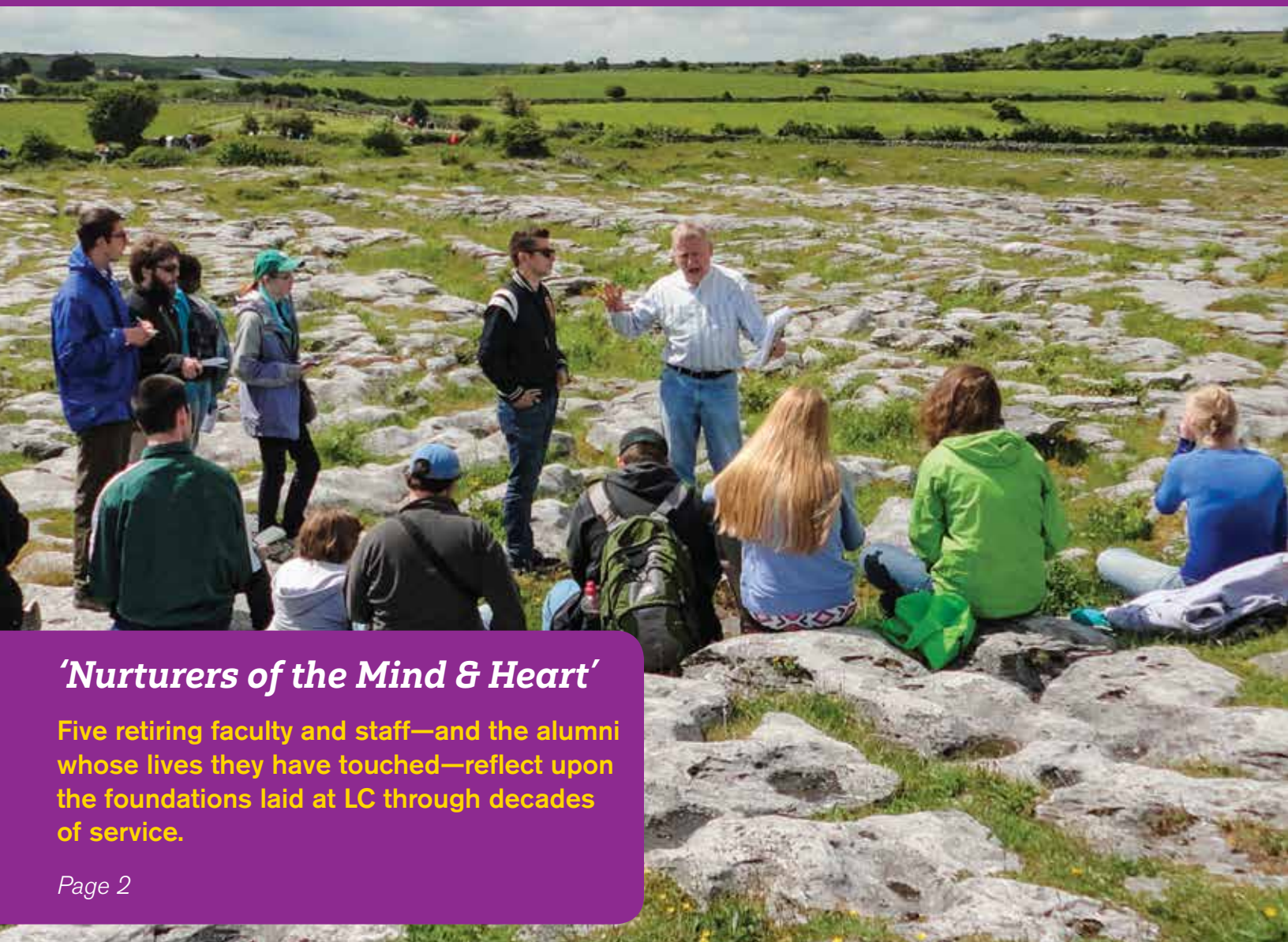


Landscape

For Alumni and Friends of Landmark College



'Nurturers of the Mind & Heart'

Five retiring faculty and staff—and the alumni whose lives they have touched—reflect upon the foundations laid at LC through decades of service.

Page 2

Professor Mike Hutcheson, above, with LC students during a study abroad trip to Ireland.



Ruth Wilmot



Sandy Bower



Mike Hutcheson



Roxanne Hamilton



Ken Gobbo



LANDMARK COLLEGE

The College of Choice for
Students Who Learn Differently

Josh Ascani, assistant director of recreation, helps student Megan Freeman '19 at the climbing wall during LC's Wellness fair. For more photos from the wellness fair, see page 18.

Photo by Todd Miller

Table of Contents

- 1 President's Letter**
- 2 Nurturers of the Mind & Heart**
- 12 Study Abroad Endowed Scholarship**
- 13 Professor Sophie Dennis Moves On**
- 14 Therapy Dogs at LC**
- 16 On and Around Campus**
- 20 Summer Programs**
- 25 Alumni Profiles**
- 33 Alumni Association Corner**

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Cover photo of Professor Mike Hutcheson by Professor Sara Glennon, captured during a study abroad trip in Ireland. Back cover watercolor by Valerie Cox.

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From the President's Desk

Photo by Chris Wenz



“ Our alumni and current students know that the mentoring that occurs at Landmark College not only helps them succeed, but it plants in them, often, a desire and need to do the same for another. ”

Mentorship, a mutually beneficial effort, can be experienced in many ways. Alas, mentoring a student or being mentored is not guaranteed. For example, I attended a large university for my bachelor's degree, and unlike students at Landmark College, I was not fortunate enough to be mentored by a faculty or staff member.

However, during graduate school I visited Indiana University several times in order to conduct specific laboratory research. While there, a post-doctoral researcher was assigned to support the efforts. He taught me not only how to sequence genes and analyze the data, but he also took me into his family's home, watched over me, and, most importantly, demonstrated (whether he knew it or not) how he balanced high-pressure lab research with a personal life. When he was driving me back to the airport after one of these visits, I told him how grateful I was for everything he had done, and that I didn't know how I could pay him back. He simply said, “Just do the same thing for someone else.” In my academic career, I have had the opportunity to make good on his words, and even more so as president of Landmark College when I am able to, on occasion, work closely with one of our terrific students.

Our alumni and current students know that the mentoring that occurs at Landmark College not only helps them succeed, but it plants in them, often, a desire and need to do the same for another.

When one thinks about it in the context of the overall Landmark College program, mentorship has been integral since the College's founding in 1985. Students who came here then, as they do today, sought not only the skills and strategies needed to succeed, but also affirmation and encouragement from educators and other mentors. Many of these relationships have remained strong throughout the decades.

In this issue of Landscape, we celebrate the many forms mentorship takes at LC. It happens in the classroom, through faculty who take care to nurture their students' strengths. It happens in residence halls as students find role models and mentors in resident deans, resident assistants, and through student life and related activities. It happens through coaching, advising, and the comprehensive support systems built into our living-and-learning model. It happens through internships, career preparation, and advice offered by seasoned professionals – many of whom are LC alumni.

Mentorship and the fruits of such are realized most potently when all of these factors combine. For example, in March, the Landmark College Institute for Research and Training organized a one-day event called “Navigating the Workplace,” which convened LC staff, faculty, and senior administration, alumni, corporate leaders committed to neurodiversity in the workplace, and others to help young professionals with LD create successful career pathways. (Dr. Linda Kaboolian, a current Board of Trustees member, is pictured above at “Navigating the Workplace,” with myself and Dr. Manju Banerjee, vice president for educational research and innovation. More photos of the event are on pages 24 and 33.)

To mentor, and to be mentored, one must be willing to engage in relationships. To support such a model, the institution must truly care about student success and positive outcomes. At LC we all (from the Board to all faculty and staff) recognize the opportunity to lend guidance and support to students. We trust that our students will benefit, and then in the future do the same for others.

With kind regards,

Dr. Peter Eden
President, Landmark College



bids fond fare





Well to faculty and staff who set strong foundations

Landmark College bid adieu to several longtime faculty and staff in May 2019. Between them, these five—Ruth Wilmot, Ken Gobbo, Roxanne “Roxie” Hamilton, Mike Hutcheson, and Sandy Bower—served a collective 143 years to the College and its students! On social media and in emails, former and current LC students told strikingly similar anecdotes of their time at LC, effusively praising these educators for their skill and good care: “Brilliant and intuitive.” “Dedicated and courageous.” “The key to my success.” “Changed my life forever.”

While their physical presence on campus will be missed, the combined legacy of each has been woven into Landmark College’s structure. These five have had direct impact on some of the most elemental parts of LC today, from its newest degree offerings (the B.A. in Psychology and B.A. in Communication and Entrepreneurial Leadership); the academic support provided through the Drake Center for Academic Success and executive function coaching; study abroad programs in Ireland and Japan; the High School Summer Program; the Center for Neurodiversity ... and much more.

