CONNECT
SALT CENTER JOURNAL 2016
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GREETINGS FROM TUCSON, ARIZONA!

I’m pleased to welcome you to this year’s SALT Center Journal. We have several noteworthy updates to share with you, as well as some exciting plans for the future.

As many of you know, one of our major projects for the year was the renovation and expansion of our home, the Patricia A. Bartlett Building. I am happy to announce that construction is complete! Our students and team have already begun to congregate and enjoy the furniture in the new Student Lounge and explore our state-of-the-art educational technology. This edition of the Journal shares our plan for how students, tutors, and colleagues are going to use these enhancements to stay connected with the SALT Center.

I am also delighted to share that we will welcome a Faculty Fellow, Lisa Elfring, to the SALT Center this year, which will allow students to interact with a friendly member of our UA community who is committed to their success.

Lastly, our newly-formed SALT Center Alumni Board has grown significantly over the past few months. Many of these board members participated in our first annual Alumni Panel by sharing personal stories about their life and careers since graduation. They are a true testament to the good work the SALT Center team has done for more than three decades.

Our students, families, friends, and alumni are more eager to connect with us than ever before. I hope that you take a moment to read their stories and be inspired to stay connected with us during the coming academic year and well into the future.

Warmest regards,

Rudy M. Molina, Jr.
We are thrilled to be back in our home, the Patricia A. Bartlett Building. The renovation of our space would not have been possible without the generosity of our dedicated friends, particularly Patricia and Bruce Bartlett, along with the flexibility and support of our architects, contractors, campus colleagues, team, students, and families. Thank you to everyone who had a hand in making this project such a triumph.

Our benefactors, Patricia and Bruce Bartlett, have seen us grow throughout their 12-year relationship with our program. As they watched our enrollment increase and our space decrease, Pat said they felt compelled to do something that would enhance the way we deliver academic support to our students:

“Supporting the SALT Center gives us great satisfaction because we see the immediate results of our philanthropy. Nowhere else have we witnessed this kind of enthusiasm for student support and success.”

We were fortunate to have Gould Evans, architects of record, bring our vision for our renovated space to life. Working alongside JWR Burkel Construction, they said this project was unique: “It gives us such an amazing feeling to know that the spaces we create will have a positive impact on both students and team members at the SALT Center.”

Our new and improved spaces are providing incredible enhancements to our services. Students are already enjoying the new communal areas and educational technology. Student, Greg Merkel, says that the expanded tutoring space has made the biggest difference for him:

“With the increased space for tutoring appointments and studying, I will be able to utilize services more productively than in the past.”
The tutoring team has gained more than twice the square footage that they were operating in before, and they have been taking full advantage of the flexibility of our renovated tutoring areas. Tutor, Laura Barajas, says she loves the thoughtful layout of the Math & Science Lab:

“Students can work independently at single desks, or at the lab tables close to a tutor. It’s also convenient to have many resources close by, such as textbooks and the floor-to-ceiling whiteboard.”

We look forward to an exciting first semester in our new space, as well as many fruitful years to come.

THANK YOU

We would like to thank the programs in Bear Down Gym, UA Hillel, the Science and Engineering Library, Arid Lands, and the Office of Undergraduate Admissions at Old Main for opening their doors to our students and our team during construction.

More photos of our new space will soon be uploaded to our website, salt.arizona.edu.
MARTI
A fictitious composite representing many students enrolled in the SALT Center.

MAJOR
Undecided, Sophomore

CHALLENGES:
ADHD, Memory

STRENGTHS
Math, Science

LEARNING STYLE
Visual, Kinesthetic

1. TECH BAR
This piece features individual productivity stations for connecting laptops to large-screen monitors.

2. LABS (MATH & SCIENCE and WRITER’S)
Drop-in or schedule an appointment in the Baer Family Writer’s Lab or the Math & Science Lab for assistance with math and math-based science courses, as well as writing assignment across the curriculum.

