

Landmark College students

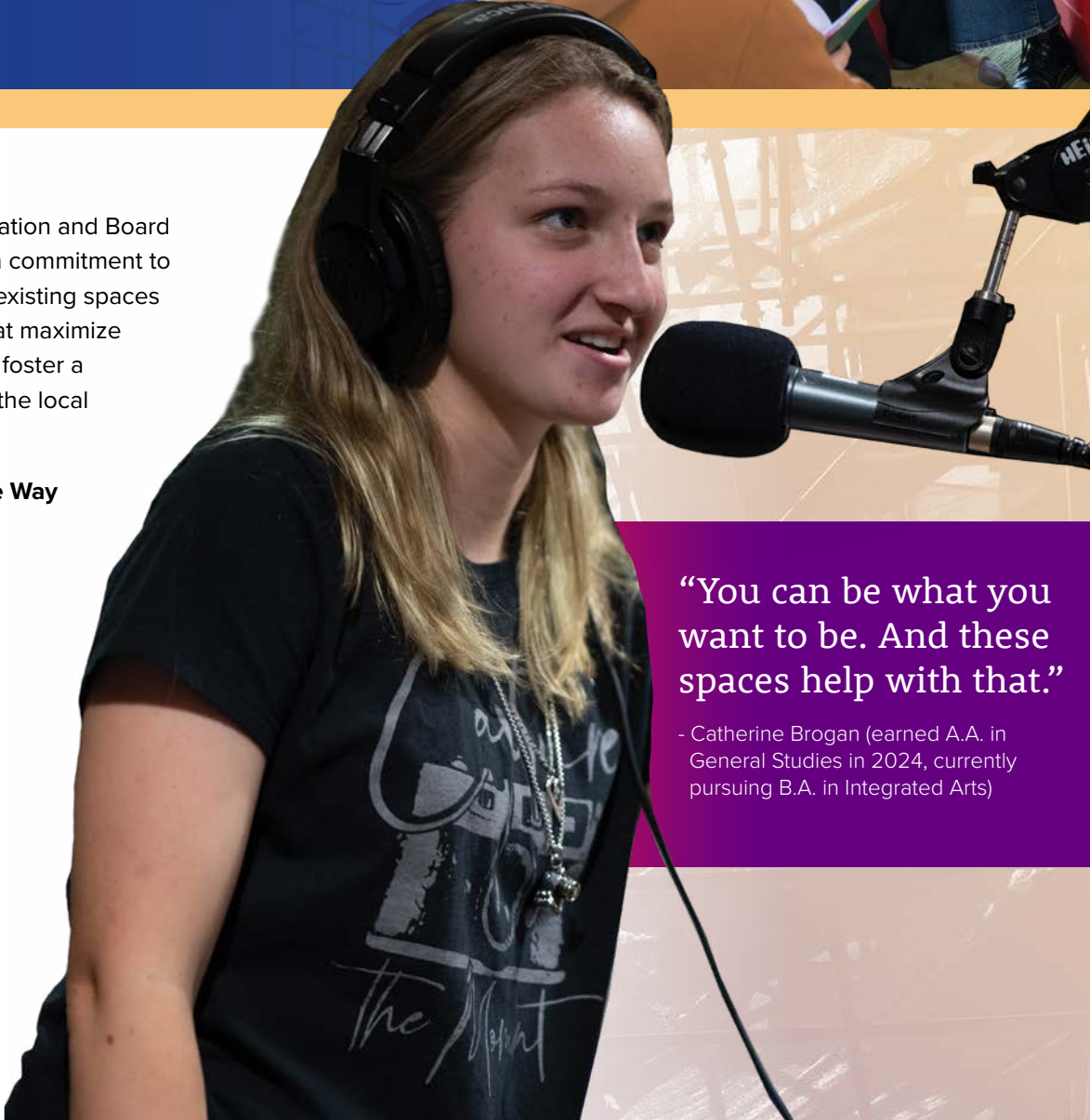
want—and deserve—neuroinclusive spaces.