We look back on these contributions, grateful for how they allow us to look forward to a vibrant and evolving Landmark College.

Photos by (top) Vickers & Beechler Photography, (bottom) Mark DiPietro, Valerie Cox, and Katie Godowski '12



Photo by Christie Herbert



Associate Professor and Professional Certified Coach Ruth Wilmot with Arianna Guirola '13, Cara Emerson '17, and Isaac Alam '19 on the first study abroad trip to Japan in 2015.

Ruth Wilmot's caring and coaching transcended cultures

By Mark DiPietro

Japan plays a crucial role in Associate Professor Ruth Wilmot's personal history and 32-year career at Landmark College. As an East Asian studies major at Earlham College and later as a graduate student at the School for International Studies (now SIT Graduate Institute), Wilmot spent many years in Japanese classrooms. There, she learned a popular proverb: "The nail that sticks up gets hammered down."

"It means if you're different, you'll be singled out for correction," Wilmot says.

Fast forward to the summer of 1987, when Wilmot interviewed at a new college in Vermont that would make being "different" a strength. She had heard of dyslexia but knew little about the first college designed to serve dyslexic students.

"When I came back from Japan, I met (Professor) Christie Herbert," Wilmot says—pausing because

she is overcome by emotion. "Christie is such a critical piece of this; if I hadn't met her I don't know that I would have come to Landmark College. She had been teaching here, and she urged me to apply for a position." Wilmot impressed her interviewer—founding faculty member Professor Jim Baucom—so much that he hired her soon after as a tutor. By her second semester, she was promoted to classroom instructor.

"There was always such a team sense here," she says.

"The sense of camaraderie and my need for affiliation with a group was off the charts!" Wilmot recalls colleagues offering to share parts of their lesson plans with each other because they shared a larger sense of mission. "There was never any competitiveness between us."

That collegiality meant everyone pitched in to help in various areas. Wilmot was part of the "Tech Team" before the College had an IT department; served as events coordinator;

Ruth Wilmot's coaching helped me identify key study skills and brought out my inner academic strength. She not only encouraged me academically, but also convinced me to take advantage of both the choral music program and the intramural volleyball club. These activities rounded my entire LC experience and helped me earn Phi Theta Kappa status before leaving Landmark College.

from Dorothea Gelb '11

was an academic advisor; and, in the early 2000s, trained to become one of LC's first coaches for students with executive function challenges. "That was probably the biggest shift in my professional and personal development. The way I interact with my students, and how I act as a parent—everything changed with that training."

Bonnie Rose Lindner '13 is one of many LC students who benefited from Wilmot's coaching. She calls Wilmot "the human incarnation of a saint. One of the best decisions I made in my time at LC was to sign up for coaching and get hooked up with Ruth. No matter what disorganized mess I brought her on any given day, or whether I had to email her three or so times to rearrange my busy schedule, Ruth met my needs consistently and

became my champion. Any shred of organization and discipline I have today is a credit to Landmark College, and especially to Ruth."

The bonds Wilmot has formed with students, staff, and faculty—most notably Herbert—are deep and lifelong. For many years, including this past summer, the two led the College's study abroad trip to Japan. And they have now endowed the Ruth Wilmot and Christie Herbert Study Abroad Endowed Scholarship for LC students. (See related story, page 12.)

"I've known some of these people longer than I've known my husband," Wilmot says. "There's a major sense of extended family connection here."



Photo by Todd Miller



Professor Ken Gobbo, center, meets with Max Lyttle '13, social mentor and intern for LC's Center for Neurodiversity, and Professor Solvegi Shmulsky, director of the Center for Neurodiversity.

Ken Gobbo transitions from LC professor to professor emeritus

By Chris Lenois

For a moment, Professor Ken Gobbo looks wonderstruck as he thinks back through his 30 years as a professor in Landmark College's Department of Liberal Studies.

"So many students, probably thousands over the years," Gobbo says with head tilted toward the ceiling of his second floor office in the Administration Building. He

quickly levels back and adds, “I do look forward to coming in every day, because I really do like the students and I really do like my colleagues. I don’t think everybody can say that about their job.”

Now, as LC’s second professor emeritus, he can look forward to seeing students and his colleagues when he’d like, while on other days he can head out to his lakehouse near Concord, New Hampshire, to do some fishing. He plans to continue researching and writing about neurodiversity, and stay involved with the College’s Center for Neurodiversity as it helps advance, among other things, a social justice perspective on issues related to education and employment for neurodivergent individuals.

Gobbo remembers hearing about Landmark College when it was established and finding the mission intriguing. He was a professor at a small liberal arts college in New Hampshire prior to taking the job here. Looking back, he can’t help but wonder whether learning disabilities might have been at the root of some of the struggles he saw with his own students, and what he might have done differently to help them.

Teaching at Landmark College was akin to going to back to school for Gobbo. With the help of other early faculty members like professors Jim Baucom and Christie Herbert, he began learning techniques like “micro-uniting” to help convey the substance of a class.

“Most people who teach at the college and university level don’t get training as teachers, they get training in their discipline,” says Gobbo. “But here we spend a lot of time talking about teaching and trying to get better at it, sharing ideas with one another.”

Genevieve Friend-Land ’96 says Gobbo’s passion for teaching was infectious for his students. “He spoke softly and I felt the whole class would lean in to hear him,” she recalls, admitting that school never held her interest before attending LC and taking Psychology 101. “Having Mr. Gobbo as one of my first teachers was a wake-up call. He always made class fun

Ken Gobbo opened my eyes to the world of psychology. I was petrified to take his Psych 101 class because I heard he was so hard. Not only did I learn in his class, he excited me about the subject he was teaching. I looked forward to going to his class every day.

from Sascha Helfgott ’97

and creative but discretely tested our abilities to go further in our thoughts.”

Gobbo also found ways to keep teaching fun for himself, too. He started taking students to England for a firsthand learning experience that helped pave the way for the

College’s current study abroad program. He has also led trips to Costa Rica and says the value of these trips goes well beyond the course content.

“It’s been a good way for our students to learn and a good way for us to learn about our students,” Gobbo explains. “You’re basically with them all the time. You’re in a new place. You see students trying to solve problems that they’ve never had to encounter before.”

Part of Gobbo’s legacy here will be the Bachelor of Arts in Psychology, launched in Fall 2018. He said he and his fellow faculty members have been building the program since the College became a four-year institution in 2012, and he feels the emphasis on learning differences and neurodiversity will be attractive to future students.

“It’s a great opportunity for us to have a degree that allows students to study neurodiversity as part of their studies of behaviors and mental processes,” he says. “I think we can be a real leader in neurodiversity, just like, for example, Gallaudet University is for deaf education.”

As he surveys the three decades he has been part of at LC—from broadening its student population to adding baccalaureate degrees and enhancing campus amenities to offer a full student-life experience—Gobbo says the College is moving in the right direction.

“I think we’ve learned from our earlier experiences to be a little more intentional in trying to understand, and finding evidence-based research about what works for

our students as our students are changing,” Gobbo says. “The more flexible you are the more likely you are to survive, and I think Landmark College will survive and prosper in the future.”

Ken Gobbo was my professor for the first education course I ever took, and in 10 days I’m graduating with my bachelor’s degree and will be pursuing a career in education.

from Sarah Krumeich ’11

Photo by Todd Miller



7

Associate Professor Roxanne Hamilton (front center) stands with her Introduction to Communications students last spring. With her are, from left to right, (front row) Gabbie Osowiecki and Erica Shea; (kneeling at left) Will Evans; (back row) Petar Petrovic, Al Kelly, Lucas Diaz, Ryan Bergin, David Anderson, Ryan Pacheco, Eric Shreckengast, and Lauren Orser.

Roxie Hamilton taught students the business of communication

By Mark DiPietro

Associate Professor Roxanne “Roxie” Hamilton retired this spring knowing she helped cement the cornerstones of Landmark College’s new Bachelor of Arts in Communication and Entrepreneurial Leadership (BA-COMEL).

“I’m excited to know that’s in place,” says Hamilton, who came to LC as a typing instructor 30 years ago and eventually taught communications, business, English, and reading and study skills. Later, Hamilton was one of the founders of the Associate of Arts in Business Studies at LC. “Business is where my passion has always been. My husband and I own two businesses, and I teach in a way that could be called strict or business-like. You’ve got to be on time for class because you’ve got to be on time for work!”

Like most things at LC, typing was taught in an unconventional way: alphabetically. “It was more effective for dyslexic students to learn

alphabetically because it helped them learn the alphabet at the same time, forward and backwards.” Hamilton even wrote a manual about alphabetical typing instruction, the first of several legacies she would leave at LC. (She also designed the curriculum for the first High School Summer Program in 2002 and oversaw the academic portion for the first two years of the program.)