3. CLASSROOM
This room provides instructional space with shared screen technology via group collaboration stations and a giant projector display.

4. STUDENT LOUNGE
This space offers comfortable, modular furniture designed to help students relax.
At the SALT Center, we understand that not all students learn in the same way. Our program uses a distinctive approach to academic support strategies that incorporates multiple learning modalities. The use of these customized techniques enhances a student’s strengths and addresses their academic challenges (Weimer, 2014). For example, if a student’s preferred learning style is visual rather than auditory or kinesthetic, we can model visual methods that they can adapt to their learning environment. Educational Technology at the SALT Center is one enhancement we use to empower college students to engage with their studies through interaction, motion, touch, sight, sound, and collaboration. In order to learn more about this technology, let’s follow Marti through a typical day at the SALT Center as she uses our services.

MARTI ROLLS UP TO THE PATRICIA A. BARTLETT BUILDING AND HOPS OFF OF HER LONGBOARD.

**STOP 1: TECH BAR**
Marti takes a seat at the Tech Bar, where she connects her laptop to a large-screen monitor. A Tech Coach shows her how she can display her research paper on the large screen and a reference article on her laptop simultaneously. Working with the screens side by side, Marti finds it much easier to paraphrase and pull quotes directly into her draft.

**STOP 2: MATH & SCIENCE LAB**
Marti enters the Math & Science Lab for some help with her physics course. She and a tutor work together on a large, interactive touch screen. The integration of tactile manipulation and large graphics strengthens Marti’s ability to focus and to conceptualize the laws of motion.

**STOP 3: CLASSROOM**
Marti walks into the classroom for a workshop on study techniques. The presenter demonstrates memory strategies on a giant projector screen and asks the attendees to create examples in groups. Marti shares her laptop screen to the projector display at her table and creates a visual mind map filled with idea bubbles. The group adds vivid images to the ideas and arranges the bubbles in a memorable order. The presenter is impressed with their work, and wirelessly shares their example by sending the image from their group screen to the large projector display at the front of the room.

**STOP 4: STUDENT LOUNGE**
After the workshop, Marti sinks into a comfortable chair in the Student Lounge and plugs her laptop into the charging station. She chats with the nearby Faculty Fellow, Dr. Lisa Elfring, about her passion for cars. Lisa tells her about a racing club on campus. Excited about the news, she runs upstairs to leave a note on the door of her Strategic Learning Specialist so that they can discuss it during their next appointment.

For more information about Educational Technology at the SALT Center, visit salt.arizona.edu/edtech.

The SALT Center is more than a great place to get help with your studies. A number of our enrolled students also participate in leadership opportunities through our Ambassador and Tech Coaching programs. SALT Center Student Ambassador, Adam Rozansky, and Tech Coach, Joey Chandler, open up about what it’s like to be a student employee at the SALT Center.

ADAM ROZANSKY
SENIOR MAJORING IN FINANCE AT THE ELLER COLLEGE OF MANAGEMENT

Adam Rozansky knew that college would not be easy, but he didn’t let his learning challenges stand in the way of success. Taking a “gap year” after high school, Adam lived abroad in Israel, where he gained diverse experiences interacting with Russian and African refugees, and gave tours to American groups.

These experiences undoubtedly contributed to Adam’s success as a SALT Center Student Ambassador. Ambassadors work with the Admissions Team to help prospective students and families get acquainted with our program. Adam displays a true comfort communicating with people, and he loves sharing what the SALT Center can do for students who learn differently. His favorite part about being a SALT Center Ambassador is being an advocate for students with learning challenges:

“I like being able to prove to parents and prospective students that you can be successful, no matter the obstacles that may be in your way.”