In a series of listening sessions conducted in 2023-24, students made clear their desire for more spaces on campus that allowed them to further their academic studies, pursue their artistic and career interests, and engage with each other socially.

The Landmark College Administration and Board of Trustees has responded with a commitment to build new structures and retrofit existing spaces grounded in design principles that maximize the potential of our students and foster a culture of neuroinclusivity within the local community.

Building the Future: Leading the Way

is a capital campaign that strives to create physical manifestations of the Landmark College promise to “transform the way neurodivergent students experience learning, educators approach teaching, and society views education and neurodiversity.”



“You can be what you want to be. And these spaces help with that.”

- Catherine Brogan (earned A.A. in General Studies in 2024, currently pursuing B.A. in Integrated Arts)

We need your help!

In much the same way our comprehensive support model “scaffolds” students, your support for this campaign is foundational to our ability to carry this mission into the future.



“I have started to be a lot less shy around people and I’ve started making more friends.”

- from spring 2025 interview with Lukas Pelletier '25, B.A. in Communication and Entrepreneurial Leadership



“I felt like I could finally see clearly for once and actually have genuine friendships. After years of not actually having that and finally being able to feel what it was like, it was one of the best experiences I’ve ever had in my life.”

- Will Weinlaeder '24, BA in Communications and Entrepreneurial Leadership, currently working in Landmark’s Department of Social Pragmatics Programs and Services

Neuroinclusive design is a human-centered, transformative approach.

Your gifts will increase the flexibility of the College's public spaces, enabling them to adapt and cater to the work styles and preferences of our learners. These new and newly renovated environments can help facilitate the transition for Landmark College students following graduation by:

- Increasing participation in a wider range of social activities
- Reducing anxiety brought on by environmental conditions
- Expanding opportunities for career exploration

By supporting **Building the Future: Leading the Way**, you are investing in students who will be more confident and connected as they move forward on their journey and pursue their goals and dreams.



“Landmark was an inflection point for me to change my personal story from an illness, or something to overcome, to rather learning how to work with my dyslexia. It changed my narrative of what it means to be dyslexic – it was an environment that celebrated difference. That made me comfortable enough to celebrate my own learning difference.”

- Dylan Sullivan '24 works as a neurodiversity liaison and student success specialist at the University of Maine at Augusta and was recently appointed to the Board of Directors of the National Center for Learning Disabilities (NCLD), the leading disability rights organization focusing on learning differences.



“There’s just a lot of caring and kindness here I don’t think I could find elsewhere.”

- Alicia Decoff '25, BA in Integrated Arts, currently working as an Assistant in Landmark’s Drake Center

