight, California native Katie has been gaining a lot of attention lately for her New York City photography. She recently obtained a press pass, saw her photos picked up by *New York* magazine and *TimeOut New York*, and has signed with MediaPunch, an agency that provides photography to organizations such as the Associated Press.

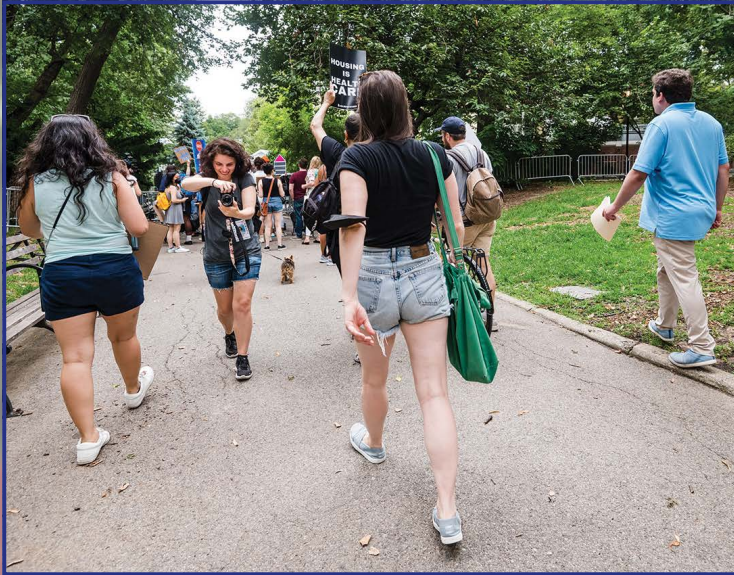
"I'm really bad at words, and I'm a shy person," Katie says, "so I use my photography as a way to speak about what's happening in my mind." Katie's love of photography began at age 12 when her parents gave her a "clunky Kodak camera." She was photo editor for her high school yearbook, and upon moving to Vermont to attend LC (starting with the High School Summer Program in 2009) she began photographing nature. When she enrolled full-time at LC, her passion for photojournalism began to blossom. She says she and Morris, who taught digital photography, instantly connected because they are both "super sassy."

Katie graduated from LC with an associate degree in 2012 and then earned a bachelor's in graphic design from Mitchell College. She eventually moved to Brooklyn, New York, and now works as a product photographer for a computer store.

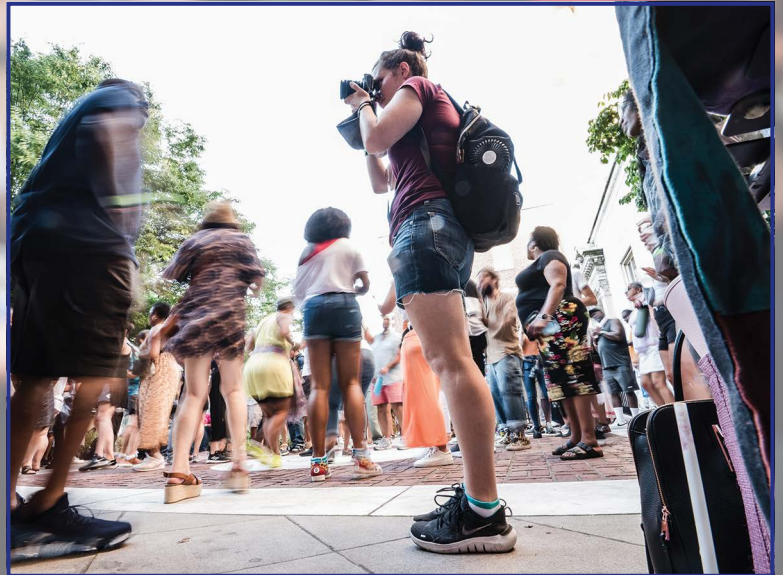
Morris recalls the "magic" of seeing Katie's love for photography emerge at LC. "At first it seemed like something she was doing to fulfill an assignment, but as time passed, she was using the assignments to fulfill her own visions."

In 2020, Katie chose to begin photographing the many protests she witnessed throughout the city because she "wanted to document the history we're living in right now." In addition to news outlets, Katie's work has been featured in museum exhibitions. She's been building a following on Instagram, and she won the B&H Optic Challenge contest in 2021.

Katie's photography will also be published in *Revolution Is Love: A Year of Black Trans Liberation* in Fall 2022; and in *Icons*, a street art magazine, also being published in 2022. *Revolution Is Love* will feature two of Katie's images taken during the 2020–21 Stonewall protests, and *Icons* will include Katie's photography of NYC landmarks. 🐦



One day in July, Katie Godowski '12 photographed two very different events: a homeless rights rally and march, and a summer block party thrown by the Museum of the City of New York. Photographer Satya Tisman shadowed Katie for the day to capture these images of Katie at work.





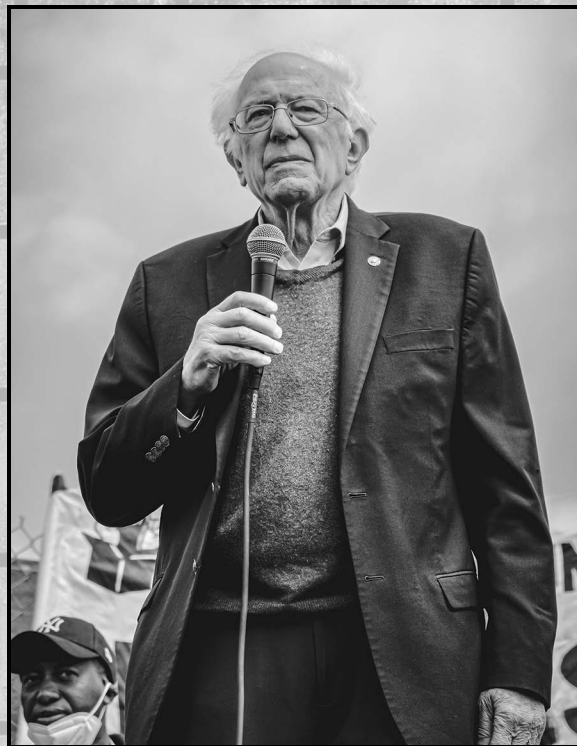
Photos top row: 1) Protestors stand with Ukraine at a March rally. 2) A city streetscape at night. 3) A performer at "We Rise Above: Benefit Concert for Trans Housing" in April. 4) Celebrators waving flags at the 40th Annual National Dominican Day Parade in August.

Bottom row: 1) A simple message at a rally in March. 2) Katie caught the arrest of an alleged New York City subway shooter in April. 3) A reflective view of Radio City Music Hall. 4) A mural painted for Mental Health Awareness Month in May.

Background: Cherry blossoms on the East Side of Central Park.



Top: 1) During a celebration for late rapper Biggie Smalls' 50th birthday in May, Katie captured this photo of an observer in the building where Smalls' lived. 2) U.S. Senator Bernie Sanders (I-Vt.) at a rally with Amazon workers on April 24. Middle: A protestor at a rally against Asian hate crimes. Bottom: A steamy view of downtown Manhattan. Background: A worker takes a cigarette break in Chinatown.



Photos by Katie Godowski

On and Around Campus



Student Kenny Pepper proudly displays the award WLMC won from the Intercollegiate Broadcasting System in March for Best College Radio Station, Streaming—Under 10,000 Students. Congratulations to WLMC faculty advisor, Professor Eric Matte, and all of LC's DJs and station managers who contribute to its success!

Photo by Mondo Mediaworks



Photo by Mark DiPietro



Photo by Justin Altman

Above left: On April 2, the Office of Student Affairs sponsored the Student Leadership and Social Responsibility Conference, at which student Daniel Molster (pictured) and other students, staff, and faculty led breakout sessions focused on various aspects of leadership. Above right: Student Spencer Morgan takes advantage of LC's new and expanded weight room, located in the Click Family Sports Center.



