

Summer/Fall 2018

# Landscape

For Alumni and Friends of Landmark College

## *Stairway to Self-Discovery*

**Doug and Kristin Killin, among LC's first graduates, reflect on the impact of those early years**

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The College of Choice for  
Students Who Learn Differently



Photos by Todd Miller

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*Editor's Note: Erica Loveland '18 contributed two stories to this issue of Landscape. Erica earned her Associate of Arts in Liberal Studies in May 2018.*

*Cover photo of Doug and Kristin Killin by James Tensuan, captured at Communication Hill, San Jose, California. Back cover photo of Jim & Carolyn Olivier by Todd Miller and artwork by Valerie Cox & Tricia Stanley, with essay by Doug Killin.*

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## From the President's Desk



Photo by Todd Miller

**“Many Landmark College students will tell you the relationships they form at LC are as important as the education they receive here.”**

“It’s all about relationships” is a comment a former boss of mine, a college president, made when she was explaining how to maximize opportunities to create a positive environment for students. At the time, that statement sounded trite, but I have come to realize that it is true, particularly at Landmark College.

Many Landmark College students will tell you the relationships they form at LC are as important as the education they receive here. Alumni profiled in these pages use words like “compassionate,” “patient,” and “supportive” to describe the faculty, staff, and fellow students they discovered when they came to this unique place.

Relationships like these are often what keep you connected to LC—and perhaps the reason you are reading this magazine. Whether our alumni were here in LC’s earliest years when the College was a maverick institution of higher learning for students with dyslexia, or later as LC became more inclusive and the learning profiles of our students evolved and expanded, many remember LC as the first school where they felt like they truly belonged. **Kristin Killin ’87**, who with her husband **Doug ’87**, is profiled in our cover story, recalls, “For the first time, we had teachers who actually chose to work with us. They saw us for who we were.”

Cultivating that sense of belonging right from the beginning were the many pioneers in LD education who ensured students like Kristin and Doug found a place where strengths, not deficits, are identified and intentionally nurtured.

This is why we have chosen to recognize these educational pioneers at our Homecoming celebration in September. Among the pioneers are Jim and Carolyn Olivier. Jim, the College’s first president, and Carolyn, who served as admissions director in the College’s foundational years, are still deeply connected to many of our earliest alumni. During Homecoming weekend

(September 29–30) we will name LC’s admissions building in their honor.

We also aim to recognize our alumni during that weekend, as their increasingly frequent and direct relationships with LC augur well for our institution, which needs to continually provide evidence that our model works. That evidence is often best found in the alumni themselves, and can be seen in current students too. It is important to recognize that Homecoming weekend is also Family Weekend, when family members of our current students visit and strengthen their relationships with our faculty and staff—and also with their son and/or daughter.

At the institutional level, we continue to build new relationships and partnerships to benefit current students as well as alumni. Our “Champions of Change” gala last April celebrated the many new relationships LC is forging with corporations such as JPMorgan Chase, Microsoft, SAP, and others that recognize and promote the value of neurodiversity in the workplace. This is positive and important for everyone, as we work together to fulfill the College’s mission to change public perceptions and eliminate stigma associated with neurodiversity. When public figures such as Seth Meyers and John Elder Robison join us in this mission and effort, and when corporate entities commit to hiring neurodivergent employees, all of society benefits. A sincere thank you to the many who supported the gala and who support LC year round.

At LC we never forget the past, and we are constantly focused on the present as well as the future. Regardless of our focus, the relationships borne of a Landmark College experience fuel us each day.

With kind regards,

Dr. Peter Eden

*President, Landmark College*



*Doug and Kristin Killin with their children Gabby, Becca, and Zachary.*

Photo by James Tensuan

# *Stairway to Self-Discovery*

Pioneering alumni reflect on the lifelong impact of Landmark College's early years

Since 1985, thousands of students have scaled the seemingly never-ending stairway joining Landmark College's lower and upper campus. The steps are different now, as they are made of concrete instead of wood and rocks, but the climb is still the same. For **Kristin (Pieracci) Killin '87** and **Doug Killin '87**, those steps remain a lasting symbol and anchor in their life-changing journey of love and self-discovery.

It was 33 years ago that they packed their bags and traveled across the country—he from Kentucky, she from California—to try a different way of learning at the newly opened Landmark College. It was a leap of faith for them and the other pioneering students enrolling in the inaugural class of the nation's first college for students with learning disabilities.

## *Searching for Answers*

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**"My mother mortgaged the house so I could go to Landmark College," says Doug. "It was my last hope."**

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Desperation brought Kristin Pieracci and Doug Killin to Landmark College. Diagnosed with dyslexia in grade school, both struggled throughout their school years.

Kristin, who grew up in the San Jose area, graduated from high school with a fourth-grade reading level. "Back then, teachers really didn't know what to do with students like me, even though I attended a very good school," she says.



Photo by James Tensuan

Then and now: Doug and Kristin in 1987 at a friend's wedding, and in 2018 in San Jose, California.

Doug, whose father worked for an international oil company and moved the family frequently, was often assigned to remedial classes. His high school guidance counselor advised him to join the Army or “plan on spending my life flipping burgers.”

Both tried college but failed. “I was spinning in all directions,” says Doug, who was encouraged by his boss to apply to become a manager at the grocery store where he worked. Doug feared he wouldn’t pass the test, so he didn’t take it. “I knew I was capable of more, but I had no idea what to do.”

The answer came in news reports of an exciting college opening in Vermont for students with dyslexia. “My mother heard about it on CNN and literally mortgaged the house so I could go to Landmark College,” says Doug. “It was my last hope. It was that or live up to my high school counselor’s prediction.”

## ***A Transformational Experience***

“Going to Landmark College was a leap of faith,” says Kristin. “I really wanted to go to college and have that

college experience. But I didn’t know how to study, I didn’t know about academic rigor, and I didn’t have the skill set. I hoped Landmark would be my pathway to those things.”

At Landmark College, both reveled in finally finding a school where teachers understood them and recognized their potential—and going to college with others who shared their struggles. They both agree it was “magical.”

“For the first time, we had teachers who actually chose to work with us. They saw us for who we were. We were dyslexic, but they saw our potential, our abilities,” says Kristin. “It was transformational.”

“Looking back, I now understand what a leap of faith it was for the faculty and administration to open the College,” she says. “Our first president, Jim Olivier, and his wife, Carolyn, who was director of admissions, set the tone. They would join students for meals and stay in touch with them for years. We still turn to them for advice and guidance.”

Doug and Kristin, who met in geology class and eventually started dating, learned important study skills such as note taking, writing summaries, and master notebooks.

They also worked one-on-one with faculty, who focused on their strengths.

"That first year, those teachers were so good about finding that little spark, that 10 percent, and rewarding it," says Doug. "It was empowering to be recognized for our potential."

At the end the school year, Doug was named recipient of LC's first President's Award in recognition of his progress. Kristin received the second President's Award in 1987.

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**"For the first time, we had teachers who actually chose to work with us. They saw us for who we were. We were dyslexic, but they saw our potential, our abilities," says Kristin. "It was transformational."**

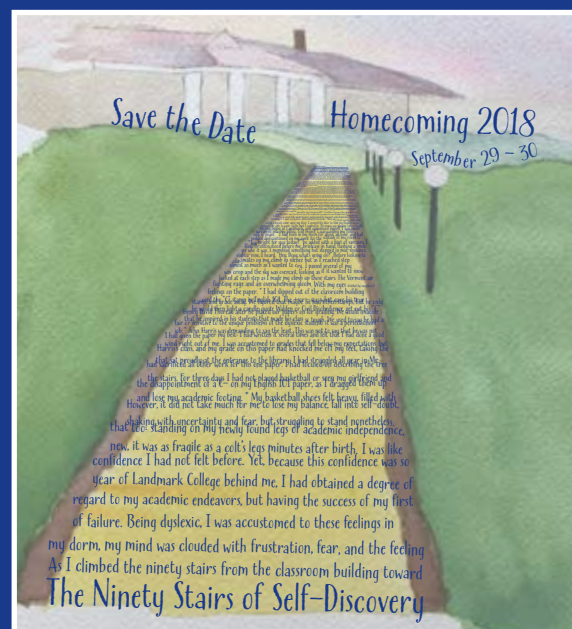
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## A Step Ahead

For both Kristin and Doug, the campus steps conjure up memories of profound conversations with faculty. For Kristin, it was a professor who stopped her on the stairs to encourage her to return to LC for another school year. "I was so excited to be recognized for my potential, something that had never happened to me in school," she recalls.