Building the Future: Leading the Way

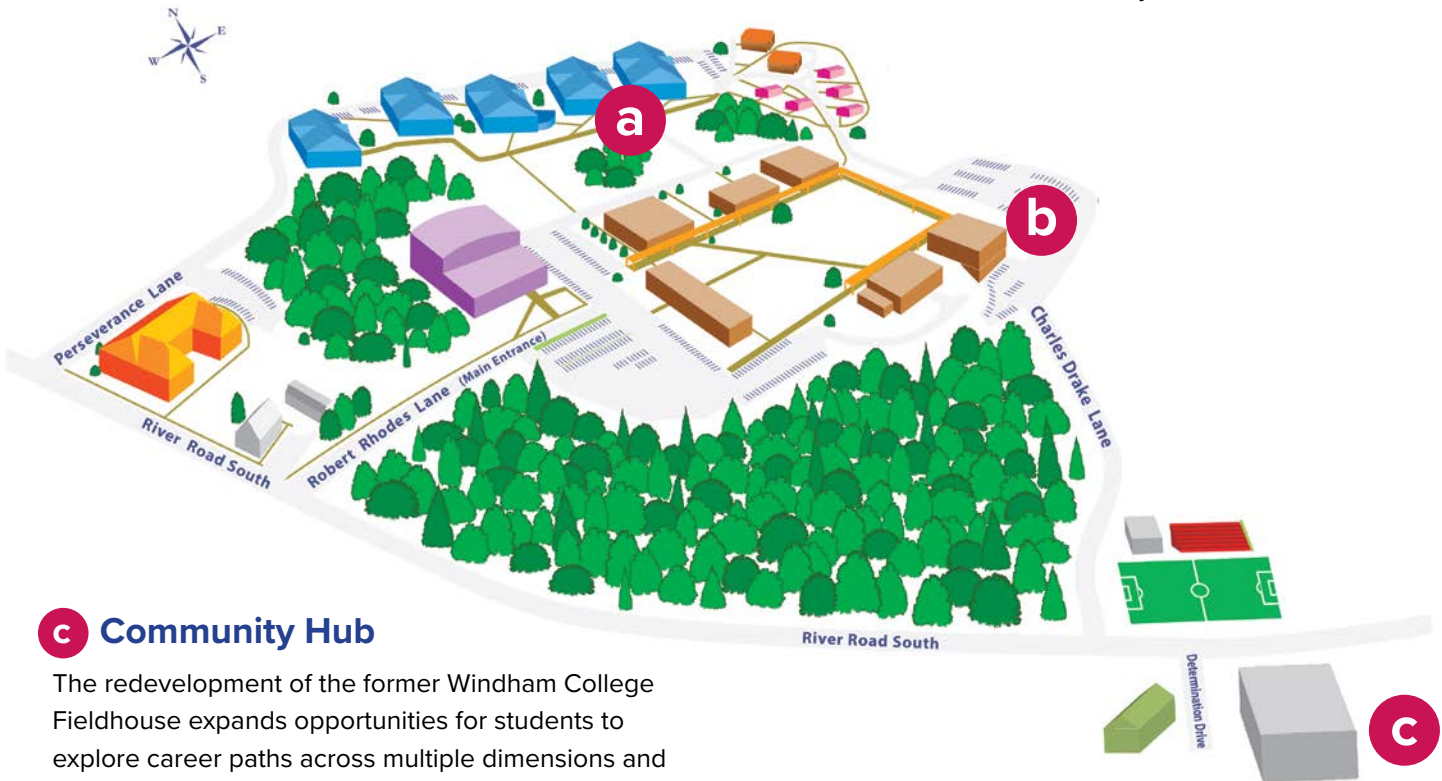
provides the resources for three key initiatives that strives to transform the campus into one that’s intentionally designed to support neurodivergent learners in reaching their academic and social potential.

a Upper Campus Commons

The first new building project in a decade, the Upper Campus Commons will serve as a “living room,” open 24/7 for solitary activity, informal gatherings or organized activities.

b Fine Arts Building (FAB)

Focusing on the performing arts, a renovated FAB supports the growth of the College’s music and theater programs, and increases opportunities for participation by members of the local community.



c Community Hub

The redevelopment of the former Windham College Fieldhouse expands opportunities for students to explore career paths across multiple dimensions and build relationships with our neighbors in Putney and the surrounding area.

Learn more about each of these initiatives in the provided inserts.

Setting new standards for accessibility.

At Landmark, accessibility and neuroinclusivity are interconnected concepts that aim to create environments and systems that are inclusive of individuals with neurodivergent needs. This proactive approach is grounded in neuroscience and social research, recognizing that every learner is unique and may require different methods of engagement and representation to succeed. While the Americans with Disabilities Act (ADA) emphasizes minimum levels of physical accessibility, your support for the **Building the Future: Leading the Way** campaign will help us to pair physical accommodations with intellectual, educational, and social access, transforming spaces in our existing buildings so that, they too, will be active contributors to the success of our students.

Please make a gift that provides students with the spaces and structures they need to succeed at Landmark College and equips them with the knowledge and tools to help make society a more welcoming place for all neurodivergent individuals.

