

Landscape

For Alumni and Friends of Landmark College



**LOVE,
LEARNING,
AND LIFE
WITH
DYSLEXIA**

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Lorissa & Wes MacAllister
reflect on their transformative
education at Landmark College.

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LANDMARK COLLEGE

Landmark College's mission is to transform the way students learn, educators teach, and the public thinks about education.



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From the President's Desk



“For decades, Landmark College alumni have pursued careers in a **great range of disciplines** and fields, and have experienced success.”

This May, Landmark College saw 78 graduates walk across the stage to receive their diplomas. As always, we remained true to our history and practice, which is to allow each graduate the opportunity to speak to the audience. And, as always, their stories of struggles and success — and their gratitude for this institution, the faculty and staff, and their family support — provided affirmation of the unique and powerful educational model we provide.

For decades, Landmark College alumni have pursued careers in a great range of disciplines and fields, and have experienced success. Within these pages, you will read success stories reflecting the diversity that has always helped to define Landmark College. You'll meet athletes, educators, architects, artists, and medical professionals. You'll recognize a common theme: that the foundational methods of teaching and learning upon which Landmark College was built have allowed our alumni to thrive in their educational pursuits and, ultimately, in their chosen careers.

Today, we are creating a Landmark College that gives our students even more assets, skills, and experiences to employ in their pursuit of professional and intellectual aims. Specifically, we have developed and now deliver an expanded range of associate and bachelor's degree programs directly related to specific fields and areas of employment. Also, we have a strong internship and career-readiness program (see story on page 12). A number of LC parents have been instrumental in creating outstanding internship opportunities for our students, including Bob Brown of Hasbro, Inc. (*pictured with me above as we sign Hasbro's memorandum of understanding*) and Briar Alpert of BioTek Instruments, Inc. (see page 16).

Moving forward, LC will continue to develop new academic programs which are desired, and needed, by our students and which promise to create for our society skilled and knowledgeable citizens ready and able to change the world

for the better. We will grow carefully but surely, and we will adapt swiftly as needed to serve our students.

This includes a commitment to hiring faculty members who continue in the tradition of LC's founder, Dr. Charles Drake. We are saying goodbye this year to several founding and longtime faculty members with a combined total of 142 years of service to our students (see page 27). While their individual and collective knowledge and compassion for their students will be missed, we remain committed to strengthening the College with professors who are well-equipped to teach future generations of neurodiverse students.

Of course, social relationships and personal fulfillment have always been an important part of the LC experience, too. Those are alive and well on campus and in these pages, as reflected in our cover story about **Dr. Lorissa (Keller) MacAllister '91** and **Wes MacAllister '92**, who met here, married, and are raising two sons with dyslexia while still employing the learning tactics they gained at LC. (Read about other couples who united because of LC on page 8.)

As LC develops more options for our students and continually improves our campus (the new turf soccer/lacrosse field is amazing — come see it during Homecoming on September 23), we will continue to work to find ways to simplify and solidify our brand and identity. We will never stray from our powerful mission. And we will always rely primarily on our current students and our alumni to provide the proof that this unique institution changes lives in so many ways.

With Kind Regards,

Dr. Peter Eden
President, Landmark College



**LOVE,
LEARNING,
AND LIFE
WITH
DYSLEXIA**

It was chance — and a desire to succeed — that brought together two struggling students with dyslexia at Landmark College during its early years. Decades later, **Lorissa (Keller) MacAllister, Ph.D., '91** and **Wes MacAllister '92** reflect on their transformative education, the strategies they learned, and their remarkable journey to personal and professional success.

Photos by Brian Kelly



Lorissa and Wes MacAllister at home with their sons, Paul and Skylar, in Grand Rapids, Michigan.

There is an ancient Chinese proverb that says, “A journey of a thousand miles begins with a single step.” For Wes, now a successful businessman, and Lorissa, a researcher and architect known for her innovative designs, that step began 27 years ago and 1,300 miles apart, as two teenagers realized that Landmark College was their pathway to college and a career.

A Painful Time

During the 1980s, dyslexia was not widely recognized and few schools had programs to help students. Both Wes and Lorissa struggled throughout elementary and secondary school with failing grades and teachers who thought they simply weren’t trying hard enough.

Wes, who grew up in Sarasota, Florida, was diagnosed with dyslexia in the sixth grade and graduated high school with an elementary reading and writing level. Lorissa, from Grand Rapids, Michigan, wasn’t diagnosed until the ninth grade; she too graduated with an elementary reading and writing level.

For both, hope came in a Landmark College brochure.

“It was a very painful time. I wanted to do well in school, but I didn’t have the tools,” says Wes, whose parents’ research led to Landmark College. “I knew I was struggling and I knew I needed Landmark to survive.”

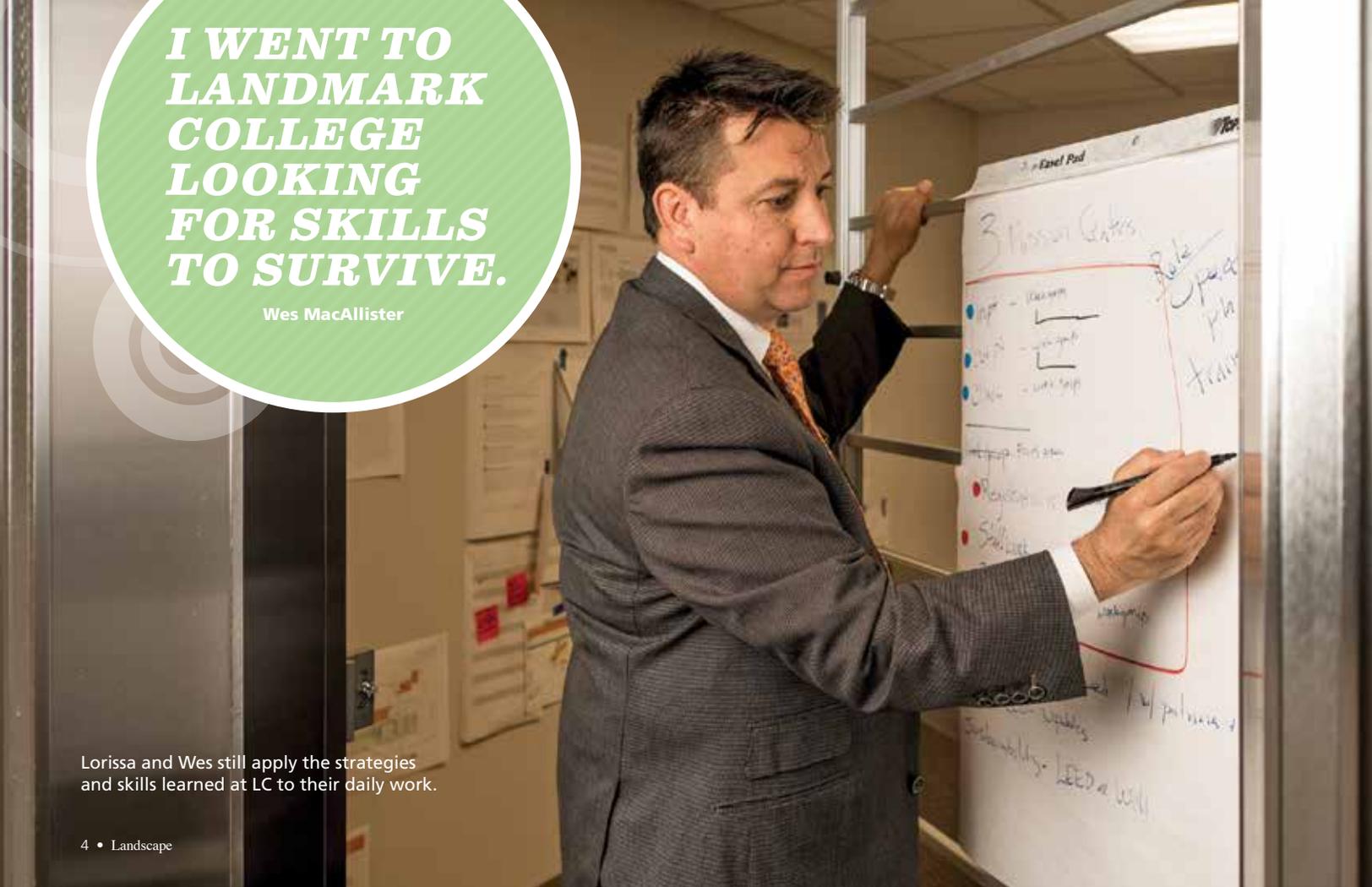
Lorissa remembers having a “wow” moment when a family friend, who was a teacher, handed her a Landmark College brochure.

“I went to a great public school, but they had no clue what to do about my dyslexia diagnosis. It was painful,” she says. “When I saw that brochure, I knew Landmark was a place where I could finally get the support I needed and be with other students who were struggling like me.”



**I WENT TO
LANDMARK
COLLEGE
LOOKING
FOR SKILLS
TO SURVIVE.**

Wes MacAllister



Lorissa and Wes still apply the strategies and skills learned at LC to their daily work.

Love and Learning

Wes had been at Landmark College for a year when Lorissa arrived. Active in campus sports and as a student life coordinator, he personally welcomed her to campus. “There was an instant attraction,” he admits.

When he and a friend teamed up in the cafeteria to lip-sync “You’ve Lost That Loving Feeling” to her and a girlfriend, Lorissa was hooked. The two fell in love and eventually married in 1998.

At Landmark College, both focused on intensive “pre-college” classes with the goal of mastering reading and writing. Each hoped to gain the skills needed to pursue a bachelor’s degree at another college. (Landmark College didn’t begin its baccalaureate degree programs until 2012.) Both earned college credit that they were able to transfer to four-year colleges.

“I went to Landmark looking for skills to survive. Reading was hard; writing was hard. I was very self-conscious and very self-aware of my limitations,” says Wes. “When I wanted to be pushed, they pushed me. I loved the challenge and it gave me confidence.”