Photo by Tatiana Dalton



Photo by Arrow Barnard



Photo by Tatiana Dalton

Study Away trips resumed in 2022 after two years of suspended travel because of the pandemic. The center photo depicts LC's Spring Break art trip to New York City, which included a visit to the New York Metropolitan Museum of Art. The photo at left shows an LC class aboard the schooner Roseway off the New England coast for the one-credit summer course "Beginning Boating Skills," which began immediately after the Spring 2022 semester. In the photo at right, students Eric Guditz, Ben Shearer, and Ben Heath, supported by two Roseway crew members, ride the waves on the schooner's bowsprit. After the five-day course ended, Ben Heath was hired to stay on for the summer as part of the Roseway crew!

More Than

Landmark College held its 2022 fundraising gala, “More Than We Imagine”
For the first time, LC’s fundraiser was presented

Watch clips from the gala

140 guests attended in
person and online

\$500,000 raised for LC’s Annual
Fund and Imagine Campaign



We Imagine

...e,” at the Midtown Loft & Terrace in New York City on Thursday, April 29.
...ed as a hybrid event, both in-person and online!

...at landmark.edu/gala22videos

Auction items included a Puerto Rico Villa getaway and a cocktail cruise for 20 on the Hudson River

Sheinelle Jones of NBC’s TODAY received the LD Luminary Award and talked about LC the next morning on TODAY with Al Roker



Photo by Satya Tisman



Wendy Upchurch enjoys a fun moment with other guests during cocktail hour.



Meredith Davis '13, Prof. Lynne Shea, and Marc Thurman '18 enjoy the festivities.



Ines Borbon Bours '20 and Marc Thurman '18 take a selfie from the rooftop of the Midtown Loft & Terrace.



Mixologist Amy Kovalchick provided a custom cocktail lesson for online viewers and donated her mixology services for a party of 20 as one of the live auction items.



Christina Foti, chief of special education for the New York City Department of Education, with LD Luminary Award honoree Sheinelle Jones. Foti attended the gala on behalf of New York City Mayor Eric Adams, who has publically talked about his own dyslexia.



President Peter Eden and Board of Trustees Chairwoman Barbara Epifanio presented Trustee Emeritus Charles Strauch with the first LC Founders Award.



Jane Warren, sister of gala committee member Nancy Lieberman, enjoys a light moment.



Sheinelle Jones of NBC's TODAY listens as President Peter Eden introduces her as the 2022 LD Luminary Award recipient.



Left, the LD Luminary Award created by Simon Pearce; right, the gala centerpiece created by LC Board of Trustees member Bennett Fradkin.



John Elder Robison, advisor to LC's Center for Neurodiversity, speaks with a guest during cocktail hour.

Neurodiversity Is Diversity

How educators can support students who learn differently

By Solvegi Shmulsky

Many of us—and our children, parents, friends, and coworkers—live with a disability that affects a major life activity, such as school, work, or social relationships.

Discrimination against people with disabilities has been unlawful since the Americans with Disabilities Act (ADA) was enacted in 1990 (it was amended in 2008 to clarify and broaden the definition of disability). Yet disparities in employment and education still exist, suggesting that more can be done to achieve the ideal of inclusion. People with disabilities are much less likely than those without disabilities to be employed (17.9 percent versus 61.8 percent) or to have completed a bachelor's degree or higher (20.6 percent versus 40 percent), according to 2020 data from the U.S. Bureau of Labor Statistics.

Many students with disabilities have conditions that affect learning, and the neurodiversity paradigm can be helpful for working with this diverse group. Coined by sociologist Judy Singer in 1999, neurodiversity refers to the idea that all brains function differently and that this diversity is natural and beneficial for our species. Neurodiversity includes neurotypicality and neurodivergence, the latter of which refers to developmental conditions such as autism, ADHD, and dyslexia. In this paradigm, neurodiversity is a stable part of human diversity that should be accepted and valued, not a set of pathologies to be cured. The umbrella term is popular among students for its positive perspective on difference.

“Many students face bias,” says Dr. Timothy Beck, an assistant professor of psychology and the co-director of the Landmark College Center for Neurodiversity, which works for social justice by amplifying neurodivergent voices and creating community both



Photo by Todd Miller

Prof. Solvegi Shmulsky with Max Lyttle '19, a former intern at LC's Center for Neurodiversity.

in and outside the College. “They have been stereotyped by other people and institutions, and it’s harmed them. The neurodiversity paradigm gives them a way to reframe their own learning, connect with resources, and feel confident.”

“We need to normalize and humanize the concept of being neurodivergent,” student advocate [Holly Kasten '22](#) says. “Otherwise, too many of us are on the outside.”

The neurodiversity approach is not without critics. They may fear that normalizing neurodivergence will cost them needed support, or

they may view neurodiversity principles as insensitive to the difficulties they face.

While it is understandable to worry about the consequences of de-emphasizing a medical model approach, the concern is based on a false dichotomy between diversity and disability. Neurodiversity is both. People think and act differently. Strengths associated with neurodivergence are beneficial, and cognitive diversity can make groups perform better, according to research such as a 2019 study by Ishani Aggarwal and colleagues, published in *Frontiers in Psychology*. On the other hand, neurodivergence can cause problems. Even the most accepting environment cannot erase disability, and legal protection remains important.

In 2019–20, 14 percent of public school students ages 3 to 21 received special education services, with neurodevelopmental conditions being the largest category of qualifying disabilities, according to the National Center for Education Statistics. About

9 percent of U.S. children have been diagnosed with ADHD, 8 to 10 percent with a learning disability, and 2 percent with autism, according to federal statistics. All of these groups have higher rates of anxiety and depression than the general population. Students at Landmark College have these and other diagnoses, including nonverbal learning disability, dyslexia, dyscalculia, dysgraphia, generalized anxiety disorder, panic disorder, and more. Labels change, and their validity may be contested, but this collection of terms shows mental diversity. Within that diversity, students report similar challenges.

Kasten, a psychology major at Landmark College, and **Nicole Yee '21**, a design major at the Rhode Island School of Design who spent a year at Landmark College as a visiting student, spoke with me about their work as interns at the College's Center for Neurodiversity. Collaborating with other students, Kasten and Yee created programming on campus, led a student group called the Neurodiverse Brains Club, and presented on two panels at national conferences. Currently, they are working on a research project with a team of students, who would like to see the concept of neurodiversity used in education because it has helped them. "Students should not have to feel ashamed," Yee says. "Disability is diversity."

Kasten and Yee outline the following problems that neurodiverse students face in college:

Photo by Valerie Cox



Nicole Yee
Landmark Student

Nicole Yee '21, who worked as a Center for Neurodiversity intern while she attended LC as a Bridge Experience student, is seen here representing LC during its virtual Accepted Students Week in 2021. She is now attending Rhode Island School of Design.

- Not feeling accepted by faculty and staff.
- Having too much to manage. "What do I see on campus?" Kasten asks. "Students having trouble with meeting standardized deadlines, getting work in on time, initiating tasks, sustaining momentum, and keeping perfectionism at bay."
- Encountering bullying and engaging in masking. Hiding neurodivergence, called masking, might increase social acceptance, but it has costs, including higher levels of stress, anxiety, and burnout, according to Kasten.
- Facing mental burnout. "Anxiety can be the result of these struggles, which affect self-worth and are often hidden," Kasten says.

"Students talk about dealing with the mental health consequences of stigma associated with neurodivergence," Beck says.

"Anxiety, stress, and masking come up frequently in student stories."

Ultimately, these and other challenges make getting ahead harder. "Outcomes have improved in recent decades," says Dr. Adam Lalor, co-director of the Center for Neurodiversity and vice president for neurodiversity research and innovation. "More students with disabilities pursue postsecondary education, and that's good news for equality." Still, he cites continuing inequities, noting that neurodivergent students, compared with their neurotypical peers, complete fewer four-year degrees, earn lower salaries, and take longer to complete their education.