“I’ve grown in ways I never thought I could, and I’ve learned more about myself than I ever thought I would. Landmark has changed so many lives besides mine and my hope is to see this community continue to thrive beyond my time as a student. This campus has been home to almost four decades worth of neurodivergent students, and as the student body continues to grow, it is evident the world still needs a home like Landmark.”

- commencement ceremony remarks from Leon Premru '24, B.A. in Psychology



“We’re deeply honored to not only invest in this transformative initiative, but to serve as Co-Chairs of the campaign for the College. The new building and renovations are designed with intention—to create inclusive and empowering spaces where neurodivergent students can thrive. This is more than a construction project; it’s a commitment to access and belonging. We invite you to join us in building a future where every student feels seen, supported, and set up for success.”

- Landmark Trustee Linda Kaboolian and Harold Nahigian, parents of Jessica Nahigian '11

Community Hub



The redevelopment of the recently acquired Windham College Fieldhouse into a Community Hub will allow us to create a set of spaces intentionally designed to foster the growth and development of Landmark students across multiple dimensions of their identities.

The new art studios and makerspaces will support the College's academic offerings, but they will also provide space for the student artists and others from the local community to pursue their own creative activities. These

kinds of spaces promote multidisciplinary thinking and learning for people who learn best by doing.

In addition to these spaces, the Community Hub can support student-run businesses, providing hands-on learning connected to academic programs or career development.

These activities will also foster greater connection between the Landmark and Putney/Windham County communities.



“Creating art in the current iteration of FAB has always been about what isn’t there—such as having the space for a painting studio that doesn’t cramp students into a small space and limit class sizes, or to let students mix glazes or build giant sculptures, or for art majors to be able to have their own studio spaces to store their supplies and develop their capstone projects. If building community is at the heart of both Landmark and art, then creating a space that intentionally brings people together for both purposes would surely help make this happen.”

- Christie Herbert, Professor Emeritus of Integrated Arts



Key Points:

- Consolidate art studios and makerspaces in new spaces with proper ventilation.
- Create opportunities for career development and multidisciplinary learning.
- Enhance connectedness of Landmark College with the surrounding communities.

Contact advancement@landmark.edu or call 802-387-6734 for more information.

Upper Campus Commons

Intentionally designed to facilitate structured and informal social skills development



The design of the Upper Campus Commons grew out of listening sessions with students about what kinds of improvements they would like to see on campus. It will be the first entirely new building at Landmark College since the completion of the Nicole Goodner MacFarlane Science, Technology & Innovation Center in 2015.

Sited at the top of the pathway between the Library and Stone Hall, the Upper Campus Commons will serve as a “campus living room,” open 24 hours a day, 7 days a week for students to engage in solitary activity in proximity to others, gather informally in small groups, or join with fellow students for organized social activity and other programming. Additionally, its flexible design accommodates

a variety of activities from welcome sessions, to lectures and presentations, receptions and meals.

Two “club rooms” can be reserved for use by student clubs or organizations and can also serve as group study space when not reserved. The current Coffee House in Stone Hall will also be renovated to create a third, larger “club room” space. Food and beverages will be available from high-end vending machines.

A large plaza in front of the building, with an unobstructed view to the southwest, will provide significant space for outdoor programming either separate from or in conjunction with activities taking place in the building. There is also a small courtyard located behind the entryway that connects the Upper Campus Commons to Stone Hall.

Upper Campus Commons – A contemporary space built for Landmark College’s future

Created by the same architect who designed the MacFarlane Science Center, Fradkin Cooper Architects drafted the plans for the Upper Campus Commons. Visually, the Upper Campus Commons will similarly echo the midcentury design of lower campus, with its flat roof and strong vertical elements. As such, the building and exterior plaza will serve as a transitional space from the lower campus’s primarily public and academic spaces to the upper campus’s primarily private, residential spaces.