“My goal was to get the tools and resources I needed. I thought I needed to learn how to take a standardized test, but I didn’t. Landmark helped me learn my rights and how to advocate for myself,” says Lorissa.

Both learned more about dyslexia and their individual learning styles. “I learned how I learn,” Lorissa adds. “I discovered that dyslexia is a gift — a different way of seeing the world. It opened up my mind to what I could do.”

Master Notebooks and Post-It Notes®

Lorissa and Wes thrived at Landmark College, where teachers understood them and recognized their abilities. They developed close relationships with professors and other students, and learned not to be afraid to ask for help.

“It’s empowering to find out you’re not alone in the struggle,” says Lorissa. “Landmark and the people there knew how to work with our gifts and teach us how to use our gifts.”

Among the many skills they learned at Landmark College, the use of master notebooks and Post-It Notes rank among their most treasured. They became valuable tools that

brought order to their chaos — giving each the ability to organize their thoughts and sentences into structured pieces of writing.

“For the first time in my life, I was able to see patterns and organize my thoughts,” says Lorissa. “Those Post-It Notes gave me the freedom to let my mind flow. It’s how I make sense of things even now.”

“The master notebooks had a profound impact on me. It’s how I learn and how I organize,” adds Wes.

Both used the tools throughout their college years and even continue using them today in their professions. They also passed these strategies to their sons, Paul, 12, and Skylar, 8, who also have dyslexia.

“That master notebook paid dividends at Landmark and it is still paying dividends today,” Wes says.

Building a Future

Armed with organizational tools, reading and writing skills, and the ability to self-advocate, Lorissa and Wes forged ahead with their education. Between the two of them, they earned five degrees en route to successful careers.

After a year and a half at Landmark College, Lorissa transferred to the University of Vermont, where she earned a bachelor’s degree in social work. She later earned a master’s degree in architecture at the University of Michigan, and a doctorate in architecture, culture, and behavior at Georgia Institute of Technology.

At each school, Lorissa went through an inventory of accommodations she needed to succeed. She also was very vocal about discussing things with her professors. “Landmark gave me a voice. I was persistent and not afraid to ask for help,” she says.

Wes, who spent three years at Landmark College, followed Lorissa to Burlington, Vermont, to attend Champlain College. When a marketing internship turned into a job offer, he decided to put college on hold. He eventually returned to school, earning a bachelor’s degree in manufacturing engineering technology at Ferris State University and a master’s degree in management at Aquinas College.

It was at Champlain that Wes realized how much Landmark College had influenced him. Writing was no longer an insurmountable task. “I was able to focus; turning in assignments was not a problem,” he says. “I just took a deep breath and said, ‘don’t panic. You can do this.’ Tweaking and refining, tweaking and refining — that’s what Landmark taught us to do.”

Creative Problem Solvers

Both MacAllisters have been able to apply their unique viewpoint to fruitful careers as creative problem solvers.

Lorissa, who started out as a medical social worker, is president and founder of Enviah: Environments for Health, a Grand Rapids-based health care consulting firm. She's nationally recognized as a health care thought leader for the evidence-based research she's done on the role that the environment plays in health, healing, and satisfaction.

She is especially proud of her work with Mary Free Bed Rehabilitation Hospital, where her design optimized space for healing by focusing on the patient experience and improved treatment outcomes. "My key objective is to empower and inspire patients and staff," says Lorissa. "It echoes back to my Landmark College days — that emphasis on the individual experience and that feeling of dignity and pride when you leave."

Wes is a sought-after and highly regarded strategist and turnaround specialist for distressed companies. He uses his background in manufacturing engineering and management to look at a company's processes to determine what's needed to make them viable. A longtime consultant, he is currently managing director at Conway MacKenzie, Inc., in Grand Rapids.

"I've failed so much in the past that I'm not afraid of failing," laughs Wes, who goes into each struggling company with his master notebooks to keep things organized. "I can get to an answer because I look at problems a lot differently than other people."

A Lasting Impact

It's hard for them to quantify the value of their Landmark College education or the profound influence of professors whose names they'll never forget. But both MacAllisters agree their lives would not be the same without it. It gave each of them confidence, skills, and courage to pursue their dreams. It also gave them a family and a career.

"Without Landmark, I never would have gotten where I am today. Landmark nurtured and inspired me. It made me realize, yes, I can do that. It encouraged me to reach for my dream," says Lorissa.

"I hear their voices every day," Wes says about his professors — from environmental studies to communications and psychology. "I hear Jim Karlan urging us to recycle, saying: 'We're the ecology stewards of the world.' I can hear Mac Gander saying: 'What are you trying to tell us? Just say it. Get to the point.' I hear Warren Hall saying: 'You're dealing with people.'"

"The tools Landmark gave me helped me develop and accomplish what I wanted. It remains with me today in all facets of my life — my family, my work, my own personal development and growth," adds Wes. "I'll always be thankful for Landmark College."





***WITHOUT
LANDMARK, I
NEVER WOULD
HAVE GOTTEN
WHERE I AM
TODAY.***

Dr. Lorissa MacAllister

Love is in *the Air*

Something special happens when kindred spirits meet at LC and love blooms. Like the MacAllisters (the subjects of our cover story), the following are just some of the many alumni couples who have found love as students at Landmark College.

Rhea Weinstein, A.A. '14, B.A. '16 and Michael Sinatra, A.A. '13, B.A. '16

Rhea and Mike were two of LC's first Bachelor of Arts in Liberal Studies graduates in May 2016. They began dating in November 2015 after spending Thanksgiving with Mike's family in Rockaway, New Jersey. They went ice skating and, as Rhea says, "I knew something was there. From then on, we grew stronger as a couple and fell in love." They'll be married in July 2018 in Rhea's hometown of Minneapolis, Minnesota, where they plan to live.

Mindy Brown, A.A. '15 and Robert Brennan, A.A. '13, B.A. '16

Sometimes, romance leads to college. Such was the case for Robert, a Putney, Vermont, resident, who went on a blind date with Mindy, of Palo Alto, California, while she was a student at LC. Soon after they began dating, Rob enrolled here and their relationship blossomed. They later learned that longtime resident dean and coach John Wood had performed the wedding ceremony of Tricia Stanley, associate director of alumni relations, and her husband Steve, director of athletics, recreation, and fitness (see Tricia's note to alumni, page 10). Rob and Mindy wanted the same thing, so Wood performed their ceremony at the Arlington Inn in Vermont in June 2016.

Jennifer Brecher '00 and Philip Beegle III '00

It was love at first sight for Jennifer, of Houston, Texas, and Philip, of Atlanta, Georgia, when they arrived at LC in 1998. Jennifer and her mom were unloading her car by Aiken Hall while Philip and some friends were playing volleyball nearby. They spotted each other right away. "Technically, our first date was John Wood's orientation lecture on guys and girls living together — so embarrassing!" says Jennifer. They've been going strong ever since, marrying in 2005 and bringing two sons, Philip IV, 6, and Jackson, 3, into their family.

Genevieve Corley '10 and Rob Bunis '10

Their first "date" was a trip to Walmart, says Rob, although Genevieve disputes that their shopping trek counts as a date. The two met through mutual friends at the former Middle Hall (now Alumni Hall). They moved on from LC in 2010 but never forgot how Vermont brought them together. When they got married in 2016, the ceremony was held at an old hunting lodge in Genevieve's hometown of St. Louis, Missouri. "We wanted the Vermont feel without going to Vermont," she says. Today, they live in Rob's hometown of Cherry Hill, New Jersey.



Rhea and Mike
Rhea Weinstein and Michael Sinatra enjoy a winter day at Verona Park in Verona, New Jersey.

Mindy and Robert

John Wood, longtime resident dean and coach at LC, performed Robert and Mindy (Brown) Brennan's wedding ceremony in Arlington, Vermont.



Jennifer and Philip

Philip III and Jennifer (Brecher) Beegle with their sons, Jackson, 3, and Philip IV, 6.



Genevieve and Rob

Rob and Genevieve (Corley) Bunis surrounded by Landmark College alumni at their wedding. Standing, from left: Shane Vadner '10, Jesse Weaver '11, Lindsey Langlais '11, Jenna Austin '11, Rob and Genevieve, Christina Turmelle '09, and Tiffany Lofis '09. Kneeling, from left: Ross Schlecht '09 and Justin Weaver '10.



Alumni Association Corner

A Message from Alumni Relations



Tricia and Steve Stanley, with daughter Grace. Steve is LC's director of athletics, fitness, and recreation.

I can't believe it's been 11 years since I first drove onto this little, beautiful campus to start my dream job. I was excited to work for a college that served learners like me and made me feel comfortable professionally with my own learning disabilities.

Like many of you, I never thought that just because "I gave Landmark a chance," I would find best friends for life, meet my husband, start a family, and launch a thriving career. Landmark College can be a magical place that lets you grow to your full potential.

Serving Landmark's alumni is the most rewarding hat that I have worn since joining LC. Witnessing your successes in life — from news of your weddings and babies, to forging lifelong friendships and landing dream jobs — that's what it's all about! Your connection to Landmark does not end when you leave campus: it continues and thrives wherever life takes you.

The Alumni Office is an avenue for staying connected and giving back to your alma mater. My office is the link between Landmark College alumni and the College. We meet a growing number of alumni needs, including serving as:

- A common ground for developing professional networks
- A channel for rekindling former friendships and beginning new ones
- A conduit for sharing new technologies and advances in the fields of learning disabilities, ADHD, and ASD
- A source of lifelong learning through campus activities, study abroad, lectures, and distance learning
- Continued career services, tools, and guidance for alumni

There are numerous ways for you to stay involved: attending gatherings; serving in an alumni leadership role; coming back for open community events and reunions; connecting with current and prospective students by sharing your stories and career connections; and supporting the College's future through our Alumni Fund. **And be sure to stay in touch by emailing me with news of what's happening in your life and career!**

Thanks in advance for your continued Landmark spirit and Shark pride! Wherever you go in the world, you always have a place at Landmark.

Tricia Stanley

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

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Putting the Landmark College Experience Into Song

College pride swells with new alma mater



Debut performance of Landmark College alma mater at 2017 Commencement by the Landmark College Chorus. Co-creator Rachael Koslouski '17 is shown in cap and gown.