Hamilton was instrumental in developing the curriculum for the College’s A.A. in Business Studies degree, which launched in 2004. She also helped oversee programming under the Morgan Le Fay Center for Advances in Economics, Business, and Entrepreneurship Instruction, which was funded by a gift from the Morgan Le Fay Dreams Foundation in 2014. The Center established an entrepreneurial focus in the classroom and offers LEAP (Landmark Entrepreneurial Accelerator Program) grants to

She has that no-nonsense way about her. She’ll tell you how it is, but she’ll also support you and get you where you want to be. I’m in law school now, but I still ask Roxie to proofread my assignments. She’s had an impact on so many of us. Everyone I see from LC always asks, “How’s Roxie?”

from Ben Cabezas ’12

student startups. All of this laid groundwork for the BA-COMEL that will be offered in Fall 2019.

Long before the College had an Office of Career Connections, Hamilton and Professor Dorothy "Dotti" Osterholt mentored students as they thought about career planning. From their shared office in the Administration building, Hamilton and Osterholt coached students on the all-important job interview. This included teaching them the finer points of business attire. "Dotti and I would take them out into the hallway and show them how to put on a tie, and sometimes we were tying their shoes, too. None of them knew how to tie a tie. Sometimes, they'd be putting it inside the collar of their shirt!"

Ashlee Charette '17 earned her A.A. in business studies and now works as an admissions counselor at LC. "Roxie and I had countless conversations around professionalism,

organization, and my future endeavors," Ashlee said. "She taught me many skills to thrive as a resident assistant, and these skills have spilled over into my professional life. I am forever grateful that Roxie never hesitated in speaking up for me. She was always encouraging me to think bigger."

Hamilton says she feels great satisfaction seeing the changes LC has undergone in her 30 years here. "It's been a good run. And I have to emphasize that it's been a family affair for me. My husband's electrical contracting business did so much work here over the years and helped open the College in 1985. My daughter was 7 when I started here and now my oldest grandson is the same age. My whole family has been enmeshed in Landmark College."

"There are so many business students out in the world who have benefited greatly from our program here and that is probably what I am most proud of."



Mike Hutcheson found that LC fueled his passion for teaching

By Chris Lenois

Sitting in his office and reflecting on his 28-year teaching career at Landmark College, Associate Professor Mike Hutcheson describes a photo his colleague Associate Professor Sara Glennon took during one of the study abroad trips to Ireland. (A cropped version of the photo is the featured cover photo of this issue.)

"It's a group of students and me standing in this earthen ringfort in the middle of a field somewhere, and some are looking this way and some are looking another way, and one them is walking off," he laughs. "It's just great. It's really what a Landmark College education is all about."

What a Landmark College education is "all about" has helped him continue to inspire each new cohort of students to learn, sometimes more than they ever thought they could.

Erica Loveland '20 is one such student. After taking a Personal History class with Hutcheson during the 2019 January

term, she said, "he taught me research skills in such a unique setting that not only connected myself to my family but connected our classmates to one another. Although this was my first time having a class with him, he has been a huge asset to my LC experience."

Before coming to LC, Hutcheson had already taught at a few small liberal arts colleges. During one of those stops, he had a student who had previously studied at LC. Hutcheson became intrigued enough by some of the tools and techniques this student possessed to alter his own approach to teaching.

Mike Hutcheson possessed a deeper understanding of what I needed, and even when he wasn't my teacher, he pushed me on our DCAS "dates" to try to overcome my stubbornness and adapt to using the text reader that would ultimately change my life.

from Bonnie Rose Lindner '13

In 1991, he saw an advertisement for a history professor job opening at LC, and he actively pursued it. A cautionary word from faculty member Professor Jim Baucom during the interview only spurred his curiosity more. "He said teachers with college experience sometimes aren't happy here," Hutcheson recalled. "That was a good thing to say to me because

Photo by James Tensuan



9

Associate Professor Mike Hutcheson teaching LC's Summer Intensive Bootcamp on the campus of the University of California, Berkeley in 2018.

I realized I couldn't do what I was doing before."

With the help of his colleagues, Hutcheson learned to incorporate visual and kinesthetic components into his pedagogy. Maps and diagrams could impart as much information about Alexander the Great's conquests as pages of text; the library's basement could be Plato's allegorical cave.

"It was a really interesting way to teach, especially when the students started responding to it," he said. Prior to teaching at LC, he said he would consider it a good semester if he "saw the lights go on" in one student's eyes. Now at LC, that was happening on a weekly basis.

Pete Adeson '93 was Hutcheson's first tutee at LC, and he says he'll never forget the "friendly, kind, intuitive, and brilliant professor" that helped him get "off and running" as a student.

"Anyone who could handle me had patience like nobody's business! Mr. H. was the perfect calm to my wild storm, and he got me excited to learn," Adeson wrote in an email. (Pete is currently paying that excitement forward as a

I still use some of Mike Hutcheson's skills he taught me, 26 years after leaving campus.

from Mike Thomas, Jr. '93

teacher in the Fairfax County, Virginia, public school system.)

Given his scholarly interest in Irish history and literature, it's safe to say Hutcheson's proudest accomplishment at LC has been

establishing the study abroad program to the Emerald Isle. He went on his 16th and final journey with the program in the summer of 2019 and is a huge proponent of the immersive, experiential learning opportunity afforded by the study abroad programs. "The most gratifying comment we typically get—and we get it often—is, 'I didn't think I could learn this much in three weeks,'" he said. "I sometimes hear the same from parents about how their students can talk to them about all these things."

When the trip is over and retirement officially kicks in, Hutcheson says he has a "long, long list" of things he wants to do. That includes finishing a book about the history of deforestation in Ireland and a fiction manuscript. He says he and his wife, Cindy, plan to stay in the area. "We've looked at the usual places like South Carolina and Virginia," he said. "On the way back we always look at each other and say we like it better where we are."

Photo by Todd Miller



Sandy Bower helps a student at the Drake Center for Academic Success last spring.

10

Sandy Bower was instrumental to student success for 23 years

By Chris Lenois

Academic Support has been Sandy Bower's vocation for much of her professional life, but her passion outside the walls of the Drake Center for Academic Support lies in the raised garden beds of her Brattleboro home. And after retirement, that's where she expects to spend a lot of her time.

"I'm not making big plans. I want to be very intentional about what I do," Bower says, mentioning more frequent visits with her daughter Hedy, who lives in Texas, and her sister's family in Rhode Island as the most urgent items on her to-do list.

In some ways, the gardening hobby hearkens back to the homesteading venture that initially brought Bower from her native state of Pennsylvania to Vermont. One can also see the metaphorical thread of planting, cultivating, and harvesting across all her professional stops,

including efforts to help grow women's organizations and food cooperatives, before returning to school for a master's degree in teaching English as a Second Language and working with students learning English.

Bower explains the connection between her academic training and previous teaching experience and working with the College's neurodivergent student population thusly, "When you think about students learning another language versus neurodiverse students' learning processes, some of the same dilemmas become apparent; both in terms of working with a student individually at the point where they are, and also in the kinds of dilemmas that learning language creates."

Sandy, I learned so much from you about budgeting my time and prioritizing.

from Liz Ahearn '11

After starting off her career at LC as a tutor in 1996, Bower assumed additional roles including advising, teaching Critical Perspectives (First-Year) classes, and providing Wilson

Reading instruction. Her interpersonal and management experiences were brought to bear several years later as the College moved its academic support model from one-on-one tutorials to the Center for Teaching and Learning, and she became one of the coordinators. Not long after that shift, the center was re-christened the Drake Center for Academic Support (affectionately known as the DCAS), and Bower was promoted to full-time manager of it, and, subsequently, coordinator of academic support overall.

According to Bower, student usage of the DCAS and other support venues has continued to grow exponentially in recent years, prompting an expansion into neighboring East Academic Building classrooms (currently in progress). DCAS offerings have broadened as well. The College's support arm for Educational Technology now falls under the DCAS umbrella, and an academic peer mentoring program is beginning to blossom as more students stay at

LC for their bachelor's degrees and gain the insight and experience to afford meaningful academic mentoring to newly arriving students.

"It's really interesting when you listen to them talk to new students; how they're able to say, 'Yeah, I used to be just like you,'" says Bower. "It's a different conversation than the newly arriving student can have with us."