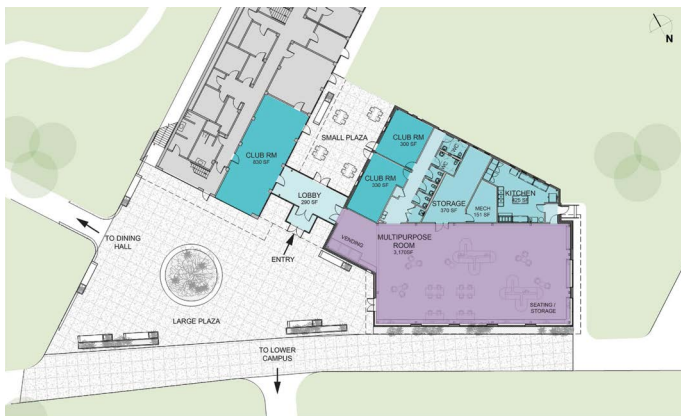
Landmark College students will continue to be involved in decision-making about the interior finishes and furnishings of the Upper Campus Commons. And the lessons and insights learned through this project will be applied to future capital project, as we accelerate the physical transformation of spaces from Windham College to meet our needs.



Bird's-eye View



Interior View



Proposed Floor Plan

Key Points:

- The design for the Upper Campus Commons grew directly out of input that current students provided about their needs.
- The Upper Campus Commons will provide a set of flexible, multipurpose spaces of a size and functionality not currently available on campus, and are readily accessible from the residence halls.
- It will serve as a showcase for neuroinclusive design for those that are interested in or committed to developing spaces using these principles.

“The UCC will allow the night owl students a place to work, hang out, and have a place to acquire food when the cafeteria and Fireside Café are closed. The space was designed by the same architect who did the STEM building, so we know there is an understanding of accessible design, as well as the vibe that is so important to the Landmark College community.”

- Yar Deng '23, Bachelor of Science in Life Science

The Fine Arts Building

Renovating for inclusivity and clarity of purpose



The Fine Arts Building (FAB) was not part of Landmark College’s original footprint when it purchased the campus in 1983. Once it was acquired, however, the FAB quickly became home for several disciplines it was not designed to accommodate, including visual art studios and science labs.

While construction of the Nicole Goodner MacFarlane Center for Science, Technology and Innovation in 2015 alleviated the science-related pressures, the FAB does not adequately support the range of artistic endeavors pursued by today’s students. For example, use of oil paint is not permitted in the painting studio because of the ventilation system.

What’s more, the FAB’s original pre-ADA design resulted in severe accessibility issues. The structure has 12 elevation changes across its four floors. Its original elevator is a service/freight elevator providing access solely to spaces associated with back-of-house Greenhoe Theater functions.

All of the awkward retrofitting has also stripped the FAB of some of its aesthetic appeal. A series of skylights, similar to those found on other academic buildings on lower campus, had been covered along with other original design features on the exterior.



The fall 2024 acquisition of the original Windham College Fieldhouse (located at 78 River Road across from the Charles Drake Soccer Field) offers an opportunity to address the fundamental limitations of the FAB. With a footprint of 30,000 square feet, this facility provides flexibility to develop new visual art studios and maker spaces.

Such a refinement of the FAB's programmatic load allows Landmark College to restore the FAB to its original purpose as a performance center, housing the College's theater and music programs, as well as providing classroom space for various non-studio art courses.

This project further enables us to address accessibility issues in the FAB by opening an interior pathway for an elevator that reaches all levels. It will also facilitate restoring the original exterior design of the building, including recovering the skylights as a feature on the upper floor.

Key Points:

- Expand opportunities for students to explore music, visual and performing arts.
- Incorporate interior elevator that will provide access to all of the spaces in the building.
- Remove over-built roof to restore the original skylight design.

"I'd love to do more theater productions. Some of my friends told me it was one of those moments when they felt the entire campus came together around something. Anytime we have something special like that, I think we should be able to do it more."

- Grace Nelson, currently pursuing a bachelor's degree in Integrated Arts



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