Landmark College Alma Mater

By Rachael Koslouski '17 and Maddy Waldow '16

As you gaze upon lush green hills
And inhale the crisp morning air;
Or behold the colors of the
changing leaves,
Or of bright and glist'ning snow;
You will find Landmark College
In such beauty to behold,
True to you, Landmark College,
The home of Blue and Gold.

Some colleges have fight songs to inspire athletic dominance; others have marches, yells, or other musical traditions.

As of this spring, Landmark College has its very own official alma mater, written by alumnae **Rachael Koslouski '17** (music) and **Maddy Waldow '16**.

In early March, a group of students debuted the song at LC's Community Meeting, a monthly gathering led by Dr. Peter Eden, LC's president, where ongoing and emerging campus topics are discussed. Assistant Professor of Art Stephen Glover proposed that it be adopted as the College's official alma mater.

A few weeks later, the LC community voted to adopt the song as composed by Maddy and Rachael. At the suggestion of community members, Glover will work with students this fall to add a second verse.

"As a nerd musician, I make a point of listening to all kinds of music, including alma maters, and I can tell you this one is better than most."

Stephen Glover

The alma mater was introduced at commencement ceremonies by the Landmark College chorus. Community members sang along, reading from lyrics printed on the commencement program's back cover. (A clip of the performance can be viewed at landmark.edu/AlmaMater.)

Glover is clearly proud to have helped two alumnae bring this historic tradition to Landmark College. "The first verse has timeless words," he says. "The melody is truly better than most alma maters — and ours is an original!"



Worldwide Headquarters

Newport Av



A father's insight and inspiration leads to a signature internship program

HASBRO INTERNSHIPS

A WIN-WIN

FOR LANDMARK STUDENTS AND TOY INNOVATOR



Outside Hasbro, Inc.'s corporate headquarters in Pawtucket, Rhode Island, are (left to right): Amy Crabtree, Hasbro's director of talent acquisition; LC students Scott Barnick, Michael Ferrari, Jack Dacey, and Andrew Barnick; and Bob Brown, vice president of design and development at Hasbro. (Photos courtesy of Hasbro, Inc.)

Bob Brown always believed his daughter, **Rachel Brown '16**, had the potential to succeed. But it wasn't until the struggling student went to Landmark College that her potential was "unlocked," he says. Rachel, who graduated with honors as one of the College's first recipients of a bachelor's degree, is now pursuing her master's degree in communications at Southern New Hampshire University.

"In high school, Rachel struggled with poor grades and low self-esteem. But with the tools, attention, and learning strategies applied at Landmark, she was truly transformed and developed a love for learning and high achievement," says Brown.

"Parents and alumni should know that the interns coming out of Landmark to Hasbro have been just as successful as students from any other competitive school."

Bob Brown, Hasbro, Inc.

His daughter's transformation and success inspired the Hasbro, Inc. executive to launch a paid summer internship program for bachelor-level students at Landmark.

Two students landed the competitive internships last summer; in 2017, four students are completing internships at Hasbro's offices in Rhode Island. Interested students apply to Landmark's Office of Career Connections, which pre-screens candidates before submitting their applications to Hasbro for final selection.



Hasbro's 2017 LC interns and their team assignments (left to right): Andrew Barnick • Brand Writing; Jack Dacey • Cybersecurity; Mike Ferrari • Video Editing, Hasbro's Cake Mix Studio; Scott Barnick • Photo Studio

A Mutual Benefit

According to the internship agreement with Landmark, Hasbro provides up to four paid internships in a variety of areas, including public relations, information technology, gaming, and photography studio.

It's a "win-win" for students and Hasbro, says Brown, vice president of design and development.

"Students have the opportunity to gain experience, develop skills and learn in-depth about their field of interest in a fun and engaging environment. And Hasbro benefits from the creativity and analytical talents of students with learning disabilities," he says.

Brown says students who learn differently often have compensating gifts that allow them to excel in creative and technical areas. "At Hasbro, we celebrate and embrace these differences," he adds.

Creative Thinkers and Workers

"Our first two interns brought an incredible depth of creative thinking to Hasbro," says Brown.

Those two students — **Joseph Eder, Bachelor of Arts in Liberal Studies '16**, and **Sean Halnon, Associate of Science in Computer Science '14** — landed internships in Hasbro's IPLAY Studio and Creative Communications Department.

Joe, who was part of the brand writing team, helped name new products and write copy for toy packages, instructions, and online sales. Sean, who worked with the design and development team, used IT skills learned at Landmark College to help develop digital experiences for Hasbro brands.

Sean, who graduated in August with a bachelor's degree from Lewis University in Illinois, remembers the

opportunity he had to work with cutting-edge technology that opened new doors for him.

"Several of the new skills I began developing at Hasbro have since proven to be invaluable additions to my résumé, helping me to get interviews and stand out from the competition," he says. This fall, Sean will be starting at Qualcomm as a graphics software engineer.

"My time at Hasbro gave me the chance to work with a group of unbelievably talented people. It was really inspiring to see that height of talent and ability."

Sean Halnon '14



"Hasbro's internship program offers incredible work experiences to students at a place that is both creative and inspiring," says Brown. "And our relationship with Landmark College grants Hasbro a greater level of diversity in our workplace."

Encouraging Support

Brown says he hopes Hasbro's experience will encourage other members of the Landmark community to consider sponsoring an internship program for students at their companies or organizations. He advises them to talk it over with the human resource department at their businesses.

"Parents and alumni should know that the interns coming out of Landmark to Hasbro have been just as successful as students from any other competitive school," he says.



PREPARING STUDENTS

4 SUCCESS

IN THE WORKPLACE

Landmark College has always been known for preparing students for academic success. Now, it wants to be known for preparing students for success in the workplace, too.

Launched in late 2016, the Landmark College Works program strives to boost students' career development skills by introducing them to what's needed to be job ready — including hands-on work experiences.

"Our goal is to prepare students for their career path," says Jan Coplan, director of Landmark's Office of Career Connections. "For many of them, our office is their entry point to professional development."

"Career Connections exposes students to the expectations of the workplace, educates employers, and identifies hands-on work opportunities," says Coplan. The office also helps students with the résumé, cover letter, and interview preparation they need in order to apply and be competitive.

"Career readiness and experiential learning are a priority at Landmark. We're committed to helping students develop the skills employers seek and expect," says Coplan.

Opportunities available for students include:

- **The Employment Readiness Experience**, an intensive, short-term program that combines an on-campus job with classroom work focused on communication, professional skills, and career

To learn how your business can take advantage of the talents of Landmark students, contact Jan Coplan at 802-387-7175 or email her at jancoplan@landmark.edu.



- **Campus jobs**, allowing students to build on their experience through a variety of longer-term jobs.
- **Internships** that provide a pre-professional, career-related experience with mentorship, training, and exposure in a field of interest. Internships available through agreements with Landmark include:
 - **The Six College Collaborative**, an initiative supported by the Vermont Department of Labor, works with local employers and organizations to provide paid internships for college students.
 - **Hasbro, Inc.**, which provides up to four paid summer internships for Landmark students (see accompanying story on page 13). Other companies providing internships specifically for Landmark students include **BioTek Instruments, Inc.** and **Vermont Genetics Network**.
 - **Additional internships** are available through Landmark alumni and family connections. Career Connections maintains a growing list of internships and employer partners. Students also have the option of pursuing individual internships independently.

DONOR PROFILE

Profile *In Giving*

For the Alpert-Vigsnes family, supporting Landmark College is an expression of both gratitude and conviction.

By Madeline Bergstrom



The Alpert-Vigsnes family:
Susan, Sage, Carly, and Briar

Briar Alpert and Susan Vigsnes place a high value on education, both for their two daughters and for their community. “We have a deep appreciation for the challenges and opportunities that a good education provides,” says Alpert, “so that’s one of the reasons we take a special interest in what’s going on at Landmark.”

Alpert has deep roots in Vermont, having attended school in the state from elementary school through the University of Vermont’s M.B.A. program. For the past 17 years, he has served as the president and CEO of BioTek Instruments, Inc., in Winooski, Vermont.

The couple’s older daughter, **Sage Alpert ’19**, is thriving as a Landmark College student. Asked why she chose LC, Sage says, “It’s beautiful, it’s got great food, it’s got the support.” She adds, laughing, “I feel like the number one thing should be the support, but I’m a sucker for a beautiful campus and great food. I love everything about it. It has been fantastic.”

“It was always clear that Landmark was the perfect fit for Sage, ever since she went to the summer program in high school,” says Vigsnes, a graphic designer. “She made friends, felt like she fit in, and was so happy that it was the only place she applied.”

Sage described her travels to Costa Rica and Japan with Landmark College’s Study Abroad program as one of the highlights of her experiences. “If you have the time to do any sort of study abroad, do it,” she said. “It’s a great experience, and I highly recommend it.”

At LC, Alpert notes, “You’re all the same, in that you’re all different. You’re neurodivergent. That provides a solid foundation where people can learn and explore and share without the anxiety or fear of being different.” Sage adds, “And without being judged.”

The Alpert-Vigsnes family has found multiple ways to give back to the college that has given so much to Sage. “We see the College as a special and unique place that creates an opportunity for students who wouldn’t self-actualize in other educational environments to really self-actualize at Landmark,” says Alpert, “to a point where they can enjoy a fuller and richer life. And there’s just not that many places for students to do so. We felt it appropriate to give both of our time and funds toward growing that environment for more people.”

Alpert has hosted two Landmark College student interns at BioTek. **Melody Kabbai ’16** helped to run experiments on DNA mitosis at the firm in the summer of 2016, and current student **Kristina Schopper ’17** is thriving there this summer in the manufacturing and engineering support group.

“We feel so fortunate that a place like Landmark exists, and that it happens to exist in Vermont,” Alpert adds. “We feel fortunate to have found it, because it’s just a perfect match for Sage and what she wants to do.”