Many educators receive minimal training about disability, according to Lalor, and busy educators may find it hard to access disability training on the job. So what are some easy ways to make education better for neurodivergent students? Educators can play a

positive role in the experience of neurodiverse students just by being supportive. They can also learn more about neurodiversity and consider small, informed changes to their educational practices. One beneficial change educators can make is to focus more on students' strengths.

For neurodivergent people, weaknesses may have been a defining feature of their experience. I regularly hear disclosures like this in class: "I have working memory problems and bad executive function." Students must know their weaknesses to identify their needs, but it is also important that they know their strengths.

That is a core insight of the neurodiversity paradigm, Beck explains. "This mindset takes the fact that everyone's brain is different and sees that as valuable, both to individuals and communities," he says.

In a qualitative study of successful adults with ADHD, published in *ADHD Attention Deficit/*

Hyperactivity Disorders in 2018, Jane Ann Sedgwick and coauthors interviewed six gainfully employed men recently diagnosed with ADHD. In open-ended interviews, participants talked about how ADHD shaped their lives, for better and worse. Core strengths of cognitive dynamism, courage, energy, humanity, resilience, and transcendence were thematic in the participants' stories.

Stories of successful dyslexic individuals—including performers, entrepreneurs, scientists, and many others—can be found on the Yale Center for Dyslexia and Creativity website. With a mission "to increase awareness of dyslexia and its true nature, specifically to illuminate the creative and intellectual strengths of those with dyslexia," this organization provides an example of framing dyslexia as both a diagnosis that confers legal rights and an identity that is made visible and celebrated.

When asked about strengths, 24 autistic adults across a spectrum of support needs cited

hyperfocus, attention to detail, good memory, and creativity in interviews that Ginny Russel and colleagues conducted for a 2019 study in *Autism in Adulthood*. Participants noted that these traits are not always advantageous and sometimes cause problems. The authors argue that studying strengths associated with autism may help destigmatize the condition, but they also caution against being too simplistic.

When educators focus on strengths, they can reduce the stigma neurodiverse students face. At a community level, neurodiversity, like cultural diversity, can benefit groups and expand human potential. For example, a working group made up of people who think differently brings more ideas to the table, making problem-solving more creative. It's important, though, to be realistic about how hard having a disability can be.

"Don't talk about it in the wrong way," Yee says. "Don't idolize, and don't treat disability as

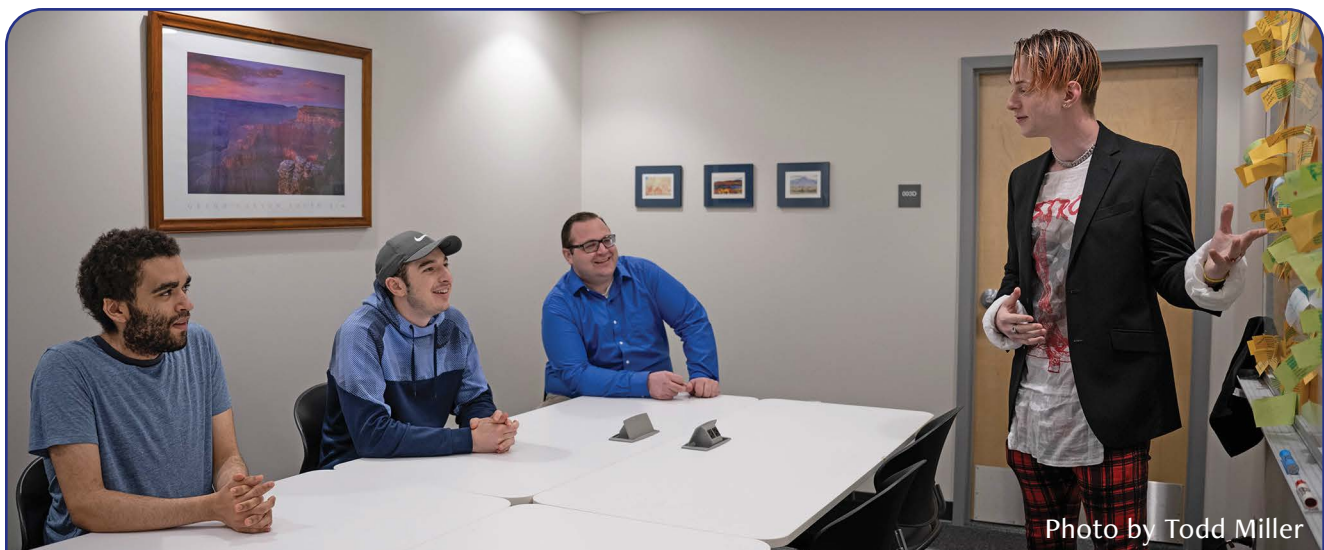
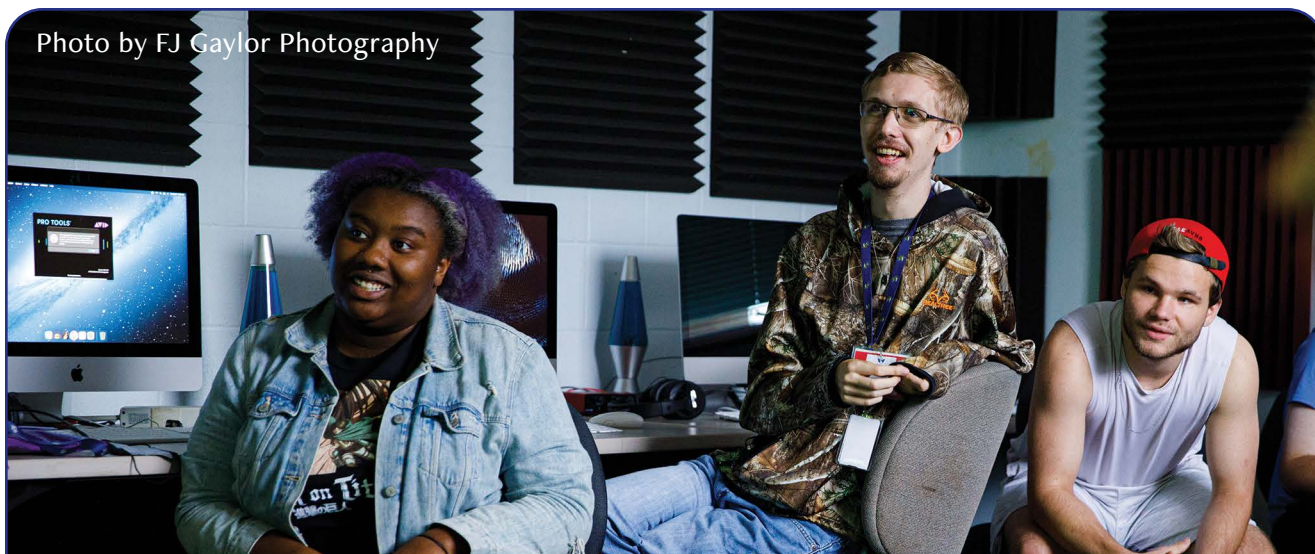


Photo by Todd Miller

Dr. Adam Lalor (third from left) works with students Nicholas Payne, Michael Poulin, and Zöe Feil in LC's John A. Perkins Neurodiversity Research and Development Laboratory.

Photo by FJ Gaylor Photography



17

Personalized instruction and universal design are hallmarks of LC's classes, which are designed specifically for neurodiverse students.

delicate.” Both Yee and Kasten caution against sugarcoating neurodiversity, noting that it comes with real challenges that can make life difficult and that a successful educational approach must take difficulties into account, too.

“I have sincerely brilliant friends who struggle to get assignments done on a deadline because it’s so hard to start,” Kasten says. “They have tremendous ideas, but they need a different way to engage. Then they will thrive.”