Doug's encounter on the steps with English instructor Roxi Bratton, who counseled him after a disappointing grade in another class, was equally inspiring. A decade later, Doug penned an essay about that experience in honor of the College's 10th Anniversary. Titled "The Ninety Stairs of Self-Discovery," he wrote: "I learned that teaching is more like guiding than instructing. I learned that writing is not a grade; it is the twentieth draft. It is a good letter to a friend. It is the composition of ideas and thoughts ... a quick story about a teacher, a friend, and the process of self-discovery." (Read Doug's essay at [landmark.edu/KillinEssay](http://landmark.edu/KillinEssay).)

The couple left LC in June 1987 to attend college in Seattle. Kristin went on to earn a B.A. in History at Seattle University in 1991. She spent the next few years working in New Hampshire and California as a job coach for adults with disabilities. Today, she works in human resources and accounts receivables for her family-owned produce company. She and Doug married in 1993 and live in San Jose with their three children, Gabby, 20, Zachary, 15, and Becca, 13.



## A special note from Kristin & Doug:

### Greetings to our fellow alumni,

Homecoming Weekend is always a special time, and we are hoping many of our fellow graduates from the College's early years will join us the weekend of September 29–30 for special events honoring the "Pioneers" of Landmark College.

The centerpiece of the weekend will be the ceremony to name the admissions building after Jim and Carolyn Olivier. Jim, of course, was the College's first president, and Carolyn served as director of admissions for many years. Both were instrumental in setting our alma mater on a path toward success. Indeed, the College may not have even come into being without their optimism and enthusiasm.

But with so many founding faculty members still in the area, including some working at the College, the festivities will truly celebrate everyone's role in helping shape Landmark into the institution it is today. That includes all of you!

Visit [www.landmark.edu/homecoming2018](http://www.landmark.edu/homecoming2018) to register and see all the activities planned during this "Pioneers" celebration.

We hope to see you there!



*Doug and Kristin circa 1987 when they were students at Landmark College. This year, they are celebrating their 25th wedding anniversary. The Killins are leading efforts to recruit fellow alumni to this year's Homecoming, September 29–30. During the weekend, LC's admissions building will be named in honor of the College's first president, Jim Olivier, and his wife Carolyn, who was LC's admissions director. See Doug and Kristin's note to alumni on page 5.*

Doug returned to LC where he worked in the admissions office and eventually as a resident dean while attending Keene State College at night. In 1992 he completed his undergraduate degree in psychology with a dual focus in learning and counseling. In 2002, he received an M.A. in Education from the University of San Francisco.

"I had always hated school as a kid, so friends are astonished when they hear what I do now," says Doug. "But a professor at Keene told me, 'You know, you don't have to teach the same way you were taught as a child! In time, I grew to realize that my dyslexia and the education I received at Landmark make me an excellent teacher.'"

In 1993, he was hired as a long-term substitute at a high school where he introduced the basics of LC's master notebook to his students. The principal, who was "blown away" by the system, hired him as a full-time English and history teacher.

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**"I'm 55 years old and I can remember my time at LC like it was yesterday. I see things now from the other side and I'm proud of what we became," says Doug.**

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"Parents would tell me, 'My kids are so well prepared for high school!' I'd say that's because I taught them everything I learned at Landmark," says Doug. "I taught them how to take notes, how to organize notebooks, and how to study. And I lectured parents to oversee their study time and make sure they read every night."

Now in his 25th year as an educator, Doug is middle school principal at Charles Armstrong School for students with language-based learning differences in Belmont, Calif. Although he's no longer a teacher, he still interacts with "kids in trouble—the kind of kid I was."

Doug says he has empathy for struggling students. He used to tell them right up front that he, too, had a disability. "But now, I wait for the opportune time. When a student says, 'You don't understand'—that's my cue."

## ***Forever Grateful***

For Doug and Kristin, there's no way to quantify Landmark College's lasting impact on their lives.

"Landmark gave me confidence and taught me to believe in myself. I discovered that anything was possible and all those naysayers during my first 12 years of education were wrong," says Kristin. "I may have dyslexia, but I can do anything. That's something I've passed on to my own children."

"Nothing has changed the trajectory of my life more than Landmark College. My two years there gave me the confidence and skill set to move to the next level. It enabled me to become an educator and impact kids the way I was impacted," says Doug.

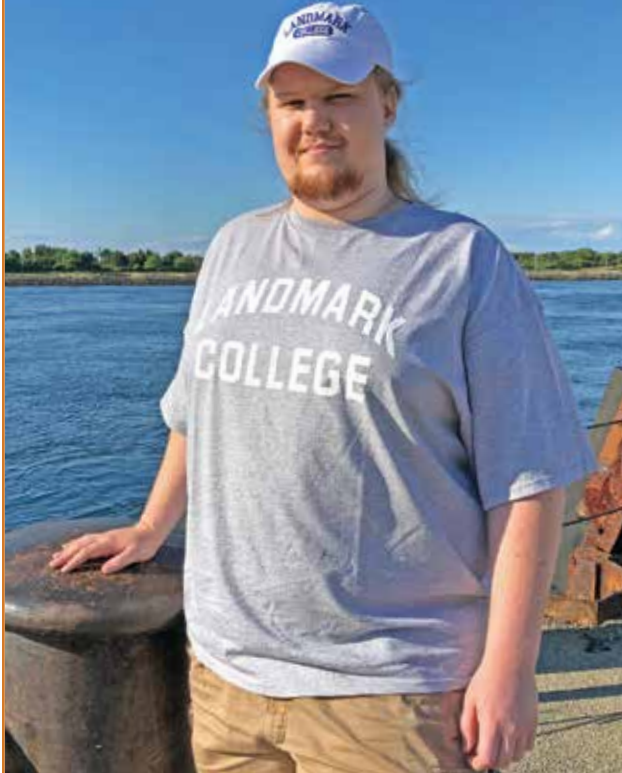
"I'm 55 years old and I can remember my time at Landmark like it was yesterday. I see things now from the other side as a parent, teacher, and principal, and I'm proud of what we became." 🐦

## LC-HollyRod Scholarship Opens Doors for Student with Autism

*Reece Rountree-Hanscom named recipient of full scholarship to LC*

By Mark DiPietro

Photo by Lisa Rountree-Hanscom



Reece Rountree-Hanscom at home in Massachusetts.

**Reece Rountree-Hanscom has been named recipient of the Landmark College-HollyRod Foundation Scholarship.**

The scholarship was established this year through the partnership between LC and the HollyRod Foundation, which was founded by actor and activist Holly Robinson Peete and

her husband, former NFL quarterback Rodney Peete, to raise public awareness about autism (as well as Parkinson's disease). The award covers full tuition for a student with autism who demonstrates financial need and who has been accepted to one of LC's degree programs beginning in fall 2018.

"I never found another place on the planet where I felt so welcome," said Reece, who first attended LC's Summer Program for Visiting College

Students in 2017. He had previously attended Cape Cod Community College after graduating from Sandwich (Massachusetts) High School in 2016.