Whether he’s speaking at a weekly “Taste of SALT” event, leading tours of our space, or representing the SALT Center at recruitment events, Adam enjoys meeting families from all over the country. While Adam loves his work as an Ambassador, and is excited to show off the newly renovated Patricia A. Bartlett building, he has other interests, as well. In his spare time, Adam enjoys cooking, and admits that his love of being with people is reflected in the way that he cooks. His passion for wine will be well-utilized as he becomes president of the UA Wine Club this fall.
JOEY CHANDLER
SENIOR MAJORING IN GENERAL STUDIES, WITH AN EMPHASIS IN ECONOMY & INDUSTRY, IN THE COLLEGE OF LETTERS, ARTS, & SCIENCES

The warm and inviting Tucson climate, top-rated academics, and resources offered by the SALT Center are just a few things that attracted Joey Chandler to the University of Arizona. Originally from California, Joey has been working as a SALT Center Tech Coach for the past two years, providing an invaluable service to his fellow students.

SALT Center Tech Coaches help other enrolled students take advantage of educational technology at the SALT Center, as well as show them how to navigate commonly used hardware and software at the UA. They are available by appointment, or during drop-in hours. Joey can often be found patiently demonstrating how to use platforms such as D2L, Blackboard, Pearson, and other websites. Additionally, he helps students with more involved assistive technology, such as text-to-speech applications and note-taking aids.

A highlight of his position as a Tech Coach is knowing that his help with software and applications gives other students the confidence to be successful:

“I enjoy running into students that I have had a consultation with in the past and [learning that they achieved] success because of a program that I showed them.”

Outside of the SALT Center, Joey’s favorite pastimes include using his technical skills to build and customize his own computer, and visiting the campus rec center to stay fit.

JOIN THE TEAM

We are so proud of all of our Student Ambassadors and Tech Coaches. Keep up the great work!

If you are interested in becoming a Student Ambassador or a Tech Coach, talk with your Strategic Learning Specialist to learn how you can get involved.
This past February, the SALT Center hosted the first annual Alumni Panel, which brought together program alumni, staff, and enrolled students in order to discuss the joys and challenges of transitioning from college to career.

This event was inspired by an observation from last year’s Scholarship Luncheon. At the luncheon, our keynote speakers, who happened to be SALT Center alumni, shared details about managing their learning and attention challenges in a professional setting. After the event, students lingered for over an hour, eager to ask our speakers questions about their experiences. It was clear that their perspectives were highly valued. This obvious thirst for post-college insight gave rise to the alumni panel concept.

An enthusiastic committee of SALT Center staff identified possible participants and determined an event format. Because responses to join the panel were uncertain, regional alumni were tapped for this pilot event. Strategic Learning Specialists recommended participants who resided in Tucson, or who lived within driving distance. Even though these alumni knew they would be volunteering their time and covering their own travel expenses, affirmative replies were swift and expressions of excitement were plentiful.

The event started with a brief introduction of each panelist, followed by questions from attendees. Ten alumni, with careers in business, civil and mechanical engineering, technology, and hospitality, shared life and work experiences with approximately ninety attendees. Rose Audretsch, a Strategic Learning Specialist who recommended many of the panelists, was impressed:

“Panelists took the opportunity to provide information very seriously; they wanted to impart useful knowledge. They shared their energy, time, and personal experiences, [including struggles and accomplishments].”

Jennifer Hansen, Strategic Learning Specialist, observed that the audience was deeply engaged:

“It was clear that students who attended were absorbed in what the panelists shared.”
After the formal panel session ended, alumni stayed to talk with students individually. Attendee and SALT Center Student Ambassador, Grant Bevel, was inspired to learn about the challenges faced by our alumni throughout their careers, as well as the way they leveraged the strategies they learned at the SALT Center on a daily basis:

“I really appreciated that they took time out of their lives to come and give back.”

Panelists also found the experience very rewarding. They enjoyed sharing their wisdom with enrolled students, as well as the opportunity to connect and network with one another and the SALT Center team. Morgan Barrick, Class of 2014, was moved by the awesome impact of our program:

“It is truly inspiring to see how much SALT Center students and alumni are motivated to succeed.”