When asked what she'll miss most about LC following retirement, Bower talks about missing collaboration with her peers and the opportunity to work with these courageous students. "I've been here long enough that I've been able to visit with alums, five to ten years later, and I've seen the extraordinary people they've become," she says. "I feel so privileged. It's a journey for them but it's an extraordinary privilege for us to have been a part of that journey!" 🐦



Mrs. Hamilton and Mr. Hutcheson will always be win, place, and show, and they are two gifted talents the likes of which will never, ever pass our way again. You were both part of a time and place that changed my life forever.

from Matt Lingua '92

God bless this group of talented, understanding nurturers of the mind and heart! You all have touched the souls of those in your charge and made the world a better place.

from Angelo Vespa '93

Those are some big, big shoes to fill! I seriously don't know how I would have gotten through my time at Landmark without Sandy Bower and Ruth Wilmot.

from Lindsey Robison '13

Mrs. Hamilton was a huge key to my success at Landmark. I owe her a world of thanks.

from Christian Breed '01

Ruth Wilmot, thank you for the wisdom you shared during my two years at LC. Your kind words and constant support were key to my success!

from Josh Tefft '07

Ruth Wilmot, you forever changed my life with the skills you taught me through our coaching sessions. I simply would not be where I am today without the support, patience, and knowledge you shared with me.

from Laura M. Gustavson '06

Wilmot, Herbert establish endowed study abroad scholarship

By Christie Herbert and Ruth Wilmot

This past spring, we established the Ruth Wilmot and Christie Herbert Study Abroad Endowed Scholarship to honor the heart of what has made LC meaningful to us.

We both came to this area by way of a graduate program and affiliation with the School for International Training, and then to LC. Our prior study abroad/international experiences, both as participants and leaders, were transformative in shaping our lives. LC is about the power of transformation. Study abroad amplifies, strengthens, and refines that process.

If much of what our students struggle with is conforming to a cultural norm of what constitutes being neurotypical, study abroad can give them a vivid illustration of how, in another culture, their challenge might be a strength.

Study abroad at its best can provide a permanent recalibration of our navigational compass. We are simply one culture doing things in our particular

way, and the base trend of humans to create an “other” or alien or immigrant—the xenophobic impulse behind not being able to see those different from us as humans—is not really tenable when you’ve lived in and experienced the people of another culture.

“Ruth Wilmot’s moral compass and integrity have been a bright light for any who were lucky enough to have worked with her, and to be her friend,” says Herbert.

“I’ve been blessed by sharing the Japan study abroad trips with my colleague and dearest friend, Christie Herbert,” says Wilmot.

This \$50,000 endowment also celebrates our long and wonderful friendship. Our three trips leading LC students to Japan were a highlight of our decades at the College.

The point of this endowment is to give LC students who wouldn’t otherwise have the means to study abroad the chance to do so, and to hope that the experience plants a

seed that germinates and spreads its fruit in positive and lasting ways. 🐦

Photo by Rachael Warriner, daughter of Ruth Wilmot.



Professors Christie Herbert and Ruth Wilmot on the 2019 study abroad trip to Japan.

Sophie Dennis moves on after teaching a 'World of Learners'

By Mark DiPietro

Associate Professor Sophie Dennis has made a difference in many ways throughout her career at LC.

Perhaps the biggest is her development, with Associate Professor Dorothy "Dotti" Osterholt, of the Four Domains of Learning framework and the World of Learners Wheel.

Dennis, who left LC this spring after 20 years as an education professor and Wilson Reading instructor, said her frequent collaboration with Osterholt is what she values most about her time at the College. "Landmark College has been my family for 20 years, and I am going to miss the day-to-day collegiality of the faculty and staff, especially my close colleagues in education."

Dennis and Osterholt developed the Four Domains of Learning in 2010 as a teaching and learning tool to help students and teachers identify challenges and turn them into success. The World of Learners Wheel is a visualization of the four domains over which students need mastery: motivation, self-regulation, social-emotional influences, and academic skills. Within the wheel are potential barriers and strategies for success.

"Over the past nine years, Dotti and I have engaged in research; continued to develop the Four Domains framework; trained, presented, and held workshops (most notably at the University of Pennsylvania); given keynote addresses; created associated

materials; and published articles about our unique and comprehensive learning tool," Dennis says.

Perhaps most notably, the Four Domains of Learning is now explicitly taught in all first-year education classes and supported by the advisors of LC students. Dennis and Osterholt have trained all advisors and education faculty to use the tool.

Thanks to the many presentations Dennis has made, along with Osterholt and colleagues such as Professors Rebecca

Matte and Roxanne Hamilton, educators around the United States have adopted the Four Domains.

In addition to her scholarly work, Dennis developed and directed (along with LC counselor Meg Spicer) LC's study abroad course in the U.S. Virgin Islands in 2016 and 2017. Students learned, among other things, to sail a 1925 wooden schooner.

As a classroom instructor, Dennis left a lasting impression on many students. "Sophie and I have many memories from first-year classes to now, and I

have learned a lot from her, from active reading to self-advocacy and determination," said **Erin Crosby '18**, who is now working toward a degree in special education at Westfield State University in Massachusetts.

Photo by Todd Miller



Associate Professor Sophie Dennis works with a student in class during Spring 2019.

"Sophie Dennis was one of the best teachers I've ever had. She is open, approachable, was able to teach me about my individual learning differences, and made learning fun. What I learned from Sophie was so valuable that I was able to utilize it across my other classes, thus increasing my overall GPA."

Matt Houston '22

Dennis is appreciative to have been part of LC for two decades. "When I think back over all the students I have had in tutorials and classes since 1999, I realize again what an important effect Landmark has on people's lives, as well as within the field of learning differences." 🐘



**Dog
Days!**





Three new therapy dogs joined LC this year, bringing the total to eight, plus one emeritus therapy dog (Mr. Wells). Pictured above, from left: Finn and Professor Lee Crocker; Riley and Jackie Mills, director of counseling and wellness; Mazie and Deb Wilson, senior database and application systems analyst, and student Andrew Barnick. In the featured photo, Mazie and Wilson give each other high fives.



On and Around Campus

16



Photo by Chris Lenois

Landmark College's Student Government Association (SGA) held a dedication ceremony on May 13 for its newly installed Peace Pole. The acquisition was inspired by Putney resident Eva Mondon, who told the assembled students that every school in Putney now has a Peace Pole on campus to "remind us we are one." From left: SGA members Ryan Linkletter '19, Michael Spring '20, and Micah Sherman-Raz '21; SGA President Cullen Elwell '19; Eva Mondon; LC President Peter Eden; SGA member Ethan Glover '20.

Photo by Mark DiPietro



Photo by Todd Miller



Photo by Suzanne Sutcliffe

Nan Strauch

Remembering Nan Strauch



Photo by Todd Miller

On May 16, the LC community gathered to honor Nan Strauch, a longtime supporter and trustee of the College, who passed away in 2018. Pictured above are Nans daughter, Kate Sullivan; and Nans husband Chuck (with President Peter Eden), who paid tribute to Nan. At left, a plaque was installed and evergreen planted on campus in Nans honor. "Nan will never be forgotten," said President Eden.

To make a donation in Nans memory, visit landmark.edu/nan.

Mush!



Students took full advantage of sled dog rides with October Siberians in February. About 40 students took sled rides. Above, Josh Ascani, assistant director of recreation and outdoor activities, bonds with the sled team's lead huskies.

Photos by Valerie Cox

17

We're Number 1

Great Value Colleges has ranked Landmark College as Number 1 in its 2019 list of America's Top 50 Colleges for Students with Disabilities! The methodology used by Great Value Colleges included gathering multiple sources to identify the most consistently cited colleges and then conducting independent research to determine those with the most resources and disability friendly campuses.

While both Landmark College and University of Arizona have recommendations from nine methodology sources, Landmark College is the only one to gain a first place ranking," Great Value Colleges wrote.

College Magazine is the source that names the Landmark College the best college in America for students with learning disabilities. It ranks the college highly due to its emphasis on innovation, noting that its motto of 'We learn differently' is adhered to at every opportunity. The college is exclusively for people with learning disabilities and finds the best possible ways to teach these students. The college has put innovation right at the heart of its current strategic plan. Its highest priority is to 'identify and assess ambitious opportunities and innovations that could provide future growth and institutional transformation.





Left: Students enjoyed Zumba and other activities.

Below: Jackson Davis '19 conquers the climbing wall.



Wellness Fair 2019



Above: Academic Advisor Clark Johnson tossed Frisbees to fellow participants.

Right: Constance Geiger '19 showing off her hoola hooping skills.





Photo by Cor Trowbridge



Photo by Todd Miller

B.A. COMEL offered this fall; B.S. in Life Sciences in the works

This fall, Landmark College will launch its fifth baccalaureate degree, a Bachelor of Arts in Communication and Entrepreneurial Leadership (BA-COMEL). The degree will build on LC's Associate of Arts in Liberal Studies program with a concentration in Communication and also articulates with the A.A. in Business Studies. Eight full-time faculty members are assigned to deliver program-specific coursework, supplemented by faculty from Liberal Studies, Fine and Performing Arts, and writing faculty from the Education Department.