“At LC, you’re all the same, in that you’re all different. You’re neurodivergent. That provides a solid foundation where people can learn and explore and share without the anxiety or fear of being different.”

Briar Alpert



By Mark DiPietro

Discovering a *New Path*

Once an aspiring marine biologist, **Ali Williams '11** is now pursuing a career in nutrition and health.

Moving from the San Francisco Bay Area to Vermont to attend Landmark College had a profound impact on the career path of Alexandra "Ali" Williams '11.

Accomplished at water polo, figure skating, and swimming in her hometown of Redwood City, California, Ali found the demands of college life in Vermont didn't afford her the time or opportunity to indulge in her athletic interests. So the once-aspiring marine biologist turned her career focus to nutrition. "I started realizing how important a person's diet is to staying in shape," she says.

She initially came to LC's High School Summer Program after her mother researched college prep programs for students with LD. Diagnosed with dyslexia and auditory processing disorder, Ali had no hesitation about coming to Vermont to attend Landmark. She learned so much about educational technology and tools for classroom success during the high school program that "I knew I wanted to come back." She enrolled as a full-time student in fall 2009.

After a year, Ali left LC and returned to California to enroll in community college. But she decided to return to Landmark.

She found her niche here academically, singling out professors like John Kipp, associate professor of English (and current chair of the English department) because "I hated English but he was really encouraging and helpful"; Jim Baucom, professor of education, because he "taught me about my LD and how to advocate for myself in his LD Seminar class"; and Tom Hinckley, associate professor of natural science (and current chair of the natural science department), because his biology class fed her interest in marine biology.

She also became a campus leader as a resident assistant and vice president of the Phi Theta Kappa Honor Society.

After earning her associate of arts in general studies in 2011, Ali took a semester off to teach English and work in an orphanage in Xian, China. She then enrolled in New York University, where she earned a bachelor of science in nutrition and dietetics. Now earning credits toward her master's degree in nutrition from NYU, Ali has temporarily returned to New England. Her dietetic internship through Keene State College in New Hampshire included a practicum last winter at LC, where she advised students about nutritional health. She is now finishing her clinical internship at Dartmouth-Hitchcock Medical Center (DHMC) in Lebanon, New Hampshire.

"Seeing how different diets can help improve the symptoms of a disease and help people become healthier has been eye-opening," says Ali.

Ali will return to NYU this fall to complete her master's degree, but she maintains strong ties to LC: she participated in the College's oral history project (see story, page 25); and in January 2017, she served as a guest speaker at the convocation ceremony welcoming new students.

"My favorite thing about Landmark is that it's a small, close-knit community," she told the incoming class — something this West Coast native discovered from day one at LC.



By Mark DiPietro

He's Got *Blood*

James Stockwell '14 stays cool under pressure and helps his patients relax using skills he learned at LC.

The old saying “he’s got blood” once was used to describe a person with a bold attitude and the courage to embark on a potentially dangerous adventure.

While that phrase could apply to many Landmark College students who have faced seemingly insurmountable challenges, for James Stockwell '14, its meaning is both literal and metaphorical.

After earning his Associate of Science in Life Sciences from LC, James enrolled in the health sciences program at Franklin Pierce University in Rindge, New Hampshire. He graduated with a bachelor of science in May 2016 and began working as a phlebotomist at Dartmouth-Hitchcock Medical Center in Lebanon, New Hampshire, the following fall. (*Editor's Note: At publication time, James had just been accepted into the Center's surgical technologist certification program.*)

“The work phlebotomists do gives doctors added insight into their patients’ health, helping them see what’s happening inside the body,” says James.

Stress is inherent in almost any medical position, but James says his eyes were opened when he started his position.

“It’s intense and demanding, because I’m drawing blood at all times of day, and dealing with patients who are usually very sick,” the New London, New Hampshire, native says. The skills he learned at Landmark College help him deal with the stress that’s a natural part of his job.

“During my shift there are only two of us on duty, so good time management skills and the ability to keep cool are essential,” he says. “When you’re very stressed, you still have to have excellent bedside manner to help put your patients at ease.”

James came to LC after attending New Hampshire Technical Institute in Concord, and deciding on a career in the sciences. He enrolled in LC’s Life Sciences program, finding inspiration from science faculty members like Kim Coleman, Cindy Tolman, and Abigail Littlefield, who, he says “had a major impact on my success.”

“At Landmark, the faculty seemed more dedicated than at the average college,” James says. “Instructors pushed us, but they also encouraged us in our strengths. They taught us to engage our weaknesses in order to strengthen them.”

James worked as a resident assistant while a student at Landmark College, and returned to work in its High School Summer Program during summer breaks from Franklin Pierce. He believes those experiences also helped prepare him for his current role at Dartmouth-Hitchcock.

“I learned how to ease students’ minds, and I picked up a lot of skills that helped me learn how to deal with patients,” he says.



Jean's daughter, Anneke Jewett, shot this photograph of Jean and one of her paintings at an exhibition in Rotterdam, Netherlands, last year.

Moving Art

By Mark DiPietro

Jean Cherouny '87 is a catalyst for change through her high energy, often unconventional, and always compelling art.

Jean Cherouny '87 was an athlete and an artist from a young age. Growing up in Connecticut, her supportive family encouraged her to be a “maker,” and she frequently created dolls, crafts, knittings, and woodworks with her friends and family.

By high school, she also proved to be a talented equestrian and competitive skier, and believed she'd have a “downhill edge” if she simply continued to build her athletic prowess. “I was a happy, oblivious child,” Jean says, “lucky to be able to use sports, art, and movement as a way to grow.”

By young adulthood, though, things had gone downhill — but not in a good way. Although she was racing competitively in Europe, Jean realized it was time to move in another direction. “I wasn't making it as a ski racer, and I needed help with my academics. It was hard to leave an athletic career behind, but I needed to move on.”

An education consultant referred Jean to Landmark College, which was then a new, evolving college building its own identity. At LC, she found tactics for dealing with her executive function challenges while thriving socially.

“People think of artists as being isolated and in their own world, but at Landmark there was no way I could do that,” Jean said during her Academic Speaker Series talk on campus March 6, 2017. “I loved people, and there were so many activities. Even in classes, we were working together to solve problems and make connections in our brains.”

Jean spent a year at LC before moving on to the University of Vermont, where she earned a bachelor's degree in art and

education. She later earned a master's degree in fine arts from Johnson State College. Today, Jean is an artist and member of the Generator makerspace in Burlington, Vermont.

“The methods that I primarily use include painting, digital, and drawing,” she says. “I employ an experimental process using my rollerblades directly on the canvas as a conduit to my emotions and body, which allows me to externalize ideas that were previously internalized.”

It's only fitting that in adulthood, Jean has melded two of her primary interests — athletics and art — and has become known for her rollerblade art. “Motion is always part of my work,” she says. “It's how I perceive the world — I see motion everywhere. I still struggle with executive function, but it can help you to learn to trust that next step. Art evolves, and it requires you to take risks, dive in, and see where the next step leads you.”

Thirty years after attending LC, Jean is seeing her own strengths embodied in her two daughters: Anneke, 21, is a photographer currently attending the San Francisco Art Institute and Abi, 17, is an Alpine ski racer entering her senior year of high school.

And through her own art, Jean is still exploring ideas of identity, craftsmanship, and kinetic energy. Her artist's statement at the Generator synthesizes her mission:

“Art worth looking at, worth owning, may look simple at first glance, but must be complex enough to invite a second glance, a third, a hundredth, and become a part of our story. We can look again and see unexpected nuance, hidden detail, new forms of energy.”



Keeping It In *the Family*

By Mark DiPietro

Mac Migel, A.A. '08, B.A. '16 is putting his talents to work in two very different ways — and loving the challenges each offers.

Malcolm “Mac” Migel, A.A. '08, B.A. '16 is cultivating family traditions on two fronts.

After graduating last year as a member of LC's first baccalaureate class, Mac took a job as coordinator of residential living at the Perkins School for the Blind in Watertown, Massachusetts. This puts him firmly in the footsteps of his great-grandfather, Moses Charles “M.C.” Migel, a silk merchant and philanthropist who founded the American Foundation for the Blind in 1921.

Service and education for the blind is a field Mac Migel has felt called to for some time, so he leapt at the opportunity to take a position at the Perkins School. In his role, he oversees 22 residential students, ranging in age from 15 to 22.

“It's like being a parent,” Mac says, noting that the duties are not unlike those he had as a resident assistant at LC.

That position and his overall student experience — first as an associate degree student, and later as a Bachelor of Arts in Liberal Studies student — helped prepare him for the curve balls that can be tossed at him daily in his new position.

“Self-advocacy was one of the biggest things I learned at LC,” he says. “I wasn't one to ask for help before I found Landmark. Now, at work, I need to know my own abilities and capabilities. I've learned to figure out who to go to for help and how to handle difficult situations.”

Another tangible outcome Mac has focused on in his spare time is antique refinishing, continuing in the tradition of his maternal grandfather, Malcolm E. McConnell.

“He was a master woodworker who did most of his work in the Shaker tradition,” Mac says. “When we went to Maine when I was a kid, I would end up in his woodshop, and as I got older, he let me help him.”

His literature-loving grandfather, who died in 2002, named his house in Maine “Watershed Down.” As Mac was completing his bachelor's degree at LC, he saw an opportunity to put his own entrepreneurial spirit to work. With his wife Kimmerly's encouragement, he re-imagined his grandfather's business as an antiques refinishing enterprise called Watershed Woodworks.

“I didn't have the skills or the space to do what he did, but I knew I could take things that had been battered by paint or wear and tear and make them look like they were supposed to look 50 or 100 years ago,” he says.