Like other student groups, neurodivergent students can be exposed to implicit messages about their worthiness in a classroom. Over a lifetime of schooling, these messages can get internalized, affecting self-worth and confidence. Educators, Yee says, can focus on acceptance to counter

negativity: “Instructors can do tactics suggested by universal design or another pedagogy, but it’s an attitude of acceptance and flexibility that really makes a difference.”

For an educator who is just beginning to work on improving education for neurodiverse students, Lalor advises starting small with the goal of sustainable change. “Talk to someone, read a book, or watch films,” he says. “Get to know what neurodiversity is like. Then read and soak up content about educational practices, but go slow. When you get excited by an idea, pick one small change to make.”

Like Kasten and Yee, many of our students advocate for the community by speaking publicly. Those who do not speak out

contribute in other ways. For example, senior capstone projects often incorporate neurodiversity. Students can pick any research question, and they often tackle how to make life better for learners like them.

Educators can use student-friendly approaches to teaching as tools for broader inclusion, not just for neurodiverse students. When educators focus on strengths, acceptance, flexibility, and representation while exploring the lived experience of marginalized students, their work can benefit learners across identity categories. “All students have strengths and weaknesses,” Yee says. “To support learning means to make class accessible for all kinds of people.” 🦋

Professor Solvegi Shmulsky is interim dean of LC’s School of Liberal Studies and the Arts and a professor of psychology. This is an abridged version of an article that was originally published in the Winter 2022 issue of Liberal Education, the magazine of the American Association of Colleges and Universities. The full article can be found online at <https://www.aacu.org/article/neurodiversity-is-diversity>.



2022 Retirements



Photo by Mark DiPietro

Pictured, from left: Karen Belcher, manager of administrative services and procurement; Terry Standish, college receptionist; Jon MacClaren, executive vice president and chief financial officer; Jackie Mills, director of counseling and wellness; Norma Willingham, associate professor of core education; and Dan Toomey, associate professor of core education. Missing from the photo are Charlie Schneeweis, associate professor of music, and Timothy Stone, custodian.

Retiring faculty and staff were honored at a ceremony on April 22, 2022. Following are profiles of those who worked most closely with our students.

Dan Toomey

37 Years

by Mark DiPietro

At the end of his convocation speech for new students last fall, Prof. Dan Toomey joked that he got nearly all the way through without mentioning Robert Frost. But Toomey, a Frost scholar, did not disappoint, closing with a quote from Frost's poem, "Directive":

*Here are your waters and your watering place.
Drink and be whole again beyond confusion.*

Toomey, a founding faculty member at Landmark College, has led many students to their "watering place ... beyond confusion" over his 37-year career here. Toomey had been teaching at a private school and was considering his next professional move when he attended a retirement gathering at Marlboro College in the spring of 1984. The honoree, retiring Marlboro dean Bob Skeele, told him about a new college opening on the Windham College campus.

A year later, Toomey got a call for an interview; he was hired soon after and worked alongside Skeele, who became LC's first dean.

"We started with the shell of the Windham campus, which definitely needed some help," Toomey says, recalling a campus full of white buildings. "You could literally see Landmark grow into this larger campus as bare brick replaced white paint."

Toomey saw similar evolutions in LC students over nearly four decades. He believes the personalized approach to education at LC allows students to achieve “a-ha” moments of clarity that they may never have experienced before. “It usually happens in a one-on-one setting, but it can happen in a class,” he says, because of LC’s small class sizes.

One such example is when Toomey taught Scott Russell Sanders’ *Hunting*

for Hope, in part a memoir in which a father works to repair the fraught relationship with his son by offering him hope, not despair, for the future of the earth. The memoir is interspersed with essays, each of which offers and then explores a reason for hope or source of hope. Among them are wildness, skill, fidelity, and beauty. Near the book’s end, the father and son have to build a campfire together under trying conditions, and they need hope to accomplish the task.

“My students showed me, in detail, that all of the sources of hope explored in the book are, notably, ingredients that father and son bring to bear in their ultimately successful effort to build a campfire that works symbolically as the book’s climax,” says Toomey. He was so impressed that he wrote to the author to tell him about what his students shared. Sanders said even he was unaware of these connections, but that “sometimes readers see things that writers don’t.”

“Every semester a whole class tells me about that ‘a-ha’ moment that I didn’t have,” Toomey recalls with a

Photo by Todd Miller



Professor Dan Toomey delivers the faculty perspective at the Fall 2021 convocation for new students.

laugh. “And the semester following I was frequently able to use what a previous class had taught me. When your students can teach you something that you can then teach subsequent students, you know you’ve succeeded.”

Toomey’s personal life was greatly affected by his time at LC, for it was here that he met his wife, fellow founding faculty member Prof. Linda Kerr, who is still teaching at the College. They live in Putney, and Toomey will

remain involved with LC, as he has been named a Landmark College professor emeritus. In that role, he hopes to be involved with evaluating baccalaureate capstone projects along with other faculty emeriti, and he will be looking for additional ways to play an active role in the campus community.

Getting back to that convocation speech from 2021, Toomey outlined the three things LC faculty and students need to succeed: compassion, understanding, and skill. “That’s how I see myself and my growth as a teacher. I began merely with compassion for my students, which was in time overlaid with increasing understanding of learning differences. Both these attributes ultimately merged and, in a sense, were subsumed by skill, by which I mean specifically the ability to effectively teach students who learn differently.

“Ultimately all three, I believe, working in concert, were necessary for me to be successful in teaching at Landmark. I believe the same would be true for any good teacher anywhere.” 🐦



Jon MacClaren, executive vice president and chief financial officer, retired after 10 years.

“Jon was positively instrumental in the evolution of LC over the past 10 years. His attention to detail, optimism, confidence, competence, and trustworthiness—in good times and in difficult times—won over the faculty, staff, Board of Trustees, and many others.”

— President Peter Eden

by Chris Lenois

Norma Willingham was well into her career as principal of Neighborhood Schoolhouse in Brattleboro when she came to Landmark College in 1997.

She made the decision to leave that position of leadership because she wanted to devote her attention to raising her daughter, Grace, whom she was in the process of adopting from China.

Prior to LC, Willingham had never taught at a level higher than fifth grade. Her training included working with students with reading disabilities, however, so she felt comfortable making the adjustment to the college-age population. Her part-time tutoring role turned to full time as Grace grew older, then eventually became a faculty position in the College's Reading and Study Skills department.

The College's approach to reading instruction was undergoing a transformation around this same time. Assistive technologies, such as Kurzweil® and Dragon®, were becoming more essential for helping dyslexic students with college-level studies. Willingham described their incorporation into what became known as the Language Intensive Curriculum (LIC) as a "radical departure for Landmark."

"Landmark's mindset at that time was that we teach students how to deal with their challenges, not bypass them," recalled Willingham, adding that seeing how assistive technology improved learning for one of her own tutees helped change the College's approach. "We weren't just bypassing. We were both addressing their learning needs and giving them some tools."

Even though assistive technologies are more advanced and accessible than ever before, Willingham says



Norma Willingham

the instruction LIC provides is still crucial. "We assume that students are technologically literate because they've had it their whole life, but in some funny ways they are not," she explained. "We can show them—in a structured way where they can practice and have some support—how to learn the skills and use them strategically."

Willingham credits the success of LIC to her colleagues' willingness to collaborate, and it's this camaraderie that kept her at Landmark College for 25 years. "Right from the beginning, people have been just so helpful, saying 'here, try this,' or 'this has worked for me.' There is no sense of something being proprietary."

In addition to teaching, Willingham has served on several LC task forces related to technology. She chaired the human resources committee when it was first established and spearheaded the creation of the faculty handbook. Most recently, she has been part of the curriculum committee, including serving as interim chair during the Spring 2022 semester.

With Grace, now an adult, living in Boston, Norma's retirement plans include returning to the Neighborhood Schoolhouse, although this time in the capacity of board president. She also looks forward to working more in her gardens.