"This new bachelor's degree focuses on project management and will prepare our students for entry-level jobs in fields such as civic organizing, media production,

public relations, management, and other positions that focus on organizational communication. This program will also foster our students' natural entrepreneurial spirit and creative strengths that frequently drive development of their own businesses," said Gail Gibson Sheffield, Vice President of Academic Affairs at Landmark College. 🐦

A sixth baccalaureate degree, a Bachelor of Science in Life Sciences, is under development. If approved by the New England Commission of Higher Education, it will be offered beginning with the Fall 2020 semester.

Fall Academic Speaker Series

The Fall 2019 Academic Speaker Series kicks off Tuesday, October 1, with a talk by Lydia X.Z. Brown (pictured, top right) called "Crippling Intersectionality: Neurodiversity and Disability Justice." The event is co-sponsored by the Landmark College Center for Neurodiversity. Brown is a disability justice advocate, organizer, and writer whose work has largely focused on violence against multiply-marginalized disabled people. In 2017, Brown co-created *All the Weight of Our Dreams*, the first-ever anthology of writings and artwork by autistic people of color and otherwise negatively racialized autistic people.

The other speakers in the fall series are:

- Dr. M Jackson, *The Secret Lives of Glaciers*, October 22 (pictured, bottom right)
- Dr. Ousmane Power-Greene, *Pride or Prejudice? Black Lives Matter and the Struggle Against Confederate Monuments*, November 12

All events begin at 7 p.m. in the Brooks M. O'Brien Auditorium of the East Academic Building.



Photo by Adam Glanzman





LC's summer programs for college, high school, and middle school students take place on campus in Putney and in other locations (Colorado and California). These photos capture just some of the activities in and out of the classroom!

Top photo: Students in the on-campus High School Summer Program get ready for an activity, led by program staff Jonah Goldenberg and Erin Crosby '18 (far right).

Middle photo: The High School Summer Program wrapped up with a tie-dye activity on LC's Quad.

Bottom photo: Our newest summer program, Preparing Students for College Success, was held at Johnson & Wales University's Denver campus and was led by LC Professor Rebecca Matte (second from left). Chloe O'Hare '17 (third from left) was program assistant; she is also a California-based regional enrollment specialist for LC.



Photo by Mark DiPietro



Photo by Scott Lyons



Photo by Todd Miller



Photo by Todd Miller



Photo by Todd Miller

Top photo: LC students in the Summer II Introduction to Biology course take a break from the heat at Sacketts Brook in Putney.

Middle photo: New friendships were formed among students visiting LC's campus for our summer programs.

Bottom photo: LC students complete lab work during Intro to Biology, a Summer II course.



Photo by Todd Miller

To learn more about LC's summer programs, visit landmark.edu/summer

LC leading the way on neurodiversity in the workplace

By Mark DiPietro

Neurodiversity in the workplace has caught the attention of the corporate world and culture at large, and for the first time, Disability Matters North America included the topic at its annual conference, held in April.

22

Landmark College was invited to bring its expertise to the conference, which is a gathering of corporate executives eager to learn the best practices and emerging trends related to disabilities in the workplace. LC and the Center for Neurodiversity organized and sponsored a panel discussion called “Neurodiversity in the Workplace.”

Advocates are building a social justice movement around neurodiversity; corporate culture has taken notice. Whole industries and progressive corporations are recognizing the unmatched strengths that neurodivergent individuals—those who think and operate “outside the box”—bring to the workplace. Autism, dyslexia, ADHD, and other significant challenges are no longer merely seen as deficits but as differences that can generate innovation and creativity.

LC’s panel included Jan Coplan, director of LC’s Office of Career Connections; **Max Lyttle ’13**, a mentor in LC’s social pragmatics program; **Andrew Garcia ’11**, New Balance Inc.’s talent acquisition lead; and Jessica Nelson, former associate director of Career Connections. Over the past several years, LC, through its Office of Career Connections and the Center for Neurodiversity, has been building partnerships within the corporate world. In 2018, the College was designated the first U.S.-based Neurodiversity Hub, joining an international effort to establish a pipeline of work-ready, talented candidates for employers. DXC Technology,

an Australia-based IT services corporation, established the concept of the Neurodiversity Hub, which defines innovation as “shifting perceptions when they previously seemed unshiftable and promoting growth through positive change.”

At Disability Matters, we found many leaders from corporations such as Cisco, Fidelity, American Airlines, Black & Decker, Barilla, and others invested in enacting change by building a neurodiverse workforce. These

leaders and companies have long recognized the need for equity, inclusion, and accessibility for the physically disabled. Now, thanks to a growing awareness of neurodiversity as a component of human diversity, these leaders are acknowledging the need for equality to be extended to those with “invisible” disabilities.

During the conference, a screening of the film *CinemAbility: The Art of Inclusion* illustrated the ways individuals with

disabilities have been portrayed throughout popular culture. Viewpoints have diversified, knowledge has evolved, and the entertainment industry has strived to become more inclusive, sensitive, and accurate in portrayals of those with disabilities. The workplace is now mirroring this enlightened view of individuals with disabilities—physical, learning, or otherwise—as potential assets precisely because of their differences. 🐦

Photos by Rafiq Nabali,
courtesy of Springboard Consulting



Jan Coplan, director of LC’s Office of Career Connections; Max Lyttle ’13 and Andrew Garcia ’11 were part of the panel discussion at Disability Matters in Jupiter, Florida.

Shea, Hecker, Lalor team up to write new book on LD

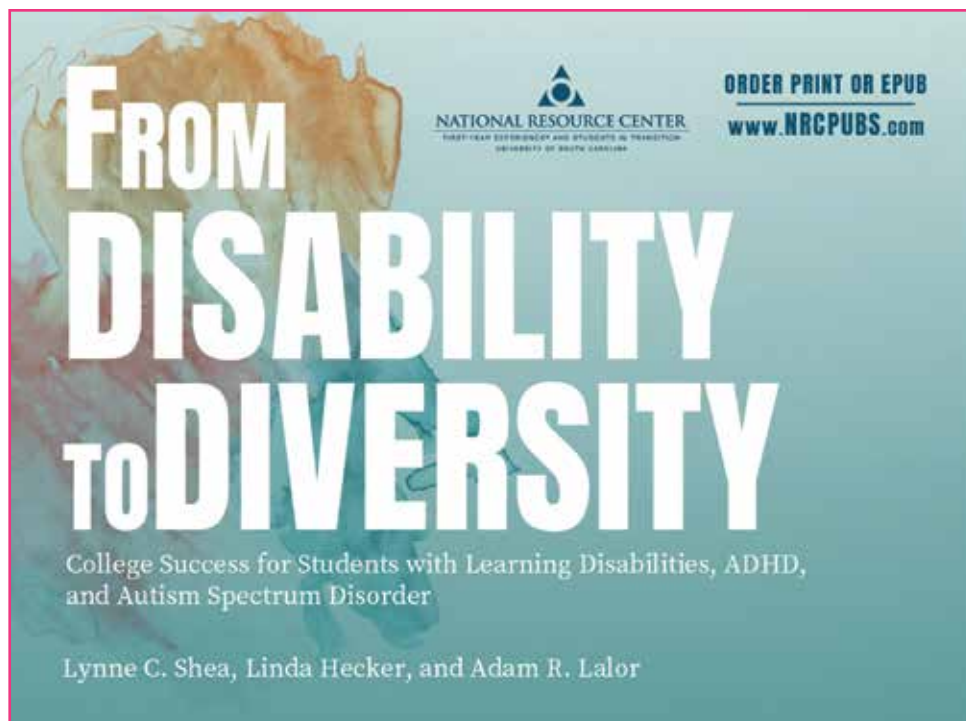
From Disability to Diversity: College Success for Students with Learning Disabilities, ADHD, and Autism (National Resource Center), written by three members of the Landmark College community, aims to change the lens of accommodation for college students with learning disabilities, attention-deficit/hyperactivity disorder, or autism.

The book, by Lynne C. Shea, Linda Hecker, and Adam R. Lalor, was released in March. It approaches learning disability from the perspective of difference, offering guidance for creating more inclusive learning environments on campus.

The book describes strategies drawn from the decades of combined experience Shea, Hecker, and Lalor have working with students.

Lynne Shea is currently the dean of the School for Liberal Studies and the Arts at Landmark College. She has also chaired the English and Humanities departments and directed the Landmark College Institute for Research and Training (LCIRT), in addition to serving as a full professor in the English department.

Linda Hecker is a professor emeritus following a 32-year career at Landmark College. She remains involved with LCIRT, presenting workshops, seminars, and graduate courses on special education for educators and parents.