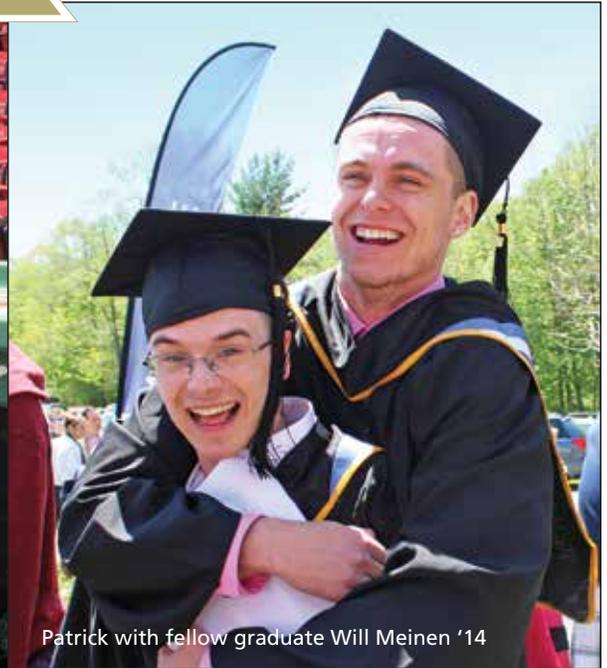
Mac set up a workshop at his home in Derry, New Hampshire, before relocating for his job at Perkins, but he was able to continue the business at his new living space in Massachusetts. “I enjoy the tradition of restoring things to the way they were originally made,” he says.

Perhaps restoration is a fitting metaphor for the changes he underwent at Landmark College. “When I first got to Landmark, I took a class with Professor Jim Baucom,” says Mac. “He sat down and asked if I'd ever had my learning disability explained to me. I realized, at 21, that I hadn't, even though I had been diagnosed at age 12. His explanation really opened my eyes.

“Landmark has changed how I view myself, not only as a learner but as a person. It's changed how I view the future for myself.”



Receiving tips from star Boston Red Sox pitcher Chris Sale
(Photo courtesy of Sahadev Sharma, lead baseball writer, *The Athletic*.)



Patrick with fellow graduate Will Meinen '14

Pursuing His *Field of Dreams*

By Mark DiPietro

Patrick McKenna '14 is a study in grace and self-confidence as he chases his dual career goals of playing ball and teaching.

For a guy who began his professional baseball career this summer — and became a viral Internet sensation this spring when top Major League Baseball pitcher Chris Sale gave him some impromptu private coaching at Fenway Park — Patrick McKenna '14 is awfully humble.

Maybe that's because he's seen his share of adversity on the field and in the classroom. Disappointment (including a recurring injury that, for now, has postponed Patrick's professional career) not only made him work harder but gave him an appreciation for those who helped him along the way.

The West Roxbury, Massachusetts, native talks about Landmark College as if it's his second home. He speaks admiringly of his LC mentor, Coach John Wood, and of the faculty members who helped him break down learning barriers. With their help, he overcame a sixth-grade reading level to graduate from LC with a 3.0 grade point average and an Associate of Arts in General Studies in 2014.

Patrick, who aspires to help children with learning disabilities overcome struggles he himself has faced, earned a bachelor's degree in special education from Notre Dame College of Ohio — graduating in May with a 3.4 GPA.

The 24-year-old isn't just humble, he's also exceedingly polite. "Mr. Baucom, could we get a picture together?" he called out during a recent campus visit to one of his most influential former LC professors, longtime faculty member Jim Baucom.

But these days, others are asking Patrick McKenna if they can have their picture taken with him. The sidearm pitcher was recruited in April by the Roswell Invaders, part of the independent

professional Pecos League, and then picked up by the same league's Bakersfield Train Robbers. He became something of an Internet star after sportswriter Sahadev Sharma tweeted a photo of him conferring with Sale, the pitching ace now playing for the Boston Red Sox, during batting practice at Fenway.

Sports is important to Patrick, and he's worked hard for athletic success. But he is clear-headed about his priority: devoting his career to teaching children with LD.

"No matter how far I make it in baseball, I want to be a symbol for someone with dyslexia or other learning challenges," Patrick said in a recent interview. "I want kids to look at me and see not just an athlete, but someone who worked his butt off to succeed. No matter what they want to go for — music, art, science, sports, whatever it is — I want to show them how to work hard and go for it."

Patrick faced educational challenges familiar to many LC students: his dyslexia made school a daily ordeal. "I would come home and throw my book bag at the stairs because I was frustrated and exhausted from working so hard at school and still not doing well," he says.

When Patrick and his parents learned about the High School Summer Program at LC, he knew he wanted to enroll. By the time he graduated high school, and despite having the opportunity to play at a university on a baseball scholarship, Patrick chose Landmark because "I knew I needed to be here."

He captained LC's baseball and basketball teams, and served as a resident assistant and campus ambassador. He also began to excel in the classroom — thanks to professors like Baucom,



Patrick with the children of his host family while with the Bakersfield Train Robbers.



Pursuing His *Field of Dreams* (continued)

Eric Matte, and Steve Carmichael who aided his academic and personal growth with memorization techniques and educational technology — and gave him the self-confidence to tackle difficult tasks.

“Pat had every reason to hate my Developmental Writing class. He had always struggled with writing and I made him do a lot of it,” says Carmichael, assistant professor of English. “But he brought the same discipline to it that he brought to the athletic field — even though the latter was a lot more fun. I think he understood, as an athlete, that learning the fundamental mechanics of the activity and practicing them, over and over, were key to improvement and eventual mastery.”

Carmichael calls Patrick “the Big Papi of Landmark’s campus, the person who always had a spring in his step, a good word, a funny story, all delivered in that classic Boston accent.”

After LC, Patrick was recruited to play baseball by the University of Oregon, but an injury during the summer led to another disappointment. His college baseball career on hold, he bypassed Oregon and enrolled at Notre Dame College, where he excelled in the classroom but pitched in only one game.

Then, in 2016, Patrick attended the Sidearm Nation camp in Nashville. Encouraged to pursue his dream of a professional baseball career, he circulated a video of himself to 50 teams.

“I got the offer to try out for the Invaders by email, three days after my grandpa died,” Patrick recalls, “so I wasn’t even able to fully feel the joy in that moment.” Once again, drawing strength from adversity and feeling his beloved grandfather’s nudge, he went on to successfully try out for and eventually sign a contract with the Invaders.

He left for New Mexico shortly after graduating from Notre Dame College, started playing for the Invaders, and eventually signed with the Bakersfield, California Train Robbers, who saw him as a

closer. He pitched three scoreless innings with the team and life was good. But adversity struck again when Patrick experienced a flare-up of tightness in his arm, which led the Train Robbers to release him.

Patrick continues to maintain a positive, spiritual attitude. “Everything happens for a reason, and I can’t be mad,” he says. “I proved that I could pitch at this level and beyond. It’s just unfortunate that I got tightness in my arm at the wrong time.”

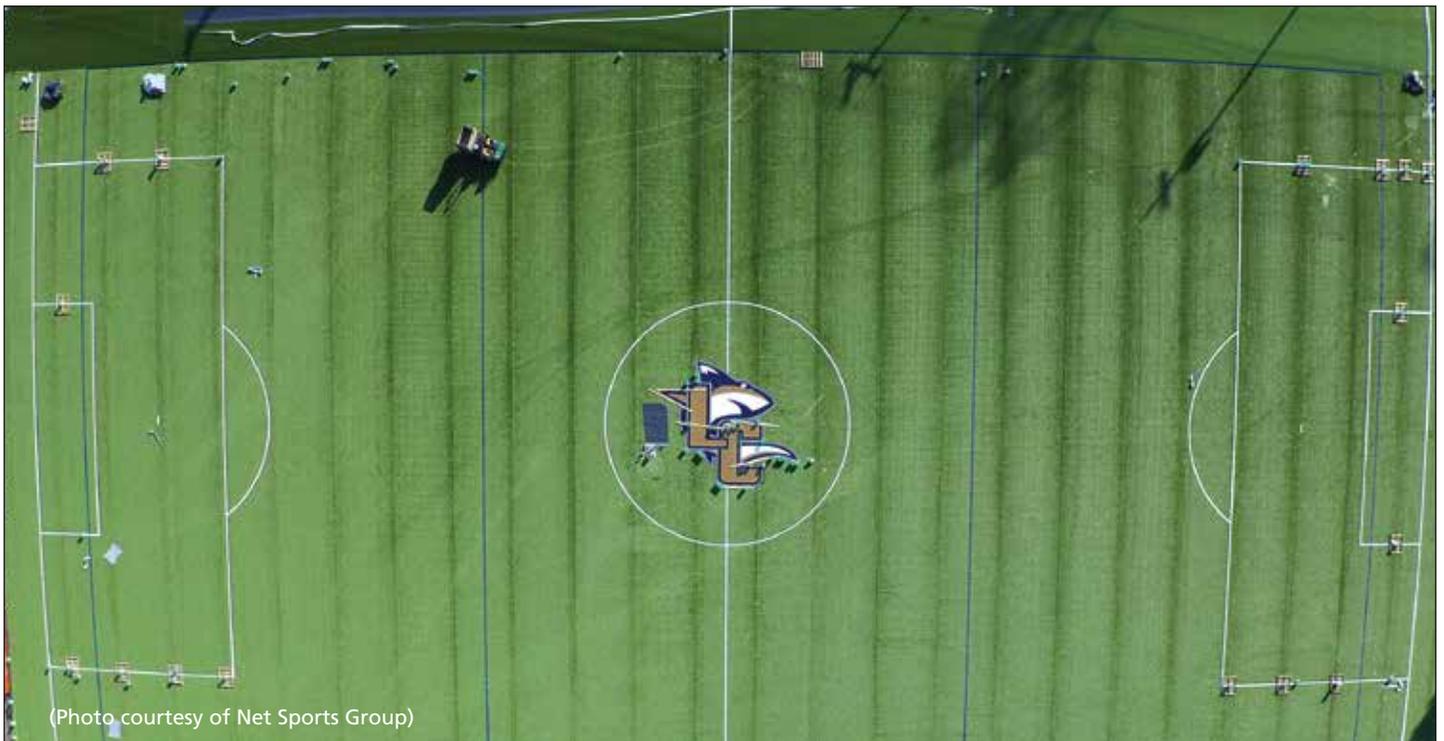
Persistence is another quality Patrick has in abundance. Refusing to let the latest obstacle derail his athletic aspirations, he pitched in front of a scout a few days after returning home to Massachusetts.