Despite his overwhelmingly positive summer at LC, Reece wasn't sure he would be able to return as a full-time student because of financial concerns. In his application to the College, Reece wrote, "Ever since my summer session at Landmark, I've dreamed of one day returning to your school. As

such, I am hoping that there might be a way to help me get there."

Reece was one of several finalists for the Landmark College-HollyRod Foundation Scholarship, and was ultimately chosen as the recipient by a committee that included LC admissions staff, Dr. Peter Eden, and Holly Robinson Peete. Reece will enter this fall's class and plans to pursue a Bachelor of Science in Computer Science.

The Peetes announced Reece as the recipient of the scholarship at the HollyRod Foundation fundraiser, DesignCare, held July 14 in Malibu, California. Dr. Eden attended in support of the College's partnership with the HollyRod Foundation. 🐦

**Holly and Rodney Peete at the DesignCare event in July 2018.**

Photo by Tiffany Rose



# *Fundraising Gala*



Emmy Award-winning writer, actor, and late-night host Seth Meyers was a guest of honor at the Champions of Change Gala, held at the Bryant Park Grill in New York City on April 24.



Dr. Peter Eden, president of Landmark College, and his wife Joanne enjoy the entertaining speech by Seth Meyers.



John D. Lobrano, a board member and father of alumnus Jack Lobrano '11.



Charles Strauch, chair emeritus of the LC Board of Trustees, announced a \$300,000 gift to expand LC's online program offerings.

# Champions OF Change

## *Building a Neurodiverse Workforce*

**L**andmark College's third major fundraising gala was held April 24, 2018, in New York City.

Honored guest Seth Meyers entertained the audience of 150-plus attendees, and best-selling author John Elder Robison, who received the Landmark College LD Luminary Award, enthralled guests with his personal story of being on the autism spectrum.

The gala raised more than \$350,000 for a variety of LC programs, such as study abroad, career readiness, student research opportunities, and scholarship support. Charles Strauch, chair emeritus of the LC Board of Trustees, also pledged \$300,000 to expand the College's online offerings.

"Champions of Change" recognizes corporate partners, such as JPMorgan Chase, SAP, Hasbro, and BioTek, who help nurture positive perceptions of neurodivergent individuals.

For a full gallery of gala photos, visit  
[landmark.edu/2018-gala-photos](http://landmark.edu/2018-gala-photos).

Check out these gala videos:



[landmark.edu/SethMeyers](http://landmark.edu/SethMeyers)



[landmark.edu/JERobison](http://landmark.edu/JERobison)



[landmark.edu/StudentChampions](http://landmark.edu/StudentChampions)



Aaron Wolf '02, a Los Angeles-based filmmaker, actor, and writer, talked about the successes he attributes to LC and invited other alumni in attendance to join him on stage. (See video at [landmark.edu/AaronWolf](http://landmark.edu/AaronWolf).)



Terry Banta and husband Robert, an LC trustee, who are parents of alumna Sallie Banta '10.



Joan Burrill, member of LARC and mother of Greg Burrill '14.



Belle O'Brien, a member of the LC Board of Trustees and mother of Brooks O'Brien '03.



Robert Lewis, chair of the LC Board of Trustees and father of Daniel Lewis '05, presents the Landmark College LD Luminary Award to author John Elder Robison, who serves as advisor to LC's new Center for Neurodiversity.



LC Trustee Robin Dahlberg and husband Ted Maynard, parents of alumna Sophie Maynard '17.



Barbara Epifanio, vice chair of the LC board and mother of bachelor's candidate William Epifanio, A.A. '16, with President Peter Eden.



Sherry Sherman, mother of bachelor's candidate Micah Sherman-Raz, A.A. '18.



Dr. Peter Eden greets honored guest Seth Meyers.



Seth Meyers with LC alumnae Katie Godowski '12 and Michaela Hearst '14.



Sallie Banta '10, assistant director of social pragmatics, with John Elder Robison.



Kim Marroni, member of the Landmark Advisory Resource Council (LARC) and mother of current student Katie Marroni.



Anette Lewis, wife of board chair Robert Lewis, with Herman and Pola Rosen, and Charles Strauch.



### *The Center for Neurodiversity and John Elder Robison*

Landmark College established its new Center for Neurodiversity in early 2018. Its goal is to promote the benefits of a neurodiverse society through social justice, thought leadership, resource development, partnership building, and community engagement.

Author John Elder Robison (pictured above) serves as advisor and visiting lecturer to the Center. On April 9, he headlined the Center's first event, a talk titled "Different ≠ Disordered: The Case for Embracing Neurodiversity," which was attended by more than 200 people.

Photos by Todd Miller



### *Charles Drake Field Opens*

In August 2017, LC's new all-weather turf field opened. Used by the College's soccer team, it has also been rented by local school and community groups for soccer and lacrosse.

### *Ice on the Quad*

An ice rink was installed on the LC Quad in late 2017, sponsored by the Page family. Students, staff, and faculty enjoyed skating and hockey during the Vermont winter.





Artist Chuck Ginnever, left, watches from inside Stone Hall with President Peter Eden as *4 the 5th (of Beethoven)*, right, is installed on campus on August 3, 2018.



Photos by Chris Lenois

## Chuck Ginnever sculpture honors legacy of Windham College

by Chris Lenois

Many people know that prior to Landmark College's founding in 1985, the campus was home to Windham College, a liberal arts institution with its own rich history and ardent alumni. The current administration, like others before, is always seeking ways to honor and preserve that shared legacy. One recent opportunity involves bringing a very large sculpture to campus.

The artist who created the sculpture, Chuck Ginnever, was a faculty member at Windham for eight years in the 1960s and 1970s, including a stint as chair of the art department. Ginnever still makes his home in the area, and LC President Peter Eden, along with other senior staffers, have forged relationships with him. This led to his 1972 piece, *4 the 5th (of Beethoven)*, moving from the sculpture garden at Southern Vermont Arts Center to a site between Stone and Davis halls this summer.

"This piece is a tremendous addition to the College campus as we continue to collect and display permanent and temporary works on our grounds and in our buildings," President Eden said. The sculpture stands about 15 feet tall and 25 feet across.

Ginnever left his teaching post in 1975, right around the same time he received a John Simon Guggenheim Fellowship and an individual artist's grant from the National Endowment for the Arts. Since then, his work has been displayed in numerous solo exhibitions and remains part of the permanent collections for New York's Metropolitan Museum of Art, the San Francisco Museum of Modern Art, the University of Houston, Texas, and the Australian National Gallery in Canberra, among others. ➡



## NORMAL ISN'T REAL Succeeding with Learning Disabilities & ADHD

Filmmaker Kryss Kornmeier will visit campus on Wednesday, October 17, for a public showing and panel discussion of her documentary, *Normal Isn't Real*. The film showcases four individuals with LD, including alumnus Dave Cole '97. The free event, sponsored by LC's Center for Neurodiversity, begins at 7 p.m. and is open to the public. Watch our website for more information.

## The Journey Continues

*New bachelor's programs expand opportunities for students to stay at or return to LC*

by Chris Lenois

Anyone who has attended a Landmark College commencement (or watched a livestream) knows how special these ceremonies are for the graduates and their families. But the fall 2017 and spring 2018 graduations carried additional excitement, with new milestones for our institution as well as individual students.

Last December, **Danielle Singer '17** became the first graduate from the College's Bachelor of Arts in Studio Art degree program. Her educational path was similar to many of our alumni in that she transferred back to Landmark College after starting here and then going on to another institution.

"I realized that Landmark College was the only place that would give me what I needed. So I came back," Danielle said during her graduation speech. "I was so happy this is a four-year school now."

This past spring, **Matthew Ward '18** became the second student to earn a B.A. in Studio Art, while **Dennis Champagne '18** and **Michael Otten '18** were the first two graduates from the Bachelor of Science in Computer Science program.