Adam Lalor has been the lead education specialist for LCIRT since 2017. Since receiving his Ph.D. in Educational Psychology from the University of Connecticut more than a decade ago, his work has focused on studying the transition of students with disabilities to and within higher education and the preparation of faculty and college administrators to serve them. 🐘

Book donations needed

The Centers for Diversity and Inclusion (CDI), established in 2017, are asking for help to gather resources. The CDI seeks to add reading material related to diversity and inclusion to its library. To date, donors and friends have purchased more than 30 titles!

You can help the CDI complete its "wish list" by visiting landmark.edu/cdi_books. (Be sure to use AmazonSmile to doubly benefit Landmark College!)

The Landmark College Institute for Research and Training (LCIRT) has organized and hosted several events in 2019. In addition to the 29th annual Summer Institute held on campus in June, for the first time LCIRT held a Winter Institute in the San Francisco Bay Area in February. And in March, "Navigating the Workplace," a one-day workshop for neurodivergent young adults, was held at Bentley University in Waltham, Massachusetts.

Top photo: Among the 80 attendees at Navigating the Workplace were Ben Cabezas '12, Katheryn Janiuk '15, Ian Pulsford '18, and Andrew Voss '18.

Middle photo: Dr. Mary Helen Immordino-Yang of the University of Southern California was keynote speaker at LCIRT's Winter Institute in Burlingame, California.

Bottom photo: More than 125 educators and professionals attended at LCIRT's 29th Annual Summer Institute held on campus June 24 – 26.



Playing to His Strengths

What **Khalil Daya '96** learned at LC helped build a foundation for his successful business career.

By Chris Lenois

To hear Khalil Daya '96 describe how LC was helpful to him as he went on to earn his bachelor's and MBA degrees, it almost sounds like he discovered the cheat code for a video game.

"After leaving LC, my strength was as a writer. So I was able to navigate toward classes where grades were based more on take-home essays. If you took an exam, you never knew what they were going to ask, and also you have a limited amount of time to think through an answer. So my test scores in a class would typically be lower than grades on a paper where I could really take time to reflect and process."

Of course, it was not a life hack that took Khalil on a path from academic probation to Dean's List. His success was the result of the work he put into understanding his strengths and weaknesses as a learner while studying at LC, which has led to a 15-year career working in the consumer healthcare and pharmaceutical industries.

Before coming to LC, Khalil was not the type of student who sought out writing assignments. After being diagnosed with dyslexia and inattentive ADHD in the 8th grade, he met weekly with a tutor to help him get through his high school years in Connecticut. After accumulating a disappointing GPA in his first semester in college, that same tutor told Khalil to take a look at Landmark College.

Khalil admits to feeling skeptical about whether LC would work for him. He enrolled in the Summer Program for Visiting College Students as a way of testing the waters. By program's end, he was ready to stay on for his associate degree, saying "The full immersion during the summer gave me confidence that Landmark College offered me the best, and likely the last, chance at finally succeeding as a student."

In addition to learning the mechanics and analytical skills for writing college-level essays, Khalil said LC gave him the awareness of his strengths and weaknesses as a student, as well as how to advocate for himself. All three of these played a role in his GPA rising to 3.5 in the final term of his bachelor's program at Washington University in St. Louis.

"Landmark College's ability to transform a student should not be underestimated if the student comes in with the right attitude, sets realistic expectations for themselves, and works diligently at overcoming their specific learning challenges, which can be frustrating at times," Khalil says.

The support from LC professors extended beyond the classroom, according to Khalil, who fondly remembers Professor Ken Gobbo taking students off-campus to watch fireworks and Professor Mike Hutcheson getting behind the wheel of a College van to drive students on a weekend excursion to a nearby museum.

Now going on 23 years since his graduation, Khalil is in the position of being a mentor to this generation of LC students. He was back on campus during the Spring 2019 semester at the invitation of the Alumni Relations office

to share his experiences. "My objective was to give current students renewed enthusiasm and motivation about what can be achieved," says Khalil. "I was also hoping I could outline general steps and missteps I took early in my career, which I felt could help them navigate their goals faster." (Khalil's father, Moaiz, served on the LC Board of Trustees from 2005-12.)

When asked if there's one thing LC students should keep in mind as they move along their path through LC and beyond, Khalil says, "Don't let the day-to-day distractions—whether that's a poor grade or negative feedback—affect your goals. Everyone at Landmark is there to support you. You're essentially rebuilding yourself as a student. It's going to take a lot of work and you're going to get stretched. So stay focused on that end goal and don't waver." ➡



Photo by Tricia Stanley

Khalil Daya '96 returned to campus last spring to talk to LC students about career options.

Walking Into the Future

Caroline Hubley '18 says LC instilled her with the confidence to achieve her goals.

By Chris Lenois

It's easy to see how Caroline Hubley '18 developed a love of walking.

She grew up in the Capitol Hill district of Washington, D.C., where a neighborhood jaunt could include monuments on the National Mall, free museums, and any other number of American treasures.

The minimum duration of a good walk for Caroline is two hours, with her preference being three. During the nearly three years she spent at Landmark College, her enthusiasm for walking was undeterred even when she lived off-campus without a car and had to commute through rain and snow.

Walking also helped Caroline land her current job back in the D.C. area with Starship Technologies, which manufactures and deploys autonomous robots to deliver groceries, take-out orders, and other parcels. She first became aware of the company through friends and knew it hired field assistants to help with customer service.

"After I graduated, I saw a job post on Instagram. I said, 'Hey, if you'd like somebody who walks a lot, I'm around. Before I knew it, I was doing four interviews,'" Caroline recalls, adding that the job also hearkened back to a childhood fascination with robots. "When I was younger I would just draw robots on my schoolwork. The teachers weren't fond of that."

Caroline has quickly ascended the ranks at this start-up, which currently operates in the United States, United Kingdom, Germany, and Estonia. She was recently promoted to hypervisor, a role which has her monitoring around 20 bots at any given time and working with other team members all over the world to ensure successful deliveries.

She laughs when she thinks about some of the incongruities between her current job and the B.A. in Studio Art she earned at LC, but Caroline also understands how her education has prepared her to work in most any field. "Studio Art—besides being the physical painting, or 3-D modeling, or ceramics—it's also a lot of thinking about the concepts," Caroline explains. "You have to have really good communication skills to understand how Point A will match with Point B and Point C."

During her time at LC, Caroline found opportunities to meld her artistic talents with her interest in technology. She worked with students in the Computer Science program to develop a virtual reality educational game called "Passage to Hunza." Caroline used 3-D modeling software to create the landscape in which neurodivergent learners would be taught statistical concepts. She was also awarded a grant from the Landmark Entrepreneurial Accelerator Project (LEAP) for a company she founded with fellow student

Cael Hansen '18 that sought to create a product called VRPaint.

After graduation, Caroline's Studio Art faculty members transformed from teachers to mentors, setting her mind at ease.

"Christie [Herbert] told me 'own what you do and have confidence,' which really helped me get this job," said Caroline. She also acknowledged art professors Jen Morris for helping her get organized, and Samuel Rowlett for honing her analytical abilities. As she acclimates to life after college, she is grateful to still have the LC community as her

"safety net," saying, "Teachers are still there for you once you graduate, and your friends are there to help."

Caroline recently moved off Capitol Hill and is on the lookout for good walking spots. When asked what advice she would give to LC students following in her footsteps, she encourages them to value their liberal arts training, "Employers hire candidates more for their analytical abilities than their skills. They can always teach skills." 🐾



Photo by Philip Daniel Perigo

Caroline Hubley '18 poses with the Model E robot, made by Starship Technologies, where she currently works.

Muscling Through His LD

Taylor Doxsee '12 works to help others live healthier lives.

By Mark DiPietro

A competitive skier since age 10, Taylor Doxsee '12 brings a drive for excellence to everything he does.

Witness his zeal to raise his GPA from a 3.7 in his first semester at LC to a 4.0 in his second. "I thought, what if I went gung ho and strived for a 4.0? What if I defied the odds and excelled in my weakest subjects?"

Taylor only spent two semesters at LC—separated by a winter when he was on tour skiing—but he's a good example of how even a short-term experience here can have profound, lifelong effects. "I came into LC with the notion that I needed to get organized, create a plan, and move on to other things that I wanted to do as an independent person," he says. "I view myself as an independent person now, but I was shaking in my boots the first month I was there. I didn't know if I could do it."

Taylor had already experienced success on the slopes, excelling at various styles of skiing. School, on the other hand, had been "a daunting experience, with the embarrassment of not being able to phonetically read through 10th-grade literature" in front of his class.