“He told me I have a lot of raw talent and he promised he would help me develop into an MLB prospect,” says Patrick. “This is just another bump in the road. I’ve been in this position before and I know how to handle it. I’ll just keep working hard and everything will work out.” While his arm heals, Patrick returned to Putney to work at Landmark College’s 2017 High School Summer Program.

And though pursuing a professional baseball career is his current dream, Patrick’s long-term goal is to become a special education teacher and inspire young children who are grappling with academic and personal difficulties. During his senior year at Notre Dame College, he interned at an inner-city elementary school in Boston.

“I worked with kids who had a troubled home life, some with no mom or dad,” he says. “I want to help kids who don’t have all the advantages I had. I see so much drive in them but they haven’t been given the chance to succeed, and a lot of them don’t have anyone they can trust.”

Patrick knows his LD gives him an advantage other teachers don’t have. “Others have to read books to find out what an LD is,” he says with a smile. “I am the LD.”



(Photo courtesy of Net Sports Group)

Landmark Builds **New, Full-Size Soccer & Lacrosse Field**

Field house to be completed by fall

By Madeline Bergstrom

In early July, Landmark College celebrated the completion of Charles Drake Field, the College's new regulation-size soccer and lacrosse field. The turf field — composed of a natural, environmentally-friendly, state-of-the-art infill material — allows games to be played from early spring through early winter.

Over \$1.5 million was raised for construction of the field, named for Landmark founder Dr. Charles Drake.

“Having a high-quality, full-size athletic field is essential to the vitality of the College.”

Dr. Peter Eden, LC President

“The new field will help to attract student-athletes to campus, support our wellness goals, provide an enhanced social experience for the students who will fill the bleachers, and further connect the College to the wider community,” says Dr. Eden.

Also under construction is a field house, which will include locker rooms, restrooms, and a concession stand. A ribbon-cutting ceremony is planned for Friday, September 1, coinciding with new student orientation and convocation on September 2.

A soccer game will be played on the new field during Homecoming weekend, September 23-24 (see back cover for details).

The field is available for rent by soccer and lacrosse teams, schools, and community groups. **For rental information, contact Steve Stanley, Landmark College's director of athletics, fitness, and recreation, at 802-387-6786 or stevestanley@landmark.edu.**

The Morgan Le Fay Center for Advances in Economics,
Business, and Entrepreneurship Instruction

PRESENTS

Dr. Robert Langer

The David H. Koch Institute Professor at MIT

Dubbed **"the Edison of Medicine"** by Harvard Business Review, Dr. Langer has **written nearly 1,380 articles** and has **over 1,130 issued and pending patents worldwide**.

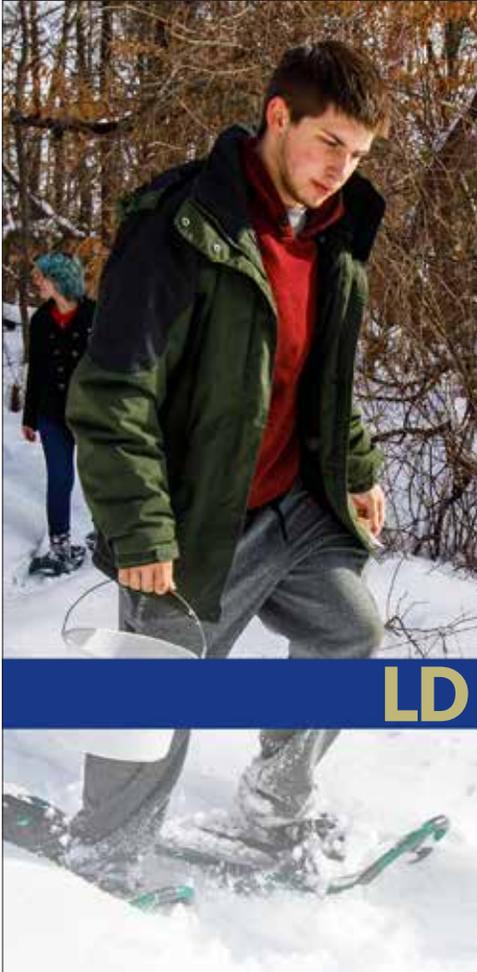
HBR, in a 2017 article, stated that Langer's approach to innovation is **"accelerating the pace of discoveries** and ensuring that they make it out of academia and into the real world as products."

Thursday, September 21, 2017, 6:30 p.m.

Brooks M. O'Brien Auditorium, East Academic Building, Landmark College
Free and open to the public. Register now at landmark.edu/morgan

Dr. Langer is the father of Landmark College alumnus Michael Langer '15.

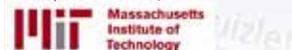
LANDMARK COLLEGE



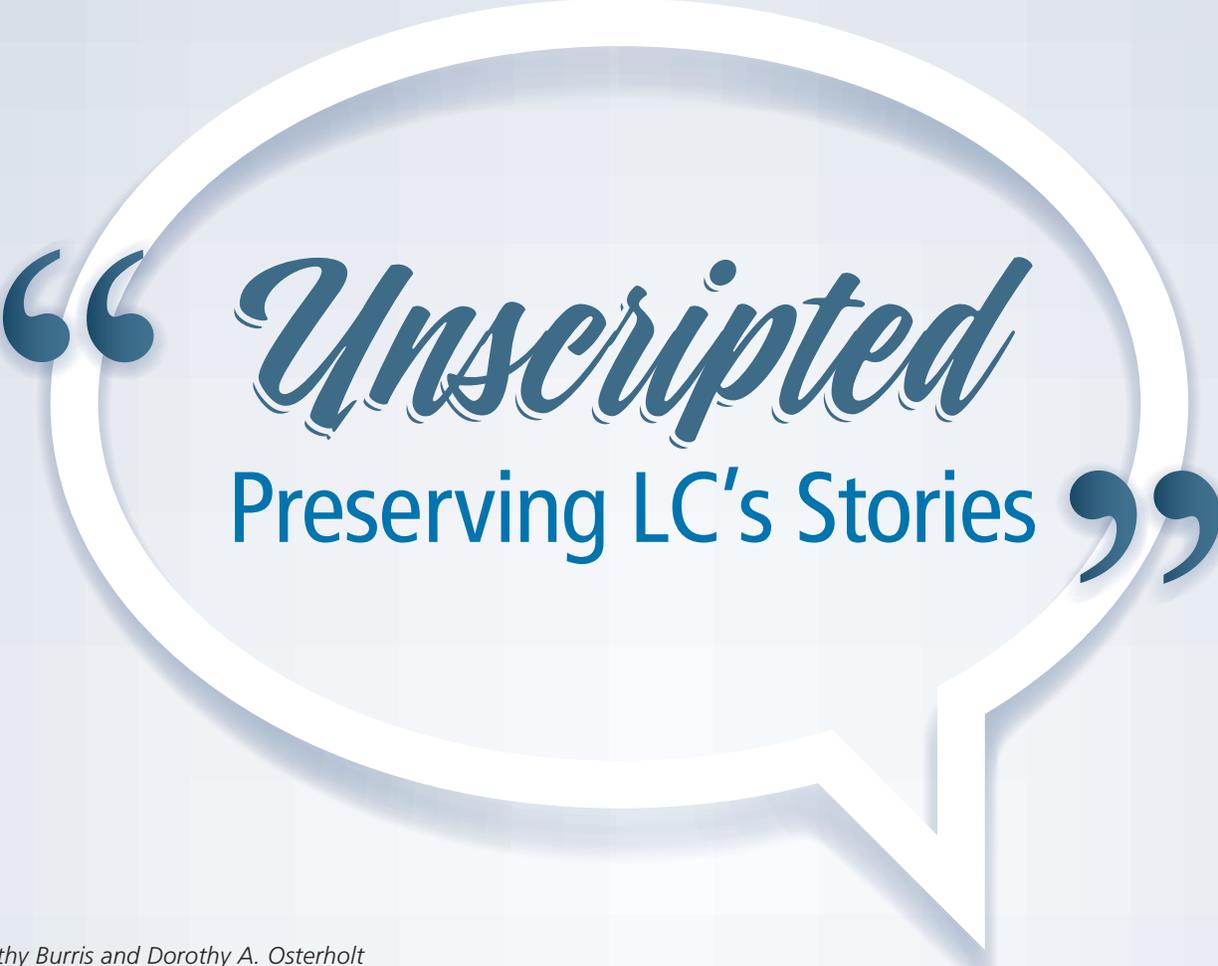
LD INNOVATION SYMPOSIUM

FRIDAY, SEPTEMBER 29, 2017
Special Rate for LC Alumni

McGovern Institute for Brain Research at MIT
Co-sponsored by the Gabrieli Lab at MIT



Registration and Information landmark.edu/symposium



“Unscripted Preserving LC’s Stories”

By Kathy Burris and Dorothy A. Osterholt

THE POWERFUL VOICES AND IDEAS SHAPING THE LANDMARK COLLEGE ORAL HISTORY PROJECT

National Public Radio (NPR) describes its popular StoryCorps project as “unscripted conversation between two people about what’s really important in life: love, loss, family, friendship.”

Add “triumph over adversity” to that list, and you’ve got the ideal formula for telling stories about the Landmark College experience, as seen through the eyes of our alumni, current students, families, faculty, and staff.

Inspired by NPR’s StoryCorps, three of us — Kathy Burris, research services librarian; Dorothy Osterholt, associate professor of education; and Rebecca Whitaker Matte, associate professor of education — helped the College embark on a new venture to preserve its history. We have all listened to StoryCorps for years, and in 2016, we joined forces to launch the Landmark College Oral History Project.

Our dream of having a mobile StoryCorps booth at the College’s 30th anniversary celebration in 2015 proved difficult. But a year later, technology advancements at LC’s radio station, WLMC, made it possible to conduct

interviews right on campus. And NPR now has an online capability for anyone to upload StoryCorps-style interviews, which are searchable by tags and keywords.