Photos by Tom Raffelt, New England Studios



Danielle Singer '17

Former faculty member Rick Joyce was advisor to both students, and he wrote tributes to them in the commencement program. He complimented Michael for his "top-notch programming skills and willingness to help others," and said of Dennis, "I am completely confident he will succeed in this field ... and at any CS grad school in the country."

There were also 11 graduates from the B.A. in Liberal Studies program, making the spring 2018 graduating class the College's largest group of baccalaureate degree-earners in the short time they have been offered. That record is not likely to stand long, however, because 12 of the 45 associate degree graduates have already committed to return in the fall for their bachelor's. 🐼

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**Starting this fall, the newly accredited B.A. in Psychology becomes the College's fourth baccalaureate option, and plans are in the works to introduce a bachelor's in communication the following year.**

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Michael Otten '18 and Dennis Champagne '18



Many of Meg Murtha's advisees graduated in May 2018. Standing, from left: Christopher Beaulieu, Donald McAllister, Alexei Hreczuck, Michael Otten, Sean Noonan, Jamal Jackson, Darius Kerravala, Ethan Meeder, Micah Sherman-Raz. Seated, from left: Bradford Newton, Ellen Chornoboy, Meg Murtha, Daniel Hodgetts, Ryan Ramakrishnan.

## Advice for the Ages: Meg Murtha retires after 26 years

by Erica Loveland '18

**A**fter 26 years of teaching Landmark College students about their learning process, Meg Murtha states that it is no surprise she has learned a few things about herself, as well.

"I have become much more creative and flexible," she reflects. "Working with Landmark students has taught me to be a better thinker, writer, and educator."

Prior to teaching, Murtha lived in Washington, D.C., and worked on Capitol Hill for a U.S. Senator from Colorado. It wasn't until after she married, moved to Vermont, and became a mother that she pursued a career in education.

Murtha came to Landmark College in 1992 as a tutor and quickly became affiliated with the Communications Department, teaching both skills development and credit-level classes. "Our roles changed, especially in the early days, in response to institutional need," she reports. She even served for several years as the director of the College Placement and Career Planning Office, visiting colleges and universities across the country to enlighten them about Landmark College's special mission.

It was while she was serving as both a communications professor and advisor that Murtha decided to commit to full-time academic advising. She enrolled in an online

program and earned a Master of Science in Academic Advising from Kansas State University. Murtha reveals that the secret to her academic success was applying all the same writing and study skills she had taught her LC students. "Everyone benefits from using a variety of approaches and having a toolbox of strategies."

In 2011, Murtha received the Northeast Region's Academic Advising Excellence Award from the National Academic Advising Association. She says, "If you meet students on their own level and make them feel comfortable, you can support them in setting and achieving their personal goals."

Her final group of advisees graduated this spring. **Micah Sherman-Raz '18**, who was among those 14 students, says, "She taught me to remain positive even through tough times, and that made a world of difference for me."

Even as she prepares for her next adventure, she continues to impact the learning experience at Landmark College. She recently redirected the funds for her retirement chair into a contribution for student scholarships and added a personal donation, as well.

"Being on the faculty at Landmark has given my life purpose, meaning, and structure," Murtha reports. "I know without question that I have made a positive and significant difference over the years in the lives of many wonderful young people who learn differently." 🐾

## Alumni on Staff

**T**wo recent LC alumni, **Sallie Banta '10** and **Max Lyttle '13**, have joined the Office of Social Pragmatics Programs and Services, which helps autistic students navigate social dynamics. Overseen by Director Andy Donahue, the office acclimates students with ASD to campus life through services such as early orientation and peer mentoring.

### *Walking the Walk*

*With grit and determination, **Sallie Banta '10** is a role model for students*

by Mark DiPietro

English Professor Sara Glennon remembers one of the most well-written essays she ever received from a first-semester student, about life lessons learned inside a compost bin. The timeless takeaway: Jump into the mess, dig into hard work, and stay positive.

That essay exemplifies the grit that got its author, Sallie Banta '10, through her learning challenges to her current

role as Landmark College's assistant director of social pragmatics, helping students on the autism spectrum adjust to the rigors and social expectations of college life.

Even as a high school student in Atlanta, Sallie knew she wanted to work in an autism-related field. For her senior-year service project, she connected with Emory University's autism center. "That was my introduction to



Sallie Banta '10 and her black and tan raccoon hound on a "Poppy Walk" with students.



Sallie and Poppy.

working with kids and young adults with autism, and it clicked for me. I found something I was naturally good at and knew I wanted to pursue it as a career."

First, she had to overcome her anxiety about school. After graduating from high school, she enrolled at Warren Wilson College in North Carolina. She finished her freshman year with a 3.6 grade-point average—and an unhealthy stress level. "I always procrastinated, and I didn't have a writing process," a result of her ADHD, executive function challenges, and written expression disorder. "I knew I couldn't get through another three years like that."

A visit to Landmark College in 2007 convinced her that a Bridge Semester would put her back on track to return to Warren Wilson. Instead, she decided to stay at LC for an associate degree. Some of her biggest influences were Lyn Sperry, one of LC's professional certified coaches; Glennon, who two years later would nominate Sallie for the English

Department Academic Award; and Mike Hutcheson, associate professor of humanities, who says he has "rarely seen that level of writing anxiety" in almost three decades of teaching at LC.

Sallie recalls, "I was an engaged student, doing the readings, participating in class—but I wasn't

producing work. They were so calm, like they had seen it all before. I would come to them with a big conundrum and their attitude was, 'This is what we do.' They made me feel like I wasn't an enigma."

After earning her Associate of Arts in Liberal Studies in 2010, Sallie landed at Wheelock College (now part of Boston University), intending to major in philosophy. The writing demands proved daunting, though, and Sallie experienced "a meaningful failure

experience. I was sure I wasn't going back to school."

Inspired by Tina Fey's book *Bossypants*, Sallie decided to give improv class a try and ended up majoring in performing arts. Meanwhile, she landed an internship working with autistic adults. "The theater environment was a good fit because I was learning to work with people, and those skills can be applied to anything." Upon graduating Wheelock, she landed a full-time job with Nashoba Learning Group in Massachusetts.

During summers, Sallie would return to Putney to work in LC's High School Summer Program. In 2017, she took a full-time position as resident dean in Davis Hall. When the assistant director of social pragmatics position opened in early 2018, Sallie jumped at the opportunity.

"I thought working in the summer program was a dream job. The permanent position really is!" Any given day, Sallie works closely

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**"I thought working in the summer program was a dream job. The permanent position really is!"**

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with students to identify and break down barriers to successful social interaction, and she can be found taking students on "Poppy Walks"—campus strolls with Poppy, her black and tan raccoon hound.

Sallie's former professors are thrilled to have her back on campus as a role model for LC students. "When people ask me what it's like to teach at Landmark, I often talk about Sallie as an example of the kind of success we're lucky enough to have a part in," Hutcheson says. 🐾

Photos by Todd Miller



## Juggling Commotion and Calm

**Max Lyttle '13** *drove through a hurricane—literally—to a bright future that includes his role as a mentor in the social pragmatics program*

by Mark DiPietro

Driving through Hurricane Irene to Landmark College provided both a metaphor and a calming perspective to Max Lyttle '13.

"My father and I had driven from Chicago through Canada and then to Vermont" for new student orientation in August 2011, Max says. "Driving through a huge storm, going across a bridge with pieces of a tree flying over, seeing houses floating down the river—it seemed symbolic as we drove toward the next chapter of my life. And it overrode any nervousness about where I was going."

Max had already weathered storms of another kind. Smart and confident in his early school years, he hit a tempest of uncertainty in seventh grade. "I went from being really excited about math to really dreading it. The switch was overnight."

Math was only the first thing to go. Spanish was next, as "my comprehension of the material started to dwindle and it wasn't clear why at all," Max says. By sophomore year

of high school, Max was diagnosed with ADHD, which was interfering with everything from his grades to time management to self-care.