"A big part of having an LD and surviving the standardized education system is that you have all these battle scars. Once I got to Landmark College, I recognized the abundance of attention that was available to me. The consistent motto from all faculty I encountered was, 'We're on your side as long as you want this as bad as we want this for you.' That galvanized my efforts and made me see I could be successful in school." The support and mentorship he found from people like professors Eric Matte (communications) and Jim Koskoris (business) changed everything.

"Throughout Prof. Koskoris' curriculum, I felt I was learning how to teach myself to break information down in an effort to comprehend information more efficiently. Prof. Matte infinitely enhanced my comprehension skills, teaching me how to listen thoroughly with my ears and, equally so, with my eyes to notice physical mannerisms."

Matte says, "Taylor arrived at Landmark College with high self-awareness, strong intentions, and a motivation to learn. He quickly started to fully understand himself as a learner. He was not 'tech oriented,' he was people oriented, demonstrating great empathy and curiosity about his peers, and in this day and age, those are the skills needed in today's world."



Taylor Doxsee '12, a personal trainer at Equinox in Boston, helps a young athlete perfect his form.

Those skills have been invaluable in Taylor's career as a personal trainer at Equinox in Boston—an outcome he says he wouldn't have achieved without LC. Recently certified as a Tier 3 trainer at Equinox, Taylor says the standardized exams and classroom curriculum to achieve this certification would have been disastrous if not for the strategies and self-advocacy he acquired at LC.

Prior to competing in a World Cup qualifying event in 2013, Taylor suffered a medial cruciate ligament strain that sidelined his skiing career. He didn't let it dim his ambitions for a career in sports and wellness, though. He enrolled at the National Personal Training Institute of Florida, where an Equinox representative interviewed and recruited him. Working in a health-oriented field, seeing his clients' progress, and knowing that he has changed their lives for the better

allows Taylor to realize that he is succeeding.

"It's all about helping people live better, happier lives, and giving them a plan. I love the joy of seeing people move past pain and difficulty, and knowing I'm responsible for helping them." 🐼



Theresa Dillon '02, gets playful during a visit to Antelope Island State Park in Utah.

Material Gains

LC gave **Theresa Dillon '02** a new perspective on her learning difference.

By Chris Lenois

Much like other children who grew up in military families, Theresa Dillon '02 has a long and diverse list of previous addresses.

That, of course, meant she had a wide variety of educational experiences depending on what part of the world her family was stationed at a given age. Sadly, one thing they all had in common was an inability to help Theresa understand her learning differences.

"School was not good," Theresa says before sharing the story of being at West Point in the fourth grade and having a psychologist there diagnose her with both dyslexia and ADHD, as well as a perceptual processing disorder known as Irlen Syndrome.

Her parents did what they could to help. Theresa's father tutored her in algebra, and her mother would type out papers as she dictated. Both were college-educated adults, so she always felt like college would be part of her life experience, too, despite the opinions of others.

"My English teachers repeatedly said that I was never going to go to college. My parents needed to get that through their heads. That was not going to happen for me," remembers Theresa.

Those educators may not have been aware of Landmark College, but Theresa was. Her aunt, Deborah Dugan, was part of the College's library staff. So Putney, Vermont, was next in the long line of places Theresa called home. It also turned out to be the first place she truly felt at home.

"Landmark has been such a huge part of me being able to be a functional member of society. I can't overstate what Landmark has been," says Theresa, who with the help of her tutor Jan Thompson and other LC faculty, finally began putting together the academic pieces. "Every single class I took has an aspect of the subject matter, but also how to overcome those challenges that each of us at Landmark has in our brains," she said.

Being among other neurodivergent students for the first time also helped Theresa reconcile her own thoughts and feelings about what it meant to have a learning difference. Growing up, Theresa said her LD felt like "a scarlet letter." At LC, however, she saw representation from all the same cliques that are part of the high school. "To know that the pretty girl who was the cheerleader and dated the quarterback still had to come to Landmark because she had dyslexia gave me a sense of unity, but also this different perspective that you can't just look at someone and know their diagnosis."

Theresa also appreciated the culture of openness about learning differences, citing a particular instance when her

equestrian team coach Bethe Jankelson used the phrase “ADD Moment” during a practice. “Having somebody who was a mentor have that kind of candid acknowledgement of this, like, shameful thing—be not shameful, but just a thing—that was huge for me.”

While Theresa says her Landmark College experience has helped her deal with her learning differences, she wanted to also point out that she battles with clinical depression. Her goal in doing so draws on the lessons she learned at LC.

“I’ve built up a lot of scaffolding to deal with my learning difference, but depression has been the lingering challenge for me,” says Theresa. “With mental health and your own opinion of yourself, it’s important to remove the stigma.”

After earning her associate degree at LC, Theresa went to Hartwick College for her B.S. in Biochemistry. Since 2014,



she has been a materials engineer for Benét Laboratories, a research & development facility for the Department of Defense in Watervliet, New York.

Through her employer, she is working toward a master’s degree, and she owns a home with her partner, Mike, which they share with three dogs and two cats. She also owns a horse that she keeps in a nearby stable.

Even with all these other academic and professional experiences, Theresa’s closest friendships are with her fellow Landmark College alumni. “You don’t make friendships anywhere else like you do at Landmark,” she says. “At Hartwick, they said ‘take a look around, these are going to be your best friends.’ And I’m like, okay, these guys have never been to Landmark. You don’t know what those friendships are.” 🐾

Other Alumni News



Caden Dole '14 spoke to Spring 2019 graduates at the graduate luncheon on May 17, 2019. Caden is the resident dean of Davis Hall.

Ashlee Charette '17 joined LC as an admissions counselor this year. Her territory includes New York and New Jersey.



Have a story to share?

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



Photo by Todd Miller

Kristin Killin '87 co-chaired the "Pioneers Reunion" at Homecoming in 2018, and spearheaded the endowed scholarship fund named for Jim and Carolyn Olivier, LC's first president and first admissions director.

By Tricia Stanley

The Landmark College community was deeply saddened by the passing of LC "pioneer" **Kristin (Pieracci) Killin '87** on February 20, 2019.

It's hard to put into words the effect Kristin has had on the LC community. She was truly a beacon of light for the College and for many of the lives she has touched. She met her husband, Doug, when they were part of LC's earliest class of students. Kristin's sense of humor and humility filled a room, as was witnessed during her speech at the dedication of the Jim and Carolyn Olivier Admissions Building during Homecoming weekend on September 29, 2018.

During my first week in the Alumni office in 2006, Kristin made sure I knew she was a resource for me, and I soon learned she was the foundation to her class. I was able to get to know her immense love for Landmark College through her work with the Alumni Homecoming, Pioneers Reunion, and Olivier Building Dedication events. Kristin was the main motivator behind the Olivier Endowed Scholarship, and successfully launched and finished endowing the fund in less than six months.

Her husband, **Doug Killin '87** wrote about Kristin:

Language is completely inefficient to describe what the loss of her witty smile, laugh, and profound goodness means to all. She was a positive force in the world, and everyone is worse off for the lack of her presence on this earth. Yet I know I still hear her voice in whispers. I feel her love in every breath, and I know she lives through every part of our children. She also lives in you when you perform the little daily actions of being kind to others, smiling at a stranger, or making a good-natured, sarcastic comment to a friend or spouse. Keep us in your thoughts as her children and I learn to recognize her presence in new ways.

The Landmark College community is forever grateful for Kristin's many generous contributions to the LC family.

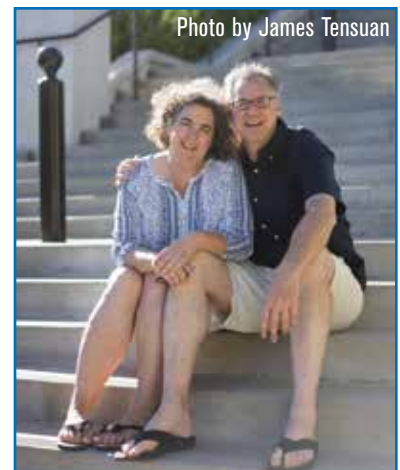


Photo by James Tensuan

Kristin and Doug in San Jose, California, in 2018.

Nahigian and Kaboolian Give Back to LC in Many Ways

by Chris Lenois

Like many supporters, Harold Nahigian, Ph.D., and Linda Kaboolian, Ph.D., have a personal reason for giving to Landmark College.

Their daughter, **Jessica Nahigian '11**, spent three semesters here in preparation for attending Bryn Mawr College. "Jessica just learned so much about how to live on her own, manage herself, and learn from a college environment, that she was ready to go onward," says Kaboolian, who is a current LC Board of Trustees member.

As self-described "academics," their interest in seeing the College succeed in its mission runs much broader than what it did for Jessica, however, and that's why they devote their time and energy to the College in addition to their financial gifts.