Robert McKee, a creative writing instructor known for his popular “Story Seminar,” says, “Storytelling is the most powerful way to put ideas into the world today.” The Oral History Project was constructed from this basic idea: that the stories of and from Landmark College are not only interesting, but important to tell. Through the simple process of storytelling, these unique views of teaching and learning offer significant insight into what it is like to learn differently, and the wisdom gained from doing so. We believe this project will illuminate the compassion, courage, and resilience that personify the true spirit of Landmark College.

With the assistance of WLMC staff and Tricia Stanley, associate director of alumni relations, the team initiated the first set of interviews in spring 2016. Founding faculty members Osterholt and Kathy D’Alessio, academic advisor and associate professor, captured what it was like to be part of Landmark College at the beginning. Their story



Amanda Reed '01 and Michael Macho '04



Kathy D'Alessio and Dorothy Osterholt



Austin Hunt '12 and Rebecca Matte



Theo van Roijen '00 and Sarah Holmes '01

reveals the hopes they had and their admiration for the students who arrived on campus in the fall of 1985. (Listen to their interview at landmark.edu/OralHistory.)

Multiple interviews between other members of the community followed. During Family and Alumni Weekend in September 2016, a mobile recording lab was set up to record stories. Interview pairs included current student Ethan Dowling and his mother, Merle, who talked about what it was like to grow up with a learning difference; and alumni and good friends **Theodora van Roijen '00** and **Sarah Holmes '01**, who remembered what it was like to be new students at Landmark College and how deeply they valued the advice and mentoring they received.

A moving account by **Ron Dantin '94** described what it was like to grow up with dyslexia before laws existed to protect students who learn differently. Subsequent interviews revealed additional dimensions of life before, during, and after Landmark.

We are excited to broaden the College's approach to capturing the stories embodied within our unique institution by having LC community members interview each other.

The goal is to hear, share, and archive the uniqueness of the Landmark College experience. All interviews will be added to the College Archives for use at events and in outreach, and will be vetted for inclusion on NPR's StoryCorps website.

The members of the Oral History Committee hope that these inspiring recordings will encourage other Landmark College community members to join in preserving their unique stories for listeners both on campus and around the nation. If you are interested in recording your story, we encourage you to contact us. Recordings can be done on campus or remotely.

LC Oral History Recordings

As of July 2017

Founding Faculty

Kathy D'Alessio and Dorothy "Dotti" Osterholt

Faculty/Alumni

Rebecca Matte and Austin Hunt '12

Dorothy "Dotti" Osterholt and Ron Dantin '94

Rebecca Matte and Andrea Frances Arnstein '96

Dorothy "Dotti" Osterholt and Arabella Devine '16

Alumni

Sarah Holmes '01 and Theodora van Roijen '00

Samantha Warren '11 and Alexandra "Ali" Williams '12

Michael Macho '04 and Amanda Reed '01

Family

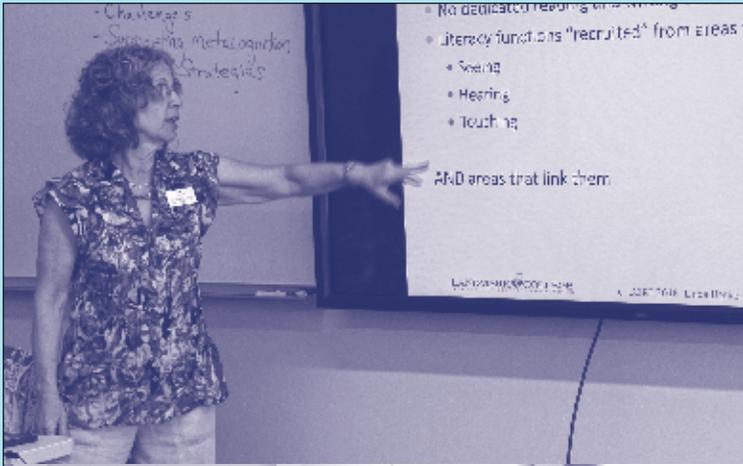
Merle Sue Gordon (mother) and Ethan Dowling (current LC student)

Faculty/Staff

Dorothy "Dotti" Osterholt and Kathy Burris

Ellen and John Wood

Please contact us at kathyburris@landmark.edu or dosterholt@landmark.edu.



SAYING GOODBYE BUT NEVER FORGETTING

By Madeline Bergstrom

At the end of this past academic year,
five Landmark College faculty members retired.

Their total years of service to the College? **142**

Their total impact on the lives of LC students? **Incalculable**



LINDA HECKER

"I've been here since the beginning," says Linda Hecker. "I've had almost every position possible in the academic program — from tutor to classroom teacher. I taught English, study skills, our first music courses. I taught **Chris Click '95** how to play recorder! In my second year, I became a supervisor of tutorials, because we doubled in size. I was the chair of the tutorial department, I was the director of advising, then I served as an academic dean for four years. I've been in LCIRT — which has gone by various names — since 1998."

When asked about the changes she's seen over her 32 years here, Hecker speaks about the many ways in which the College has improved. "Diversifying our student body from a focus on dyslexia to a real range. Adopting a universal design rather than a remedial mindset. Putting self-determination and self-advocacy front and center. Retaining our individual culture even as we move to being a little more mainstream. Celebrating cerebrodiversity as a virtue as opposed to serving people with disabilities."

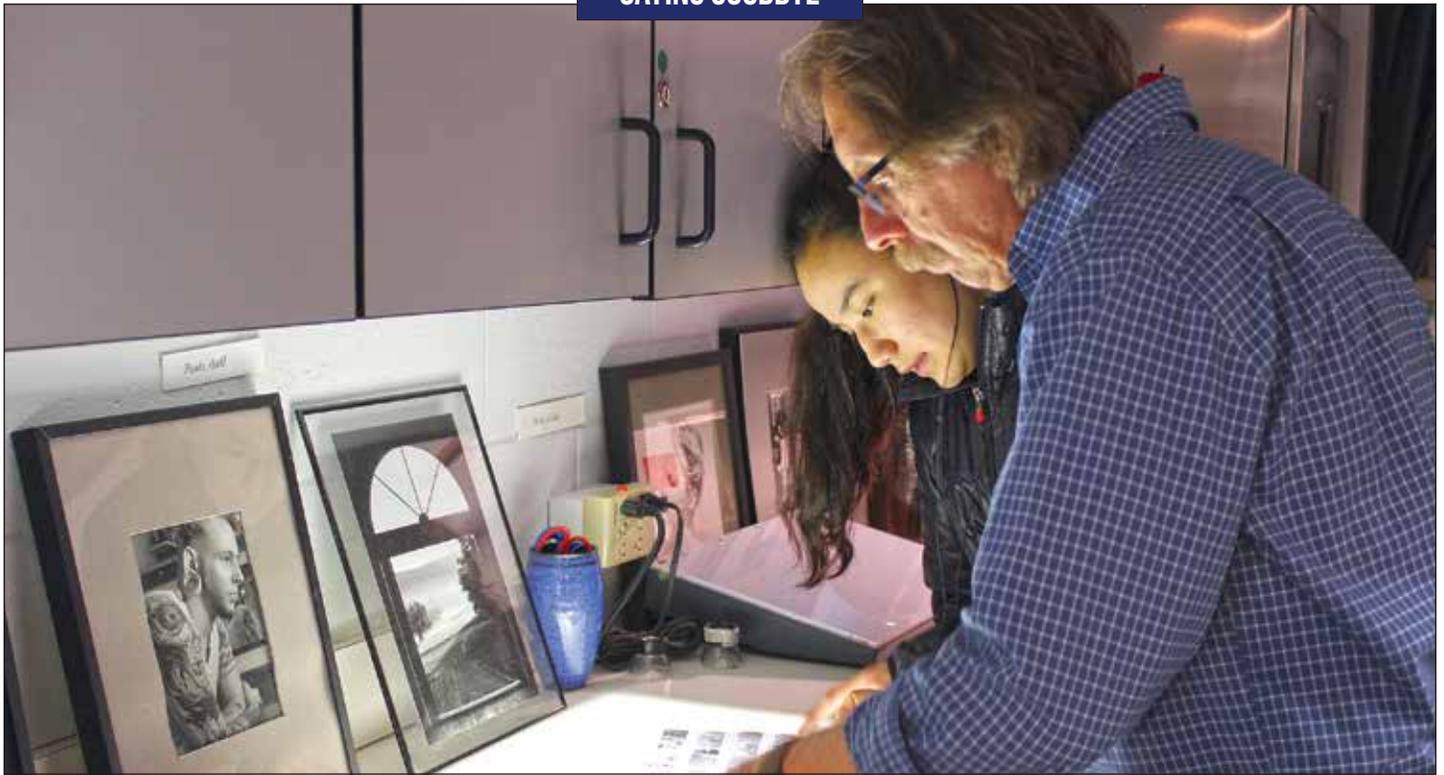
Yishay Garbasz '96 says of Hecker, "She is one of the people that taught me how to write at age 25. It was not an easy journey, to say the least. We became lifelong friends." **Desiree Lyles '97** writes, "Linda has always had my best interest [in mind], even today! Linda has always been the voice of the wise to me."

Dr. Manju Banerjee, LC's vice president for educational research and innovation, calls Hecker "a fabulous role model, a consummate professional, and a champion for students who learn differently," as well as "a walking, talking master notebook."

Never one to rest on her laurels, Hecker presented a new workshop at the 27th annual Landmark College Summer Institute in June, just days before her retirement.

"I'm excited," Hecker said this spring as she was planning the workshop. "In my last week at Landmark, I'll be doing something completely new."

Her retirement will likewise be a busy one. She and colleague Lynne Shea are writing a book about transitions for students with learning disabilities for The National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina. Hecker also plays both violin and viola, performing regularly with the Windham Orchestra, as well as with local choruses and opera companies.



TOM KOSIBA

“The instructor-student relationship has always been very intense, and I think that’s what makes Landmark Landmark: that strong relationship,” says Tom Kosiba, a founding Landmark College faculty member. “To really get to know students, learn what works for them, what doesn’t work for them: that’s what’s really kept me here — that opportunity to get involved with so many different students at a really direct level.”