When asked what advice she would like to pass on to colleagues and future faculty members, she said succinctly, "Don't be afraid to ask for help." 🐼



Karen Belcher, manager of administrative services and procurement, retired after 22 years.

"Every organization has one individual who has a full understanding of how things operate and how to get things accomplished. At LC, this was Karen Belcher. Karen has worked tirelessly to support the students at the College, as well as faculty and staff."

— Jon MacClaren, former executive vice president and chief financial officer

Charlie Schneeweis

23 Years

by Chris Lenois

As a professional musician, Charlie Schneeweis is well-accustomed to the “gigging” lifestyle. And that’s exactly what he was doing prior to joining Landmark College as a tutor.

He was an adjunct at Keene State College and subbing at public schools in Vermont and Massachusetts, among other places, all while playing his trumpet in various bands when he had the time and energy.

By the late 1990s, however, he was looking for an opportunity that involved less driving and more stable hours so he could spend more time at home with his young children. He had a master’s degree in education so he felt he would be well-suited to do the one-on-one tutoring offered by LC at the time.

“I was not trained in what would have been called special education in those days,” Schneeweis recalls. “But if you’re subbing for a fifth-grade class, for example, you’re certainly dealing with all the learning profiles.”

Landmark College had two other musicians on their faculty roster in woodwinds-player Ted Wirt and pianist Stephen Glover when Schneeweis was hired. The three of them quickly conceived the idea to play music together and involve the students.

“We decided we would have a jazz band, a chorus, and a chamber ensemble, and students could be part of them no matter what their abilities were,” explains Schneeweis. “What was more important was that the students got the experience of playing with people, and all the camaraderie and fellowship that comes along with being in a band.”



Charlie Schneeweis

As the College expanded its offerings in fine and performing arts, Schneeweis began teaching classes in music recording and editing. He ended up having to open multiple sections of the class each semester because the class was so popular. Schneeweis remembered how his music editing class would be the first time some of his students received an A or a B grade in their academic careers, which he attributed to the object-based nature of the assignments.

“The analysis that was taking place was thinking about what happened when you moved sound around on a computer screen and listening to the outcome, then either moving it again or moving onto something else,” says Schneeweis. “You’re analyzing, but it’s not the kind of analysis that most people are used to doing.”

Charlie’s retirement plans include moving back to his native Minnesota to be closer to some of his siblings. He has already lined up gigs with a couple of bands and looks forward to playing live again after the COVID-19 pandemic prevented so many opportunities to do so over the past couple of years.

When asked what he’ll miss the most about Landmark, he mentioned eating lunch in the Dining Hall every day with students and his colleagues. “I have very fond memories of so many conversations,” says Charlie. “That’s how you meet people, right? You eat with them.” 🐦



Terry Standish, college receptionist, retired after 10 years.

“There are a few positions on this campus that require an employee to know a little bit about what everyone is doing, how they are doing, and what they may need. Terry connected our community by being a constantly friendly face and by genuinely caring about each student, staff, faculty member, baby, and dog that came through her office.”

— Tricia Stanley, director of alumni relations

Jackie Mills

21 Years

by Mark DiPietro

Momentous events bookend Jackie Mills' time at Landmark College. She started in 2001, mere days before the September 11 attacks on the World Trade Center and Pentagon. And she retired in 2022, as the College (and the world at large) dealt with the ongoing effects of the COVID-19 pandemic.

"I hadn't thought of it that way, but it's true," says Mills, who since early 2020 served as an advisory member to the College's Critical Incident Response Team (CIRT) to offer expertise about the mental health effects of the pandemic.

Mills came to LC in 2001 as director of the Women's Resource Center, but because of her clinical background, she soon moved into a health services role. Until last May, she served as director of counseling, health, and wellness. Both the aftermath of 9/11 and the pandemic required a rapid response and long-term strategy for dealing with a potential mental health crisis.

"I knew from my clinical background how to gear up for a critical incident response," she says of her early days at LC. "I worked with colleagues, including Michael Luciani (now vice president for student affairs), to try to get our heads around the impact of 9/11 on students, faculty, and staff. We also identified those students who came from New York or who might have family there, as well as the effects on our international students."

Mills' steady hand helped steer the College through both of these global crises and, throughout the years, provided stable, collaborative guidance as colleges collectively have striven to provide more comprehensive health and wellness to students. "Landmark students are more vulnerable to various co-occurring mental health issues that are part and

Photo by Todd Miller



Jackie Mills with Riley, who served as one of LC's therapy dogs.

parcel of being a young person with an LD, growing up in environments that might not understand them. So there's always been a sensitivity to our students' mental health needs."

In 2018, LC received a grant from the JED Foundation to assess the College's mental health and counseling resources and to provide an ongoing strategic plan to meet the needs of students. Mills is proud of, and encouraged by, the positive feedback the JED assessment generated. "We're ahead of the curve in terms of really resourcing mental health

services for our students," she says, even at a time when need for such services have been increasing rapidly among all college populations.

"Jackie championed our process of JED Campus certification," says Jeff Huyett, director of health services. "The bird's-eye and microscopic analysis by the JED team has helped to evaluate the areas that need improvement to meet the complex mental health challenges of our student body." Huyett says from the start of his interview process five years ago, "I was excited about the possibility of working with Jackie. Her bright, calm demeanor and sense of humor attracted me to working with this team of clinicians."

In her retirement, Mills plans to relish the joy of being a first-time grandmother and shedding her calendar of commitments. "Everything feels like it's under the pressure of time, and I want to see what time feels like without so many demands on it. I'm sure I'll come up with all kinds of interesting things to do, but I really don't want to make any commitments for a while." 🐾

LC Online Professional Certificate Adds New Track Specializing in Postsecondary Disability Services

A new specialization for Postsecondary Disability Services has been added to Landmark's online post-baccalaureate certificate in Learning Differences and Neurodiversity (LDN) program, with courses starting in Fall 2022.

The new track focuses on preparing early-career and mid-level disability services professionals to champion accessibility within higher education, with a particular focus on students with learning disabilities, ADHD, and/or autism.

Dr. Adam Lalor, vice president for neurodiversity research and innovation at Landmark College, says development of the program's five courses was guided by the new Code of Ethics and Program Standards set forth by the Association on Higher Education and Disability (AHEAD) and emerging work on AHEAD's revised Professional Competencies.

"The world of disability services is moving beyond the mindset of accommodation and into one of equity and inclusion," says Lalor. "Our postsecondary disability services specialization equips professionals with the knowledge and skills needed to cultivate access at institutions of higher education."



Photo by Todd Miller
Educators and professionals from around the globe turn to Landmark College for professional development. Above, Dr. Rick Bryck, senior director of LCIRT, leads a session during the 2022 Summer Institute.

Postsecondary Disability Services becomes the third area of specialization within the LDN professional certificate program, delivered by the Landmark College Institute for Research and Training (LCIRT). The others are Executive Function and Autism on Campus and Online. All courses in the LDN certificate program take place fully online, with synchronous and asynchronous elements, and are taught by instructors who are leaders in the field of postsecondary disability services. 🐦

Online Associate Degree Options Now Available

Landmark College continues to expand its offerings under the LC Online moniker. In June, the College introduced two fully online associate of arts degree programs of study.

Students enrolled in the LC Online degree can choose to major in Business Studies or General Studies, the latter of which includes a concentration in Career Competency. Both programs are fully accredited and prepare students to transition to a bachelor's degree program or enter the workforce.

What sets the LC Online associate degree apart from other online programs, according to President Peter

Eden, is the unrivaled support students receive and social connections that they will experience.