His huge high school in the inner city of Chicagoland (with about 3,000 students) provided support, such as placing Max in a smaller wing of the school with fewer distractions, and even assigning a "handler" to make sure he showed up at his classes.

"I was ditching classes and resisting everything I saw as 'adult,'" he says. "In my mind, it was righteous rebellion." With supportive parents, though, Max got himself on track and graduated high school, then found his way to Landmark College.

"It was in a small, green town in Vermont, which is the complete opposite of Chicago," he says. "That immediately appealed to me: the romantic feeling of running away from where I grew up and starting over."

It didn't take long for Max to find his footing at LC. Professor Jim Baucom's LD Seminar helped Max discover hard-won remedies for the challenges he'd encountered for years. "I cried in that class," he says. "The really important thing Jim did was bring my confidence to the surface."

Dorothy "Dotti" Osterholt, associate professor of core education, was also a big influence on Max as she watched his love of learning reignite. "He learned to see errors and failures as opportunities to grow, which allowed him to reframe his past struggles in a more positive light," Osterholt says. "It was a pleasure to see his confidence increase as he gained new approaches to learning."

Max left LC in 2013 to follow his wanderlust, finding new adventures in Southern California and Austin, Texas. But he found his way back to Putney during summers to work in the High School Summer Program, which led to some important discoveries. One was a love of juggling, which helps him focus simultaneously on mental



Bradford Newton '18 enjoys some social time with Max last spring.

acuity and physical agility. Another was the beginning of a professional mentorship under Andy Donahue, director of social pragmatics at LC. That connection helped Max realize his gift for relating to students in need of greater social awareness and skills—a role he now fills as LC's first social mentor. The position allows him to work closely with students on the autism spectrum, helping them build social skills that can lead to successful interpersonal connections and greater self-confidence in

larger social settings. On weekends, Max leads a variety of off-campus activities, including hiking, swimming, and community service trips.

"The best part of my job is interacting with students and seeing them interact with each other. Knowing them so well, I can see their personalities come through in everything they say. It's so endearing because they're all so genuine and have amazing things to offer." 🐼

## *In Through the Out Door: Admissions office adds LC alumni*

Who better to expound on the virtues and value of Landmark College than former students? Now the admissions staff has four people capable of sharing that firsthand experience when meeting with families of prospective students.

After earning her bachelor's at Syracuse University and master's at Simmons College, **Sydney Ruff '06** returned to Landmark College a few years ago as an assistant director of admissions. This past February, she was promoted to director!

This summer, **Chloe O'Hare '16** was hired as the regional enrollment specialist for the West Coast; **Everett Law '15** and **Patrick McKenna '14** joined as admissions counselors. They have jumped into the roles and are already meeting with applicants who may follow in their footsteps as LC students.

Sydney Ruff '06



Chloe O'Hare '16



Everett Law '15

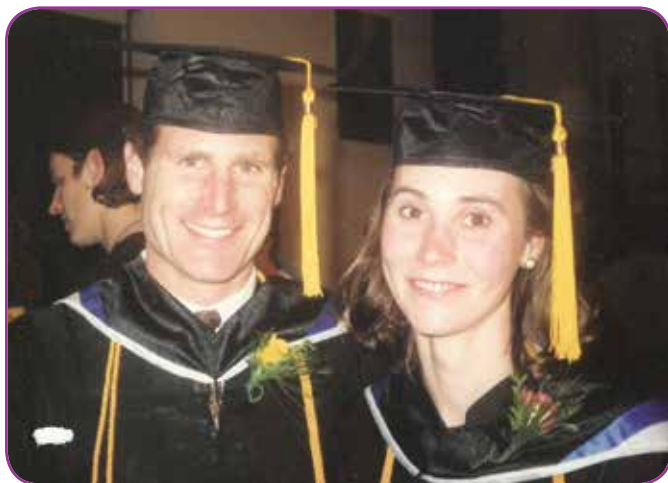


Patrick McKenna '14

## Take It on the Run

*Physical activity is a part of the formula for success in learning, love, and life for **Kurt Wagenbach '98** and **Katherine (Scrivner) Wagenbach '98***

By Chris Lenois



**K**urt Wagenbach '98 was back on the Landmark College campus recently to serve as keynote speaker for the spring 2018 Athletic Awards.

It was an appropriate task for a man who has completed two Ironman events, plus several other triathlons and marathons, and who may never have accomplished any of those feats if he hadn't come to Landmark College.

While part of the credit for his athletic achievements goes to the mindset he developed from his studies, the true seed of inspiration stemmed from his desire to become better acquainted with then-classmate Katherine Scrivner '98.

As Kurt recalls, it all began when Katherine noticed a new pair of sneakers he was wearing. "She asked if I was a runner. I said absolutely. I live to run!" His ruse was exposed fairly quickly, however, during their first run together. "I made it about half a mile before I wanted to explode. I'm sweating like a heart patient. She's looking at me and wondering whether I'm okay," he says, laughing.

Katherine wasn't an avid runner prior to college, either. But what began as a simple and inexpensive way to stay active

became a critical component of her intellectual process. "It was soothing to run. I would outline papers in my head and then come back after eight or 10 miles and just blast it out on my computer," she says.

As the two continued their regimen, Kurt began to notice running had a similar impact on him. "Busying up my body gave my mind room to take a deep breath," he says. Some of the faculty members and fellow students would join them on runs, widening their social circle and deepening relationships with their peers and professors.

Following graduation, Katherine went to Hood College in Maryland to get a degree in psychology. ("I would have stayed at Landmark if they offered a bachelor's program at that time," she says.) Kurt initially enrolled at a college in Massachusetts. He was too eager to start a career to stay there for very long, however, and he chose to leave when a former Landmark College classmate invited him to return to Putney and give law enforcement a try.

Kurt started part time in the Windham County Sheriff's Department and found the work fulfilling. He went on to get certified through the Vermont Police Academy. Then he spent three years with the Brattleboro Police Department before joining the Vermont State Police. Before retiring at the end of 2016, Kurt had risen through the ranks to become an investigator in their criminal division.

"It later dawned on me how much the job fit my personality," says Kurt, calling his ADD an advantage for thinking up out-of-the-box tactics during drug raids and evidence collection. "State's attorneys would pay



Kurt competes in a triathlon.

me compliments for how I gathered information from different angles. It all comes from trying to figure out seven different ways to solve the problem."

With regards to how the lessons he learned at LC impacted his career, Kurt cites the ability to stay organized and the techniques he learned for taking notes. "I think I had the seed for it, but Landmark helped cultivate it," he says.

Kurt's career progress opened the door for Katherine to join him back in Vermont, where the two always hoped to return. They married in 2001 and built a home in Putney, where they are raising two sons, Kemp and Kole. While the Wagenbachs ended up back in the community where they started their relationship, the rest of their life path has been anything but circular.

After realizing her activity-oriented personality wasn't suited to a clinical setting, Katherine found her own career path as a horseback riding instructor. "My degree in psychology really helps, because it's not just working with horses, but with the person," she explains. To that end, Katherine also finds herself drawing upon lessons she learned at LC to "understand how people communicate and learn." After teaching for several years at local stables, she now owns three horses and provides lessons on their own property, where she can "use the roads and woods to show there's more to riding than going around in circles in an arena."



**In their father's footsteps: Kole and Kemp with Kurt at the Revolution3 Maine Triathlon 70.3.**

The running habit that helped forge their relationship evolved into participating in races together, including marathons. But since suffering an ankle injury, Katherine has channeled her competitive juices into "Eventing," which is the equestrian equivalent of a triathlon that combines dressage, show jumping, and cross-country.