Like most founding faculty members, Tom Kosiba began at Landmark College as a tutor. He soon developed a course on Critical Perspectives in International Relations, offering a structured approach to critical thinking skills. He taught that course for nearly 12 years.

An accomplished photographer, Kosiba was also a founding member of the Landmark College art program.

“I think the prevailing feeling at the beginning was that parents sent their children here to get their reading and writing skills, so the mindset was that the arts courses weren’t as important,” he recalls. “But once they allowed for arts courses and got a sense of what they could do for students, it really took off. Students want the tactile, the movement, the creative aspects, and all the other things that the arts can do.”

Kosiba praises the College’s new bachelor’s degree in studio arts. “It gives students an opportunity to spend four years here and focus more intensely with upper-level courses, and end up with a solid foundation in the arts.”

Fellow art professor and incoming department chair Christie Herbert describes Kosiba as “remarkably humble and skillful, and able to continually build things.” She adds, “Students have been contacting me for months about Tom and the impact that he’s had on them.”

One of those students is **Christine Tedesco ’00**, who took Introduction to Photography with Kosiba in 1999. “I now have my master of fine arts from Tufts,” says Tedesco. “I work at the Harvard Art Museums and have a studio in Somerville, Massachusetts. The arts have become my way of life. It is all because of Tom, who shared his passion for the art of photography with me many years ago.”

When asked what he plans to do next, Kosiba laughed. “I want to do something where I can get outside and out of the dark during the day, so maybe a night job,” he says. “I’ve been in the dark too long.” He also looks forward to devoting more time to his own photography.

“I think Tom represents the best of what allowed Landmark to get to where it is today,” says Herbert.



LESLE LEWIS

“Lesle was an unusually astute and caring mentor of mine during my time at Landmark,” says **Peter Cherney '07**, “as well as for 10 years afterward.” He continues, “I have much appreciated her willingness to promptly write and submit letters of recommendation for my applications to graduate programs; partly thanks to her letters, I am now enrolled in such a program.”

Lewis came to Landmark College in 1995, starting as a tutor who also taught one English class. Over the years, she has taught a variety of English classes and provided writing assistance in the Drake Center for Academic Support. “I’ve probably been in six different offices,” she says.

As much as the College has changed over the past 22 years, Lewis says, “What strikes me the most is what hasn’t changed: how hardworking the teachers are, how caring people are — both faculty and students — and how kind people are. Putting students first has always been the case.”

One change Lewis has witnessed up close is the increase in arts courses, both literary and visual. “The creative arts in general here have grown tremendously, and I think that’s been great for students,” she notes.

She was busy creating new teaching materials right up until the last days of her career at LC. “You can never

just rest on your laurels or do the same things over and over,” she said during an interview this spring. “I’m only six weeks from retiring, and I’m totally revamping my 1011 class, because I have to, for my students. One of the great things about teaching here is that you’re just learning how to teach all the time.”

Addressing Lewis at a May 2017 celebration for the five retirees, fellow English Department faculty member John Kipp said, “Your legacy lives in each student who you have taught, inspired, coached, and sometimes cajoled as they learned new ways to express themselves through their creative work.”

Lewis says she is looking forward to “a lot of writing” in her retirement, adding, “I’ve been writing pretty consistently, but I have a lot of writing projects I want to get to. It feels like a real gift to be able to do that full time.”

In his tribute, Cherney wrote, “Lesle is the rare professor who considers her best students friends for life, and she leaves Landmark with a legacy of commitment, intelligence, and poetic accomplishment that I believe to be unparalleled there.”



VIRGINIA SCHOLL

Virginia Scholl officially joined Landmark College in 1996, but she was already quite familiar with the campus, having taught dance here from 1976 to 1977, when the property belonged to Windham College. After Windham closed, she also ran a Waldorf preschool in the Fine Arts Building (FAB).

Scholl was initially hired by Landmark College primarily as a dance teacher. She also served as a tutor, including supervising guided studies (semester-long independent projects). She developed and taught two physical education courses, one focused on stress reduction and another, Movement for Learning, about how specific movements activate the brain.

Scholl reminisced about a student in his 40s with dyslexia who took Movement for Learning twice. In the spring semester, he told her that for the first time in his life, he was suddenly able to read, describing it as “breaking the code.” He credited that class with “helping those pieces come together,” Scholl says.

Another student for whom Scholl’s teaching was transformative is **Lida Winfield ’00**. She writes:

“Virginia Scholl taught me to read when I was in my early twenties. She was one of the first educators who saw me as a full person. She taught me to read through my body. We danced, moved, rolled, and walked my way into reading and spelling. Throughout the time that we worked together, few people were talking about kinesthetic learning or multiple

intelligence. She changed the way I saw myself and the possibilities of my life.”

Since the early 2000s, Scholl has served as an advisor, and she enjoyed interacting with the other advisors on her hall. “One thing I really love about Landmark is how collegial it is — the support that we all give each other,” she says.

In each phase of her career here, Scholl has had the opportunity to get to know her students well. “Giving us time to develop a one-to-one relationship with students has been very valuable, both for me and for students,” she says. “I’ve learned a lot about how students think, and about the uniqueness of every student.”

Advisor Patrice Nolan notes that in her work with students, Scholl “practiced mindfulness long before it became fashionable in society, especially higher education.” Chris Osgood, former head of advising at LC, says, “Virginia always saw the bright spot, even in the most challenging student.”

In retirement, Scholl plans to continue doing tai chi, working in her garden, serving on the board of Next Stage Arts in Putney, and spending time with her two-year-old granddaughter. She is also considering teaching a local class for older dancers.

“I’ve always felt at Landmark that I had a little niche,” she says. “It was of my own creation. I could make it my own and be creative with it.”



TOM TRENCHARD

Tom Trenchard's career at Landmark College almost started in 1986. "I was offered a job," he says, "but I decided to go to school to study conflict resolution and mediation instead." He worked in private practice for a while, and then Geoff Burgess, a Landmark College Communications Department faculty member, invited him to do a workshop on conflict resolution. The workshop led to a job offer from the late Dianne Wood, who chaired the department at the time.

"I had my second child coming. I thought for a few years it might be good to have that steady paycheck," Dr. Trenchard remembers. "That was 1992."

Recounting the same story, Burgess says, "My department chair turned to me and said, 'We've gotta hire this guy.'"

Dr. Trenchard began at Landmark College as a tutor and later became a member of the Communications faculty. Although he has seen many changes over the years, some things have stayed the same.

"Freedom to teach what I'm interested in doing — that has stayed constant, and I've really appreciated that," he says. "I've been able to develop courses and teach things that are within my interest and expertise." He taught one course, *Collaborative Negotiations*, for over 20 years.

Dr. Trenchard, who earned a master's degree in mediation and conflict studies and a Ph.D. in media and communications, initially focused his teaching on conflict resolution and later "branched out to other things as my interests grew."

Burgess had high praise for his longtime colleague and friend, noting that over the years, a number of students took every class that Dr. Trenchard offered. "It's like they minored in Tom Trenchard," Burgess says, recalling his doctoral dissertation title, *The Wilds of Conversation: Traversing the Dialogical Terrain of Rhetorical Territory*. "That's what all his classes are about, too," Burgess says. "Uncharted territory. It's all about thinking and engaging and interacting."

Dr. Trenchard may do some consulting and private practice work in retirement, as well as writing. A resident of Amherst, Massachusetts, he's looking forward to spending time closer to home.

As he prepared for retirement this spring, Dr. Trenchard began cleaning out his office. "It's sort of like archaeology, going through the years, seeing all these things, all this work that we've done over the years," he says. "So much has changed, but some things don't change. A commitment to teaching. The number of people who have been here so many years: That's a testimony to the College."

Enduring Legacies

By making a planned gift to the College and through his continued leadership involvement at LC, alumnus **Brett Himsworth '90** is making a difference today ... and tomorrow.



Brett was a guest speaker at LC's commencement ceremony in May 2015



Brett visited classes in spring 2017 and spoke with LC students, including (from left) Christopher Bojar, Alex McGee, and Drew Voss.

LANDMARK COLLEGE CHARLES DRAKE SOCIETY

Brett Himsworth '90 knows a lot about legacies. An active member of the Landmark College Board of Trustees, he returns to Putney as often as he can to participate in events and speak to current students about the lasting value of an LC education. A classroom visit last spring made a strong impression on at least one student.

Liza Burns, associate professor of communication and academic advisor, recently recounted the story of that student, who was on the verge of failing because he hadn't turned in his work on time. He made an emotional and impassioned plea to Burns for another chance, citing Brett's frank account of his own struggles — and failures — as an LC student. The student got another chance and finished the semester with a passing grade.

"Prior to coming to LC, I'd already been to three other colleges. My parents believed in me, but I didn't believe in myself."

Despite those failures and because of the support of others, Brett now successfully leads CentralEd, which provides consulting services to schools and libraries. He is a passionate supporter of Landmark College and is one of the founding members of the Charles Drake Legacy Society, created in 2016 for donors to make deferred gifts to the College through their wills or estate plans.

"Landmark College didn't fix me, but it did fix my life, as it has fixed so many other lives over more than three decades," he told graduates in May 2015, when he spoke at LC's commencement ceremony. "Landmark didn't make my dyslexia disappear, but it taught me how to live with it. Landmark taught me how to thrive with it."

Through a deferred gift, your contribution 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 and make a planned gift to Landmark College, please contact Ellen Smith, vice president for institutional advancement, at ellensmith@landmark.edu or 802-387-6870.

Visit landmark.edu/legacy for information and details.



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For more details, contact the
Office of Alumni Relations
802-387-6464
alumni@landmark.edu

Featured Events

- Finn's Fun Run
- Homecoming Celebration and BBQ Lunch
- Homecoming Ceremony at the New Charles Drake Athletic Field
- Homecoming Soccer Game and Alumni Tailgate
- Alumni Service Award Ceremony with Mentoring/Networking Brunch
- ...and more!