"We've built our online programs to have, as much as possible, the core attributes found at our on-campus programs," Eden says. "That means dedicated advisors for one-on-one support, access to the same learning technologies, executive function coaching, instructors who truly understand neurodivergent students with learning differences such as dyslexia, ADHD, and autism, plus programming that gives students the opportunity to make new friends and be a part of the Landmark College community." 🐦

Academics Update

Opportunities Expand with Renamed B.A. in Integrated Arts

The Fine and Performing Arts Department at Landmark College announced this summer that the baccalaureate degree program previously known as Studio Art has grown into LC's new Bachelor of Arts in Integrated Arts.

"Students enrolled in the B.A. in Integrated Arts will have many opportunities to pursue different mediums and forms of art grounded in a liberal arts foundation," says Associate Professor Derek Parker, department chair of Fine and Performing Arts. "Acting, theater, drawing, painting, ceramics, digital photography, and video are some of the areas to explore in this integrated program. In this major, students can deepen their knowledge of the arts while turning their passion into practice."

Dr. Gail Gibson Sheffield, vice president for academic affairs, states that the revised curriculum provides a clearer pathway toward obtaining the degree. "The

revised curriculum requirements have been simplified to provide more opportunities for students to build on a common foundation while they develop their own interest areas focused on craft, critique, and context."

Professor Solvegi Shmulsky, interim dean of the School of Liberal Studies and the Arts, says the renamed program more accurately represents the career paths or graduate fields of study students will be able to pursue after completing the B.A. "Graduates of the Integrated Arts major will be creative problem-solvers who learn marketable and technical skills. Our graduates can pursue jobs in art education, professional roles in art-related fields, starting positions in other fields, or graduate work in MFA programs. Whatever path they take, students will leave Landmark knowing who they are as a learner and how to employ skills and strategies to meet their goals." ➡

Photo by FJ Gaylor Photography



Areas of study within the B.A. in Integrated Arts include (left) fine arts, such as ceramics; (below) music, such as this class taught by Prof. Stephen Glover; and (bottom) performing arts.



Photo by FJ Gaylor Photography



Photo by Justin Altman

Biology Students Collaborate with Vermont Nature Center to Reveal Biological Sex of Birds

By Chris Lenois

Anyone who has visited the Vermont Institute of Natural Science (VINS) Nature Center for up-close experiences with owls, hawks, and other raptors may have noticed the signage for some of the bird displays says “sex unknown.”

That’s changed this spring, thanks to a recent collaboration between VINS and Landmark College’s Department of Natural Science.

On April 9, the VINS Nature Center hosted LC students and faculty at a public event that concluded several weeks of lab work to determine the sex of each bird. Prior to the event, members of the public could see photos of each bird and guess their biological sex before the “big reveal” happened at VINS.

“Knowing the sexes of these birds can potentially help us make better decisions regarding their care,” says Grae O’Toole, director for the Center for Wild Bird Rehabilitation at VINS. “For example, we are better able to understand and interpret blood values based on sex, which in turn helps shape treatment plans.”

O’Toole said the work LC students are doing is important because



Photo by Valerie Cox

Prof. Kim Coleman leads students as they conduct DNA extraction in an LC science lab.

reproductive organs are found internally in these birds. And while taking physical measurements can help determine sex, O’Toole says the staff wants to minimize contact whenever possible because “the birds are often injured or stressed when we receive them.”

Under the instruction of LC Associate Professor Kim

Coleman and former Assistant Professor Emily Curd, students learned processes to extract DNA, amplify regions of sex chromosomes, and analyze the results using gel electrophoresis. This test requires a few skin cells from feather tips collected from the VINS Bird Ambassadors.

“DNA extraction, polymerase chain reaction (PCR), and gel electrophoresis are common lab techniques taught to our students to prepare them for future careers in biology,” says Curd.



Photo by Chris Lenois

Anna Morris, lead environmental educator at the Vermont Institute of Natural Science in Quechee, Vermont, prepares for “the big reveal” with LC students on April 9.

The “reveal” event at VINS was covered by WCAX, a CBS affiliate based in Burlington, Vermont. VINS, located in Quechee, Vermont, and Landmark College expect to continue collaborating on similar projects in the future. ➡

Fall Academic Speaker Series



Dr. Adrienne Major, professor of literature at Landmark College, will present “New England Gothic” as part of the Fall Academic Speaker Series. Major will discuss the rich heritage behind New England Horror. “From its roots in the Salem Witch Trials, New England authors have called upon the horrors of the natural world, the horrors of unquestioning tradition to play upon our senses and to question the values of certainty,” says Major.

Major’s talk takes place Tuesday, November 1 at 5 p.m. Other speakers include Boston-based artist Destiny Palmer on September 27 at 5 p.m. and Dr. Annemarie Vaccaro on October 12 at 9:30 a.m. All events take place in the O’Brien Auditorium, Lewis Academic Building.

Landmark College has long planned to hold a car show on campus due to student interest and involvement with LC Center for Neurodiversity Advisor John Elder Robison, who has been in the automobile industry for years. On April 30, 2022, the College held its inaugural LC Car Show on the

quad. LC students assisted as docents, and many families visiting for Accepted Students Day were provided with an unexpected treat as they engaged in various activities on lower campus.

The show featured a number of interesting automobiles, including a 2022 Lamborghini,



2020 Corvette, a John Lennon replica Rolls-Royce, Factory Five Cobra, Chevy Nomad wagon, President Peter Eden's 1969 Plymouth GTX muscle car, and others.

The College plans to hold its car show annually, with increasing student involvement.



LC Receives Internship Grant from Vermont Department of Labor

One-year, \$20,000 grant supports students pursuing off-campus internships

Landmark College received a \$20,000 grant from the Vermont Department of Labor earlier this year to support internship opportunities for its students.

The College was one of 16 businesses and organizations to be awarded a Vermont Internship Program Grant, which distributed a total of \$450,000 among the organizations.

Jan Coplan, director of Career Connections at Landmark College, says the award will provide meaningful internships for students, it will help the College's efforts to educate employers about the strengths of neurodivergent workers and train managers to maximize their abilities.

"This grant funding provides our students with a terrific opportunity to gain valuable experience in careers they are pursuing," Coplan says, pointing out that the unemployment rate for individuals with learning differences is much higher than the national average. "It has the added benefit of increasing the talent pipeline for partnering businesses and organizations during a challenging time to find qualified workers."

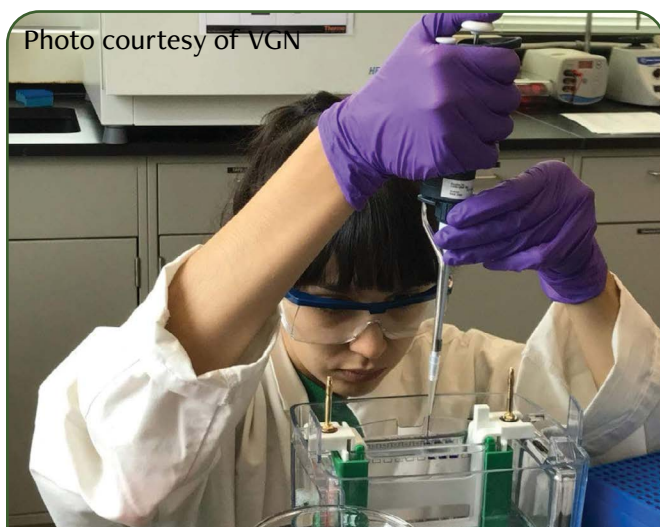


Photo courtesy of VGN

Anaïs Sidonia '19 was an intern at the Vermont Genetics Network (VGN) in Burlington during her time as an LC student.



Photo by Valerie Cox

While she was a student, Rhiannon Greywolf '19 landed an internship at the Brattleboro Museum and Art Center, which turned into a staff position after she graduated from LC.

Landmark College's Office of Career Connections partners with national corporations as well as local businesses year-round to provide a variety of internship opportunities to its students. Previous internships have included Hasbro Inc., JPMorgan Chase, EY, C&S Wholesale Grocers, the Vermont Genetics Network, Sidehill Farm, Farnum Cellulose, Brattleboro Museum and Art Center, Putney Central School, and The Greenwood School.