Meanwhile, Kurt continues to chase the adrenaline-infused feeling he first experienced running on the bucolic backroads of Putney. He recalls being amazed by the

athletes who took part in the Boston Marathon and Ironman competitions he would watch on television as a child, and while he fantasized about participating, he never imagined he would have the resolve to train for such physically rigorous events. In his remarks at the Athletic Awards banquet, he drew a connection between his athletic accomplishments and his college experience.

"All those times you've heard mentors, parents, teachers, tell you that you can do anything you want, or you can be anything you want, what they don't tell you is you have to want, and the want is bold-faced, italicized, underlined, and has asterisks all around it. You've got to want it," says Kurt. "Once you tap into what you want and you're willing to work for it harder than anything, anything really is possible. That is one of the most important things you can learn from endurance sports and from Landmark." 🐾



**Katherine and Maggie out for an afternoon ride.**



**Katherine competes at an event.**

## From the Darkroom to the Light

Landmark College gave **Ashley Childs '04** the freedom to be herself

By Chris Lenois

**I**t was several years ago now, but Ashley Childs '04 still gushes over first seeing what the College's darkroom had become since she was a student.

"It was so dreamy! I wish I had all that fancy stuff," says Ashley. During that same visit, her former photography professor, Tom Kosiba, also showed her some of the work she did as a student, including self-portraits and images from her trip to Antarctica. "I dove into Landmark College's darkroom like nobody's business," Ashley recalls, adding that Kosiba (now retired) is among several faculty members and fellow students with whom she continues to share a bond.

Ashley's artistic endeavors have been many since earning her associate degree at Landmark College, but it's not surprising that one as technical as photography was one of her first passions. She describes herself as the type of child who would take apart the TV remote control to see how it worked. "It's a discovery process when you break something apart; whether it's yourself or something tangible."

That curiosity was nourished by a high school art teacher who Ashley says had a knack for nurturing the creativity of students who learned differently. "He knew we were creative and he let us do our thing without putting a fence around us," she says.

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**"It's a discovery process when you break something apart; whether it's yourself or something tangible."**

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After high school, Ashley waited three years before thinking about college. When she found out about Landmark College, she recognized it as a place that could help her learn how to learn. "People with learning differences, we need a lot of space, we need a lot of time, and we need a lot of colored highlighters," Ashley says.

Her newfound understanding of how she learned and her degree from Landmark College opened the door for her

Photo by Jack O'Connor



**Ashley Childs '04 practicing her latest artistic passion, blacksmithing, at the Penland School of Crafts in North Carolina.**

to pursue her bachelor's degree at the School of the Art Institute of Chicago, where she expanded her historical and conceptual knowledge of art, and explored additional "kinesthetic tangible art forms," including bronze casting, light metal casting, woodworking, interior architecture, pottery, and jewelry-making.

Ashley says her eye for detail made jewelry-making the best choice for her professional direction. But after 14 years, she recently closed her jewelry-making business, saying simply that it no longer made her happy. "Being an artist is becoming more about business and branding. I just wanted to make beautiful shapes and beautiful forms," she explains.

Based in Los Angeles, Ashley is happy earning income as a freelance web designer and exploring the art of blacksmithing. The mix of physical exertion and technical precision required to use the tools appeals to her artistic sensibility. She is involved with a blacksmithing group that works with veterans who have post-traumatic stress disorder, which has helped kindle an interest in psychology.

If she decides to pursue studies in that field, it will, of course, be on her terms. "I'm never going to do it the way everybody else is doing it," Ashley says. "Landmark helped me say, 'Good, you don't need to do it like everybody else, and here are some tools that will catapult you in the right direction.'" 🐦

## Helping Others Build a Better Life

*His family background makes the field of immigration law near and dear to **J.P. Hendrix '16***

By Mark DiPietro

**J**ean-Pierre “J.P.” Hendrix ‘16 comes by his interest in immigration law naturally.

His family immigrated to the United States from Haiti in the 1970s in pursuit of a better education and the chance to build successful careers. J.P. is now immersed in the minutiae of immigration law, working as a paralegal at the Boston branch of the international law firm Fragomen, Del Rey, Bernsen & Loewy, LLP. “Coming from a family of immigrants, I’ve always wondered how I could best give back to others who, just like my family, had come to the United States in search of a better life,” J.P. says.

As part of the first cohort of Landmark College baccalaureate graduates in 2016, J.P. recognizes all the opportunities he had that led to his success. He’s now working to ensure that others have the chance to benefit from these same opportunities, too.

“Haiti experiences a lot of brain drain,” says J.P., whose capstone project toward his B.A. in Liberal Studies focused on the plight of Haitians after the devastating 2010 earthquake. “I look at my life in the United States as a first-

generation immigrant and I see my purpose as giving back to others however I can. In a few years I’d like to go back to Haiti and do just that.”



Photo by Matthew Cavanaugh

J.P. Hendrix '16 at work in Boston.

J.P. grew up in North Attleboro, Massachusetts, and discovered LC when he attended its High School Summer Program. After high school, he enrolled at LC and stayed for two years before transferring to Lehigh University in Pennsylvania. But as his ADHD and executive function challenges caught up to him, he found the academic workload to be too intensive, and his grades fell behind. In 2014, after LC had established its first baccalaureate program, J.P. re-enrolled in the B.A. program.

“One of the biggest takeaways from my experience at Landmark was the importance

of a strong support system as a condition for success in not only academics but also one’s personal life.

Lynne Shea, dean of the School of Liberal Studies and the Arts, says, “What I appreciated about J.P. was not only his interest in learning, but his desire to engage at all times in a discussion of ideas, not just facts. He is also a natural leader. Other students responded to his high energy but also recognized his willingness to face his challenges, particularly in the area of writing.”

Shortly after earning his B.A., J.P. entered the workforce. In early 2017 he was offered a temporary position at Fragomen as a caseworker, which became permanent in December 2017.

“It’s been incredibly exciting to be able to come into work every day and be somewhat on the front lines of a pretty contentious topic in American politics. Specifically, I get to work on a team that deals with corporate immigration, filing non-immigrant and immigrant visa petitions on behalf of companies like Amazon, HCL Technologies, Amadeus, Microsoft, and others,” he says. 🐾



J.P. in LC’s 2015 holiday video with President Eden and Snickers. Watch at [landmark.edu/Holiday2015](http://landmark.edu/Holiday2015)

## Go Big or Go Home

**Alexandra Libby '09** took her chances on science and realized her dream to become a nurse

By Mark DiPietro

**B**efore coming to LC, Alexandra Libby '09 had only one use for science class.

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"I had to know it well enough to win *Jeopardy*," she says, only half-jokingly. "A lot of the sciences I got as a kid, I just didn't care about." Aside from scoring a game-show win in her living room, Alexandra felt she couldn't "do" science—until taking one of Professor Kim Coleman's classes at LC. "She was the first person who told me I could do science, and once I realize I can do something, I go big or go home."

Coleman's classes not only made science interesting and fun, they showed Alexandra that difficulties do not equal limitations. "LC taught me to take what I wanted to do, get a degree, and translate it into something I love," she recalls.

Growing up in Manhattan, Alexandra decided by eighth grade that school wasn't worth her time. Instead, she'd ride subways and buses throughout New York City. "I never had good grades, ever, but everyone knew I was smart. People always asked me, 'Why don't you act smarter?'"

Transferring to a series of schools didn't help. By the end of high school, she was reading at a third-grade level and couldn't do division. She temporarily moved to New Hampshire, where a tutor recommended she take a trip across the border to check out Landmark College.



Alexandra Libby '09 at Rochester General Hospital.

"I told my mother there wasn't a chance in hell I would go to Landmark," she remembers. After attending an open house and hearing a panel of students, she decided, "These are my people."

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**"LC taught me I'm smart enough to know everything, but also smart enough to know that I don't know everything."**

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Coleman witnessed Alexandra's metamorphosis "from unsure student to confident scientist. I particularly remember her human biology notebook, which was a treasure of outstanding note-taking and studying technique."