"I've had a bottom-line view of the whole thing, which is Landmark College saves lives," says Nahigian. "It's a rare resource. For that reason, both Linda and I have gravitated toward supporting the school." He is a member of the Landmark Advisory Resource Council (LARC), a group of alumni and parents of alumni that serves as support for families of current and prospective students. It's an appropriate role, since he was the family member who made the initial visit from their home in Cambridge, Massachusetts.

"I recognized this was a very special learning environment, and one that Jessica never experienced. I saw this really as a ladder toward which she could build her college education," he said.

Fortunately, Jessica shared her father's outlook. Good grades were never the issue for her, but her parents weren't sure she would be able to stay on track. Bryn Mawr endorsed the idea of attending LC first, and offered to hold Jessica's place over to the following year.

The effect LC had on Jessica was swift and significant. "The kids seemed to have healed some of the big wounds they had experienced at other educational institutions,"



Harold Nahigian, Jessica Nahigian '11, and Linda Kaboolian at home in Cambridge, Massachusetts.

says Kaboolian. "LC had really normalized who they were and had given them space to understand that they were not defective—that they were different—and it had techniques that could help them with the things that were difficult, and help them with abilities that in some ways were the result of being different."

Her understanding stems from a 30-year career as a professor in the John F. Kennedy School of Government at Harvard University, where she worked on education reform with school districts all over the country. She's now with the Harvard T. H. Chan School of Public Health.

"I've seen so many failed systems," Linda says. "One of the things that struck me about Landmark College right away was that it had a clear mission, and it was actually working to accomplish it."

When asked what she would say to others about the importance of giving, Kaboolian pointed to the school's efficient use of resources. "I think our nickels hurt because we squeeze them so hard at Landmark College," she jokes before turning serious. "Even though the individual tuitions seem high, it's because of that high-touch model. For those dollars, parents are getting the most comprehensive support—emotional, social, and educational." 🐦

To Make Your Gift

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LANDMARK COLLEGE
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I would like to invite you to become a member of Landmark College's Charles Drake Legacy Society. The Society is composed of generous and forward-thinking donors who support our long-term success through a planned gift.

As I was planning for my family's future, I wanted to make sure that the institution that got me to where I am today was included. It's easy to do. While cash contributions are always appreciated, there are other creative and flexible giving options that can benefit you and the College.

*We encourage you to consult with your financial advisor to discuss the options. Personally, I have established a trust and have named Landmark College as a beneficiary. **You need not be wealthy to leave a legacy.***

Your support of our mission will be long remembered and serve as an inspiration to others!

Genevieve Friend-Land

Genevieve Friend-Land '96

Volunteer Chair of the Charles Drake Legacy Society



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Alumni, your appreciation for the experiences and opportunities that Landmark College provided you are still close to your heart.

We hope that you will maintain your engagement and connection with the College by investing in our students.

Alumni mentoring of our current students is crucial to the College's mission. As LD learners, our relationships and shared experiences empower us. So why not pay that forward?

Over the last year, many LC alumni have returned to campus for direct engagement with students, and they have given back in many other ways. The selflessness of LC alumni has taught me that this sort of mentorship is not a one-size-fits-all package. Much like our mission to teach to our students' strengths and needs, alumni mentoring at LC supports students where they need help most.

This past year, these are some of the ways Landmark College alumni have given back to the LC community:

- Supporting seniors in their capstone based on their career specialty

- Connecting with students during the Homecoming Networking Brunch
- Hosting "expert" web conferences
- Visiting LC classes in-person and through video-conferencing
- Participating as a guest caller on WLMC radio shows
- Engaging with young alumni and students on social media
- Connecting with prospective students and soon-to-be grads about transitioning to or from Landmark College
- Taking part in various panel discussions on campus and off, including one for young adults with LD that was hosted by the Landmark College Institute for Research and Training (LCIRT) at Bentley University in Waltham, Massachusetts. (See photo below.)

Most of all, I have learned that having alumni engage in ways that are familiar and comfortable to them has allowed me to recognize the unique ways of giving back depending on where they are in life's journey.

Thank you for your continued support of this wonderful place in Putney, Vermont, that we call Landmark College, a.k.a. "your home away from home."

After all, **you're a SHARK for life!**

Tricia Stanley

Associate Director of Alumni Relations
802-387-6464
alumni@landmark.edu

Photo by Chris Wenz



Tricia Stanley with alumni who were part of a panel discussion at Navigating the Workplace, an event held at Bentley University and hosted by LCIRT in March. From left: Stanley, Jennifer (Walsh) Cuadra '09, Andrew Garcia '11, Jessica Rancourt '04, and Theodora van Roijen '00. Missing from photo is Ben Cabezas '12.

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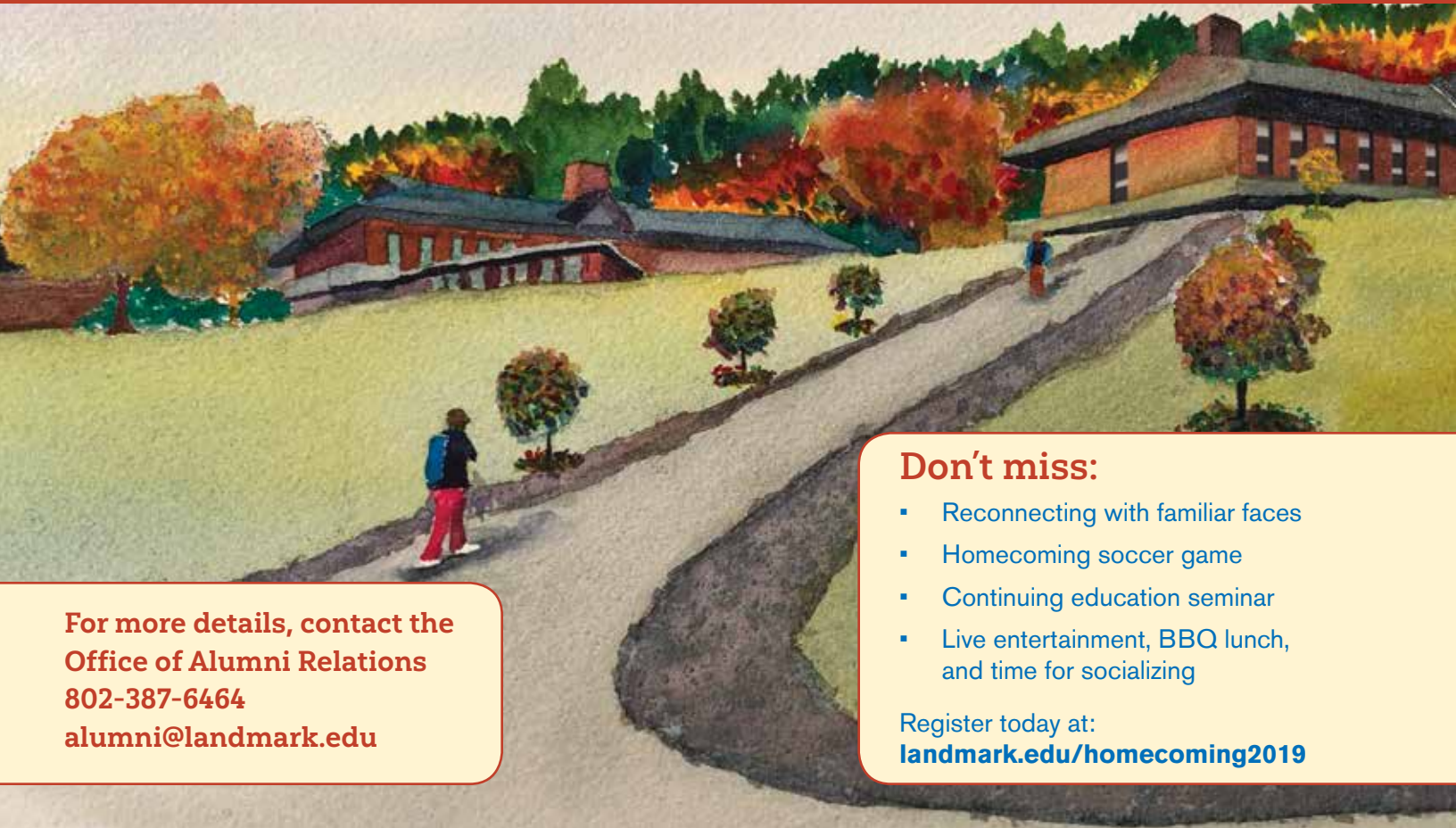
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Homecoming 2019

September 28 – 29

Celebrating classes ending in 4 and 9, from the Class of 1989 to the Class of 2019.



**For more details, contact the
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Don't miss:

- Reconnecting with familiar faces
- Homecoming soccer game
- Continuing education seminar
- Live entertainment, BBQ lunch, and time for socializing

Register today at:
landmark.edu/homecoming2019