Jan Coplan

Students who participate in Landmark College internships take part in a Comprehensive Career Readiness Program that ensures a successful transition into the workforce by helping them develop career and life-readiness skills such as self-advocacy, civic engagement, financial literacy, personal accountability, problem solving, and effective interpersonal communication. 🦋

Landmark College Partners with CAI Neurodiverse Solutions to Advance Career Opportunities for Neurodivergent Individuals

Memorandum of Understanding includes employment opportunities for students

In March, Landmark College signed a Memorandum of Understanding (MOU) with CAI, a global technology services firm, detailing work LC will conduct with CAI Neurodiverse Solutions, an end-to-end neurodiversity employment program. The MOU will strengthen the efforts of organizations to create a more inclusive and diverse workforce.

The main objectives and activities of the MOU include providing employment opportunities at CAI for Landmark College students and alumni and professional development opportunities for CAI employees through the Landmark College Institute for Research and Training.

“Landmark College is a core educational institution for neurodivergent individuals,” said Anthony Pacilio, vice president of CAI Neurodiverse Solutions. “With its approach to teaching students who learn differently and our end-to-end neurodiversity employment program, passion starts in the classroom and purpose is realized in the office.”

Landmark College Director of Career Connections Jan Coplan lauded Pacilio’s commitment to expanding workforce opportunities for neurodivergent individuals, saying the two have co-presented at

Photo by Todd Miller



Anthony Pacilio, vice president of CAI Neurodiverse Solutions, is pictured above, at right, with Jamell Mitchell, an LC Board of Trustees member and an EY executive who leads neurodiversity initiatives, during a visit to LC.

various conferences and workshops and pointing out that he has visited the Landmark College campus several times to work with students.

“This partnership really goes beyond recruitment. It’s also about providing mentorship for our students,” says Coplan. “We appreciate the investment of time and resources that both Anthony and CAI are making to build this relationship.”

CAI is a global technology services firm with over 6,500 associates worldwide and a yearly revenue of more than \$1 billion. 🐦



Photo by Clark Johnson

LC students visited JE Robison Service in Springfield, Massachusetts, on a trip organized by the Office of Career Connections and Center for Neurodiversity. The shop, which is owned and operated by LC Center for Neurodiversity advisor and visiting lecturer John Elder Robison, specializes in repair and services for luxury cars that include Bentley and Rolls Royce, Land Rover, BMW, Mercedes, and Jaguar.



Photo by Tricia Stanley

Sarah Alley '04 visited campus last spring to talk with students in LC's B.A. in Psychology program.

Paying It Forward with Perspective

Sarah Alley '04 returns to share experiences with LC psychology majors
by Chris Lenois

Landmark College was still solely in the business of conferring associate degrees when Sarah Alley '04 was a student.

As she watched from afar, her alma mater evolved into a baccalaureate-granting institution. Sarah says Landmark made a smart business decision to introduce a B.A. in Psychology.

"Many Landmark students have been in a position where they've needed help and that makes them want to help somebody else," explains Sarah.

While Sarah has now spent 13 years as a drug and alcohol rehabilitation counselor, the career was not necessarily one she anticipated pursuing. Following Landmark, she went on to earn a bachelor's degree in sociology from Coastal Carolina University in 2008. Concerns about an uncertain economy at the time led her back home to Reading, Pennsylvania, where she applied for a job at an inpatient rehab facility. She has been there ever since.

"I've always really liked to help people and educate them about better options, or just kind of bring to light something that they haven't considered in their path," says Sarah. She goes on to point out that her work extends beyond the individual patient. "Addiction

is a family disease. They need to do work, too. It's very rewarding to help them all get well and healthy."

Sarah has since gone on to earn a master's degree in clinical counseling from Alvernia University, and while she can claim membership in the alumni associations of two other institutions, she says she still feels very attached to Landmark College.

"I learned a lot of the concrete things here that helped me be able to excel, like how I learned best and what accommodations I might need in a school or work setting," Sarah says, adding that she still stays in contact with her roommate along with other friends she made during her time at Landmark.

On a recent trip to Vermont this spring, Sarah came to campus to meet with students in the B.A. in Psychology program.

"We talked about finances. We talked about how to build yourself up, how important internships are," Sarah says. "They were compassionate and inquisitive, and I think that's a fitting background for what they want to do." 🐾

Finding a New Career Path—One Podcast at a Time

by Mary Kukovich

Chris Revill '06 started his podcast, *Let's Chat with Chris Revill*, in 2013. His goal: to offer "a conversational exploration of subcultures."

Using his behavioral health background and pop culture obsession, Chris connected with an eclectic array of musicians, comedians, writers, actors, and filmmakers. The podcast's success also gave him a pathway to a new career when he needed it most.

Frontline mental health care workers were among the hardest hit during the COVID-19 pandemic. Many reported the demands of their jobs led to anxiety, depression, insomnia, and other stress-related disorders.

Chris, who received his A.A. in Liberal Studies at LC before going on to earn a bachelor's in sociology at Green Mountain College, counts himself one of its casualties. "I was a case manager at an outpatient psychiatric program," says Chris, who lives in Warwick, Rhode Island, with his wife and young daughter. "I loved working in the community with my behavioral health clients. But when the pandemic happened, my job suddenly moved to my desk. It was harder than ever to reach out and help people." After working 11 years in mental health, Revill says he just burned out.

His love of podcasts started as a student at Landmark. But it wasn't until he started working in mental health that listening to podcasts became a daily routine. "I walked to work, so I'd pop on headphones. I love music, but podcasts engage you on a different level, sharing conversations, exchanging ideas. And like a ton of other people, I hoped I could create a podcast that would make it big."

He teamed up with a partner to create the first 20 episodes or so of *Let's Chat*. Together, they learned the process and technology behind podcasting. The

partner dropped out, "but I was hooked," says Chris. "With my ADHD, podcasting was the first art form I found that I could really stick with." Booking, hosting, and producing also became a way to meet people and make new friends.

A lifelong fan of *The Simpsons*, Chris's 2016 interview with the show's lead cowriter Michael Price put *Let's Chat* on the map. "It led to writeups in *Vulture* and *HuffPost* (formerly *The Huffington Post*)," he says. Apple Podcasts also ranked *Let's Talk* among its top 100 comedy podcasts. Two other personal favorites include Chris's interviews with comedian Chris Gethard and singer Benny Horowitz of The Gaslight Anthem.



Between 2013 to March 2022, Chris recorded 248 episodes. He always hoped *Let's Chat* might lead to a new job. "But it was always something that would happen in the future," he says. "Supporting a family during the pandemic made it now."

His experiences led to consulting jobs helping other aspiring podcasters and freelance production jobs—and ultimately a new career. Chris is now a producer with LittleFire Media, where he's currently producing a film noir murder mystery called *The Ferry*. He's also a content

creator with Simplified Impact LLC. "I'm so excited to be doing what I'm doing now—it's everything I hoped to do," he says.

Let's Chat has been on a brief hiatus since spring, but September 2022 marks its return. Interested Landmark grads also can catch up on past episodes on Apple Podcasts. 🐼

IMAGINE CAMPAIGN

TO SUPPORT LANDMARK COLLEGE

Goal
\$12M
by 2024

LC's Imagine Campaign entered its public phase this year. Visit landmark.edu/imagine to learn more about fundraising initiatives.

Your Support Will Help LC Achieve These Initiatives:



Increasing Student Scholarships

Affordability is often the only barrier to attending LC. We are committed to strengthening our ability to offer more financial aid awards.



Growing the Endowment

LC's endowment is an enduring foundation for the College's future, built by donors who believe in sustaining our unique mission.



New Strategic Priorities

LC is committed to emerging opportunities such as new micro-campuses like our Bay Area Success Center, reducing our carbon footprint, and increasing accessibility.