After earning an associate degree at LC, Alexandra enrolled in the nursing program at Nazareth College in Rochester, New York, which she discovered was a whole new level of difficulty. Calling on another of her favorite LC professors, Jim Baucom,

Alexandra sent out a distress signal, and Baucom sent her a PowerPoint on how to take notes and study.

Since graduating from Nazareth in 2012, Alexandra has realized her dream of becoming a nurse. She

currently works in the Surgical Intensive Care Unit (SICU) Step Down of Rochester General Hospital in New York, providing care for patients between the SICU and the

vascular surgery unit. "My job can be everything from medical or surgical patients to trauma or obstetric to patients who don't quite need ICU-level monitoring, but are not stable enough to be on a floor." Recently she passed certification exams in medical surgical nursing and pain management.

For relaxation, she's made it a goal to backpack through every national park in the United States. She's already been to Bryce, Zion, Yosemite, and Shenandoah. 🐾

## Tech-Savvy

**Mac Beattie '92** was destined for a career in IT, but Landmark College helped him find his niche

By Chris Lenois

**L**ong before there were smartphones, tablets, or even laptops, the desktop computer reigned supreme in America's households.

If you were growing up in the 1970s, like Mac Beattie '92, the arrival of one of these machines in your house was as significant a milestone as getting your first bicycle.

"Dad would lock the basement door so I wouldn't go down there at night," Mac says about his mania for the Radio Shack TRS-80 microcomputer that came to his east Maryland home. But using the computer quickly became more than a just a hobby for Mac, as he realized how its word-processing capabilities helped him complete assignments that would otherwise pose challenges due to his learning difference.

A self-described "dyslexic-dyslexic," Mac says he was actually very good at spelling and foreign languages, unlike many who share that diagnosis. "I could speak Spanish really well. I could understand Spanish really well. I could do direct translation—write it in English and then translate it. But I couldn't automatically switch over and then write in Spanish," he says.

He even tested out of the freshman-level classes for a modern languages major in his first year at Virginia Military Institute. That was when some of his executive function issues came to the forefront, however, and his grades suffered. "Going into a military college with organizational problems and a bad short-term memory is not a good move," Mac says.

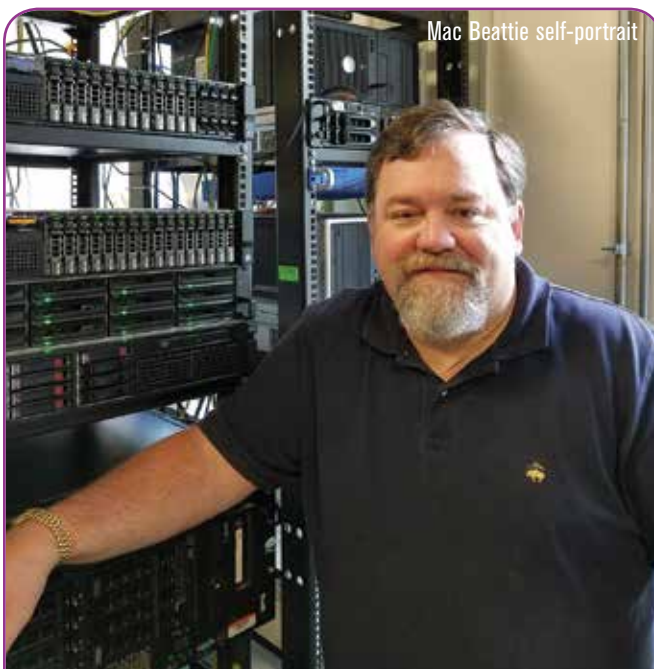
Upon transferring to LC, Mac turned his attention back to computers. He graduated in 1992 and then went on to acquire a number of information technology certifications that assured him of reliable employment in the field. Still, he wanted to get that bachelor's degree and found an opportunity to do so in the burgeoning world of online education.

Mac says he "absolutely blossomed academically" while enrolled in the University of Maryland's online program.

He credits the self-knowledge and self-advocacy skills he acquired while at LC as a big reason why he twice made the Dean's List and graduated with honors from Maryland. "Landmark literally changed my life," says Mac.

Now Mac is the director of information technology at Deer's Head Hospital in Salisbury, Maryland, part of the state's Department of Health. He and his wife, Robin, have been married for 10 years, and now that his two stepchildren are grown and out of the house, the couple often go boating and fishing on the Maryland shore. Mac also enjoys competitive barbecuing and is the area's reigning champion for Kansas City-style ribs.

Mac is very glad to know LC now offers a bachelor's in computer science, saying the career field is a good one for people who have learning differences. "Within the IT industry, there's a notch or cubbyhole for every kind of person," he says. "People with LD, we're a little more creative in many ways. We don't necessarily solve the problem in the same way an average person would." 🦋



**Mac Beattie '92 at Deer's Head Hospital, where he is the director of information technology.**

## Stand-Up and Be Counted

**Rachel Wolfson '08** credits Landmark College for her budding comedy career

By Chris Lenois

**I**t's easy for Rachel Wolfson '08 to remember her first day of class at Landmark College. Not only because it was her 19th birthday, but the Las Vegas native experienced something brand new when she woke up that January morning—a snow day.

"They canceled school. It wasn't the first time I had seen snow, but it really was like, 'Wow, I'm living in Vermont now,'" Rachel recalls. "I'm looking at an ice scraper for the car thinking, what are these tools that New Englanders use?"

Ice scrapers weren't the only new tools Rachel discovered that spring semester. In the classroom, she started acquiring the skills she needed to close the gap between academic potential and performance, which had eluded her through stops at several private schools.

Her intelligence had always come through loud and clear on standardized tests, but coursework presented challenges that frequently had Rachel on the brink of being academically ineligible to play basketball for her middle school and high school teams.

It became a catch-22 scenario for Rachel, who credits athletics for helping her manage her ADHD. "My grades were always better when I was allowed to play. I was always a better student, and my mood and ability to just sit down and do my studies improved because my mind was at ease."

At Landmark College, Rachel was no longer put in that difficult position. She could play basketball and get the support she needed to cultivate her abilities. "Even though you were in a classroom setting, the education was very individually based," she



Photo by Bill Anderson

Rachel Wolfson '08 doing stand-up at Flapper's Comedy Club in Burbank, California.

says. "Teachers would work with you if you couldn't meet a certain deadline, even though it was important to know the value of deadlines. But they wouldn't judge you or label you as a bad student."

Rachel graduated with honors, and went from getting rejected by most colleges following high school to multiple acceptances that included scholarship offers. She earned bachelor's and master's degrees in communication at Lynn University in Florida, then headed to California.

Living in Hollywood, Rachel's urge to be in the spotlight began to grow. She began performing stand-up comedy a couple years ago and has already achieved a significant level of success on the club circuit and other platforms that

showcase her talents. Her @wolfiememes Instagram account currently has more than 34,000 followers and her podcast, "The Budd," has more than 50,000 subscribers.

"Be aware of what sparks your interest and explore it. I hate clichés like, 'If you do what you love, you'll never work a day in your life,' but it's the truth," she says. 🐾



Photo by Tricia Stanley

Rachel at WLMC on campus in November 2017.

## A Place Where Students Can Be Themselves

*Mark and Kim Marroni support LC's top-to-bottom commitment to students, like their daughter Katie*

By Chris Lenois

**C**ollege is often the time when students not only advance their education but also take those important steps toward being an independent adult.

Mark and Kim Marroni have certainly witnessed that progression in their daughter, Katie, who just finished her first year at Landmark College. But Katie's growth is about more than just doing laundry and organizing her schedule (even though both are great improvements). As Mark explains, "She's happy with herself and happy with how she interacts with others. It's just awesome."

Katie would frequently let her own high standards override her happiness

as a high school student in North Andover, Massachusetts. While the diagnosis of her nonverbal learning disorder in 10th grade helped her to better understand her learning challenges, it didn't make her any less driven to perform at the same level of her classmates.

Before coming to LC, Katie struggled during her first semester at another small liberal arts college, but she was reluctant to give in. Meanwhile, the Marronis had begun researching Landmark College. After a serendipitous conversation Mark had with a fellow bird-watching enthusiast who had previously been a faculty member for the College's summer programs, Katie agreed to check it out.

During that visit, the counselor told Katie, "If you come here—I've seen it happen with so many students—in a

few weeks you'll decide that it's safe to be yourself." Kim recalls, "It was a huge, huge moment for her."

Katie's newfound comfort in herself has her thinking about pursuing the College's new Bachelor of Arts in Psychology. Her parents are thrilled with their daughter's long-term vision for her future and have already made several gifts to the College as a result. Kim has recently joined the Landmark Advisory Resource Council (LARC),

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**"At LC, everyone walks the walk—from the president to the professors, advisors and all the staff," says Mark.**

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a volunteer group made up largely of parents of current and former students. In April, she attended the "Champions of Change" gala. "Just seeing what Landmark has done for Katie in a really short period of time, we can see what a special place it is," says Kim.

Mark elaborates on what makes Landmark College special and worthy of support by pointing to the College's mindset when it comes to working with students. "It's not just academics. It's the social pragmatics and the opportunities for personal growth. We haven't found any other place that comes close." 🐾



Mark, Katie, and Kim Marroni at home in North Andover, Massachusetts.

## Enduring Legacies

**Genevieve (Friend) Land '96** says making a planned gift and serving in a leadership role for fellow alumni shows what's important

By Erica Loveland '18

After years of battling with her public school system over accommodations for her learning disability, Genevieve (Friend) Land '96 was excited to discover Landmark College. But the admissions office delivered some difficult news after reviewing her application: Genevieve was not ready for the rigors of college coursework.

Undaunted, she followed the recommendation to attend the Kildonan School's college prep program. A year later, she had raised her grades to the level where Landmark College would accept her. "I tend to turn lemons into lemonade," says Genevieve. "I made the best of everything, and my whole LC experience turned into a very sweet, delicious lemonade."

Indeed, Genevieve says Landmark College was where she finally felt recognized as a learner who could achieve her fullest potential. In addition to the time management and organizational skills she acquired, Genevieve says her experience instilled her with confidence. "Landmark taught me perseverance, to push through, try different ways, and to be assertive," she says.

Her assertiveness was tested during her time at Lake Erie College, where she earned her bachelor's degree, and again in the Master of Science in Management program at Polytechnic Institute of New York University, where she graduated with honors.

Now married and residing in California, Genevieve is the co-founder of a nonprofit homeschool organization that works with educators to think outside the box

and draw on real-life experiences. "My whole life revolves around the tools I learned at Landmark," she says, adding that she also tries to impart the lessons she learned about active reading and organization to her three young children, Corina, Connor, and Chloe.

Genevieve remains involved with Landmark College by serving as secretary on the Alumni Advisory Board, and she recently joined the Charles Drake Legacy Society by making the College a beneficiary in her Trust. Genevieve says she hopes her planned gift will enable the College to continue expanding its mission.

"They need to constantly evolve in order to move forward and be successful in the future," says Genevieve. "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." 🐼



## LANDMARK COLLEGE CHARLES DRAKE SOCIETY

Through a deferred gift, you will help ensure that LC continues to change lives and help future generations of students thrive. To learn how you can become a member of the Charles Drake Legacy Society by making a planned gift to Landmark College, please contact Ellen Smith, vice president for institutional advancement, at [ellensmith@landmark.edu](mailto:ellensmith@landmark.edu) or 802-387-6870.

Visit [landmark.edu/legacy](https://landmark.edu/legacy) for information and details.

## Charles Drake Legacy Society Members

Robert E. Banta	Stephen P. Moschetta '95
William & Debra Cotter	Dr. Harold Nahigian &
Nurjehan & Moaiz Daya Family	Dr. Linda Kaboolian
Peter & Joanne Eden	Dr. & Mrs. Robert Patton
Bretton L. Himsworth	Ellen D. Smith
Genevieve (Friend) Land '96	Bruce & Ivy Stevens
Mr. & Mrs. Robert E. Lewis	Mary Schopp Stoner
John D. Lobrano	Charles & Nan Strauch
Jon A. MacClaren &	Diane Tarbell
Christopher B. Sink	Theodora A. van Roijen '00
Jon & Linda Moran	Anonymous (4)

## A Message from Alumni Relations



**I** tell new graduates at every commencement ceremony that they are all alumni from Day One.

That's one of Landmark College's unique characteristics: whether you graduate with a bachelor's or associate degree, transfer to

another college, or spend time in a short-term program, you are a Shark.

You've read in these pages the stories of alumni just like you. They have wonderful, life-changing memories of their time at Landmark College, and they remain involved because of the relationships they formed here.

Creating an engaged, supportive alumni network is key to any institution's success, but it's critical to LC. Our alumni provide a level of mentorship that just can't be recreated in any other way. For example:

- Many donate their valuable time to offer career support, as a fellow LD learner, to current students through our Alumni Mentoring Program.
- Alumni Advisory Board members conduct mock interviews with students to give them a competitive edge in the job market.

- Alumni share tools that have helped them in their careers, such as new apps and software. They also share "tricks of the trade" about how to disclose an LD during a job interview process.

Engagement can also mean visiting campus to give a talk or presentation. Or it can be as simple as keeping in touch with us on social media, including our Landmark College Alumni Facebook page, where you can keep your fellow alumni up to date about your life and career path.

Alumni are our most loyal supporters and our best ambassadors, offering invaluable marketing and promotional support across their personal and professional networks. You are the best proof that our mission works and neurodiversity is needed in higher education.

Thank you for continuing to show your Shark pride! As always, please know you can contact me directly at any time.

**Tricia Stanley**

Associate Director of Alumni Relations  
802-387-6464 • [alumni@landmark.edu](mailto:alumni@landmark.edu)



Photo by Dylan Morris '18



Tricia, second from left, with the Young Alumni Committee: Erin Crosby '18, Ben Malina '18, Ashley Cronin '19, and Megan Freeman '19.

## Alumni Advisory Board

Andrea Tolliver '00, Chair  
Theodora van Roijen '00, Vice Chair  
Genevieve (Friend) Land '96, Secretary  
Jason Guyan '97  
Philip Hansteen '03  
Sarah Holmes '11  
Sarah (Alley) Kammerer '05  
Michael Langer '15  
Nicole (Goodner) MacFarlane '98  
Michael Macho '04  
Tracy (Wilkinson) Macho '02  
Brian Press '95  
Stephen H. Sack, Jr. '92  
Erich Seifert '11  
Detmar von Hardenberg '96

Learn more about your Alumni Board at [landmark.edu/AAB](http://landmark.edu/AAB)



# LANDMARK COLLEGE

The College of Choice for  
Students Who Learn Differently

Office of Institutional Advancement  
19 River Road South  
Putney, VT 05346-8517  
(802) 387-6734

[landmark.edu](http://landmark.edu)

## Save the Date

## Homecoming 2018

September 29 - 30



Special dedication ceremony to name the  
Jim & Carolyn Olivier Admissions Building.

For more details, contact the  
Office of Alumni Relations  
802-387-6464  
[alumni@landmark.edu](mailto:alumni@landmark.edu)

### Featured Events

- ▶ Finn's Fun Run with Prof. Jim Baucom
- ▶ Homecoming BBQ Celebration
- ▶ Alumni Reception & "Pioneers" Celebration
- ▶ Founding Faculty Gathering
- ▶ Meet Dr. Peter Eden, president
- ▶ Networking Brunch

Register today at:  
[landmark.edu/homecoming2018](http://landmark.edu/homecoming2018)