Expanding LC Online

A greater number of students with LD could experience LC's life-changing educational model through a global expansion of our uniquely engineered online programs.



Enhancing Career Readiness

LC is building partnerships with businesses that are actively recruiting neurodivergent workers because of their problem-solving and creative abilities.

Once a Shark, Always a Shark



Andrew Garcia '11

Landmark College alumni have taken personal responsibility for the success of the College and for driving necessary change in the world.

Landmark is where I learned to accept who and how I am, to view the world from a new perspective, ask better questions, and—

especially—how to overcome disagreements. These were all firmer measures of success in the “real world” than the conventional benchmarks.

Even in 2011, I remember our class as engaged, humble, and passionate. We learned how to be resilient, how to cope, and, most importantly, how to learn—much of which I did not realize I had taken away from my time at Landmark College until years later.

These memories and experiences are the foundational pieces of everyday life outside the comfort of the LC campus. It is not only about success at work, but also in parenthood, in relationships, and in just being an adult.

I share all of this because I'd like to invite you to engage with me and with Landmark College as a whole. In the years since the College's founding, we

have come so far, but we still have so far to go. The future success of Landmark College and its students is built on the shoulders of those who came before, and I'd like you to be a part of that future.

Whether your interest is focused on your classmates, the alumni community, current students, or supporting the College through a gift, there are many ways to engage:

- Attend an event in your area or on campus.
- Mentor a student.
- Share your story.
- Volunteer for the College.

LC's focus on training students to be lifelong learners—building resilience rather than a static skill set—relies on you and your input. It's not just about money. Refer a student. Ask questions. Raise your hand. Volunteer!

Best wishes and warmest regards,

Andrew Garcia '11

Alumni Advisory Board Chair (AAB)

alumni@landmark.edu



Photo by Todd Miller

LC alumni, from left: S. Kersey '22, Declan O'Flaherty '22, Shoshana Conley '21, Katherine Addison '22, Marc Thurman '18, Carter Griffith '22, Gerald Belton '22, Meredith Robertson '22, Katlyn Brooks '21, and Alexandra Jassin '22.

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
Patricia Perry '92
Marc Thurman '18
Andrea Tolliver '00

Board of Trustees

The Landmark College Board of Trustees provides support and oversight to the College, working closely with the president. The Board has recently voted to add these new members. (A full listing of the Board of Trustees can be found on the inside front cover of this issue of *Landscape*.)



John M. Kemmerer

Trustee Spotlight: John M. Kemmerer

John M. Kemmerer joined the Board of Trustees in February 2022. He is a developmental editor and content development consultant who provides editorial, research, and authorship services to several children's and young adult educational publishers and imprints. He has also served in leadership and editorial roles at the Rosen Publishing Group, Inc. and he has authored curriculum-correlated nonfiction and children's and young adult fiction designed for struggling and reluctant readers. Kemmerer earned a master's degree in English from the University of British Columbia and a bachelor's degree in English from McGill University. He lives in New Jersey with his wife, Kristina Clark, and son Gavin, a student at Landmark College.



Stephan Kiratsous

Trustee Spotlight: Stephan Kiratsous

Stephan Kiratsous joined the Board of Trustees in May 2022. He is executive vice president and chief financial officer of Delphi Financial Group, serving as a member of its board of directors and supporting Tokio Marine Holdings (Delphi's parent company) on selected strategy matters. Kiratsous began his investment banking career in 1986 and has over 20 years of experience with major global investment banks. He earned a master's degree in business administration from the University of Chicago and a bachelor of science from Lehigh University. He lives in New York City with his wife, Stacie, and two children: Alex, a sophomore at Landmark College; and Katie, a sophomore in high school.



Ana María Mellado

Trustee Spotlight: Ana María Mellado

Ana María Mellado joined the Board of Trustees in May 2022. For more than 20 years, she has led different areas of Electra, a company she co-founded (and recently sold) that provided information management solutions to medium and large businesses in the United States, Latin America, and the Caribbean. During this time, she led the success of customer-centric areas such as sales and customer service. Mellado was raised in Bogota, Colombia, by Cuban and Colombian parents. She graduated summa cum laude from the University of Puerto Rico with a bachelor's degree in architecture. She has volunteered to help organizations for children with disabilities in Puerto Rico and Florida, and has been actively involved for several years with Landmark College, where her daughter Carolina is a current student. Mellado and her husband, Ramon, have two other daughters, Laura and Ana Victoria.

Annual Fund 2021 – 2022 Fast Facts

2021–2022
Annual Fund raised
\$1.258 MILLION!

October 2021 and
March 2022 Phonathons
raised **over \$111,738**

March 2022
Giving Day raised **over**
\$10,000 from
75 friends of LC!



At left, student Carolina Mellado was one of the volunteers during LC's March fundraising phonathon. At right, LC's mascot, Finn, shares a giant thank you card in an end-of-year video to the College's donors.

Alumni Join the Staff at LC



Noah Ault-Brinker '17



Chris Beaulieu '19



Alexis Bird '17



Angel Cintron '21



Shoshana Conley '21

These LC Sharks joined the staff of Landmark College in 2022. Noah Ault-Brinker '17, shuttle driver; Chris Beaulieu '19, mailroom coordinator; Alexis Bird '17, administrative assistant/receptionist; Angel Cintron '21, resident dean and assistant director of TaC; and Shoshana Conley '21, resident dean.



Have a story to share?

Tell us at landmark.edu/alumni/alumni-update, where you can update your alumni information.

Chip & Jody Wright

By Chris Lenois

Even though it's been nearly six years since their son Jack '17 graduated, Chip and Jody Wright remain active supporters of Landmark College, both with their time and money.

36

Jody even admits “it’s a little hard to not be biased toward Landmark” when she talks to parents about options for students who learn differently, either in formal presentations or one-on-one discussions, because of how she and her husband feel about the start it gave their son.

“Landmark does a remarkable job of preparing students for life,” Jody says when asked about their longstanding loyalty. “We see the very tangible differences it can make and we’re grateful for the opportunity we’ve been blessed with to support Landmark. We don’t take that for granted.”

That life preparation piece for Jack included coming to a college located clear across the country and to a different climate than the Southern California region where he was raised. Jody and Chip were unsure how he would respond to those circumstances even though he was enthusiastic about attending LC after an open house visit. They credit the campus culture of the College in helping Jack understand he was capable of

getting himself to class on time, navigating travel back and forth from home, and making responsible choices.

To their delight, the experience on campus also seemed to embolden Jack. After an open house presentation about study abroad opportunities, Jody recalls her son saying he could never see himself doing that. “So, it was pretty remarkable when he came to us a couple years later and said, ‘There’s this trip to Botswana. I really want to go,’” she laughs. “That again shows his growth and the trust he had in the people and the programs at Landmark.”

Jack had been singularly passionate about animals since he was a toddler. It was no surprise to Jody and Chip that after getting his associate degree at Landmark College, he earned his bachelor’s degree in anthrozoology from Beacon College. He then held an internship at the Shedd Aquarium in Chicago before landing what Jody says is his “dream job” at Sea World in San Diego, California.



Courtesy Photo

The Wright family, from left: Jack '17, Jody, Chip, and Andie.

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Jody and Chip attributed the roots of these achievements to Landmark in a letter they recently sent to parents of other LC alumni explaining why they make gifts to the Landmark College Annual Fund, writing, “We remain grateful that our son received a top-level education from professors with a passion for teaching students who learn differently, on a campus where he genuinely felt included in all the traditional college student experiences.” 🐦

Courtesy Photo



Jack Wright '17

37



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Genevieve Friend-Land '96

‘Leaving Landmark in my legacy not only shows what’s important to me in my life but what made me the person I am today.’

– Genevieve Friend-Land '96,
volunteer chair, Charles Drake Legacy Society

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**ALUMNI HOMECOMING
& REUNION WEEKEND**

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