Emily Pendleton, Class of 2002, expressed her gratitude for being asked to participate in the event:

“Thank you for the opportunity to speak to students, share my success, and share my opinions for their future.”

Based on the reactions from panelists, students, and staff, the Alumni Panel was an extremely valuable experience that we look forward to hosting again next year. In fact, the deep desire of our alumni to connect with and support our students prompted us to create a new Alumni Board, which we will continue to develop in the coming months. We are indebted to our alumni panelists for volunteering their time, expertise, and travel expenses, and for validating the important role the SALT Center has in facilitating relationships beyond graduation.

THANK YOU TO OUR 2016 ALUMNI PANELISTS:

MORGAN BARRICK | ’14
BENJAMIN BARTLETT | ’10
SHAUN BROWN | ’09
RAMON GAANDERSE | ’01
MORGAN MARCHETTI | ’15
JR MARRIOTT | ’95
SEAN MAZANEC | ’06
ARMANDO MEMBRILA | ’08
EMILY PENDLETON | ’02
LAUREN TRATTNER | ’95

WE’D LOVE TO HEAR FROM YOU!

We are developing new ways for alumni to engage with our students and our program.

If you are an alumnus who is interested in getting involved with the SALT Center, please complete and return the enclosed Stay Connected card, or submit it electronically at: salt.arizona.edu/stay-connected.
This fall, the SALT Center will welcome Dr. Lisa Elfring, Associate Professor of Molecular and Cellular Biology, as our new Faculty Fellow. Lisa is eager to engage with students, faculty, and staff from other disciplines to learn more about their experiences and challenges. She also looks forward to expanding her own knowledge and understanding of how students learn.

Q&A

WHAT IS THE UA FACULTY FELLOWS PROGRAM?

A group of 45 UA faculty dedicated to promoting student engagement and success by creating a supportive environment on campus.
Lisa came to the UA about 18 years ago to help with a program designed to support those teaching biology to K-12 students. She knew early on that her career would not keep to a traditional trajectory. Unlike other faculty, she does not have an active research program—she is here to teach, to support those who teach, and to discover how students learn best. Currently, Lisa teaches Introductory Biology, MCB 181, and Biology Teaching Methods.

Lisa became interested in the Faculty Fellows program because of the opportunity it would afford her to have more one-on-one interaction with students: “Sometimes the University feels too big. This is a new opportunity to engage with students.” She was drawn to the idea of connecting with students, as well as exploring skills that will increase their success:

“Students tend to be anonymous. The program [allows] students to be in a supportive community so that they can be stretched and challenged.”

Lisa credits a few of her own teachers with inspiring her current pedagogy: “I had some very supportive elementary teachers that went beyond teaching to identify who I was and really know me. They could see what was different about me and nurtured that. It was empowering to have my 4th grade teacher tell me, ‘No one else does this better than you do, so what if we give you things to do that you might enjoy and succeed at more than anyone else?’”

Lisa’s favorite thing about teaching is getting to know and work with students as they grow. She enjoys watching students go through the learning process, making connections and increasing their ability to put ideas together. Because she teaches predominantly large classes of 350-450 students, she occasionally does activities to help demystify complex concepts: “We use these really big words and talk about complicated systems. I really like doing activities that help the student to learn...it’s all about helping students connect the words to the actual process or structure.”

When asked what was important for others to know about her personally, she said,

“I like the light hearted things. I feel you have to have fun in what you do. When you have fun on the job, those you work with will also have fun. It’s important to have enjoyment in the things you do on a daily basis.”

Some of her favorite things to do to recharge include reading, spending time with her kids, and having family down time. She also loves Mexican food, short fiction works by Neal Gaiman, jazz music and Led Zeppelin, varying shades of the color blue, Bugs Bunny, “because he’s sassy,” and camping off the beaten path in the mountains. Be sure to say “Hello!” when you see her in the Student Lounge at the SALT Center.

To learn more about the UA Faculty Fellows Program, visit: saem-aiss.arizona.edu/sr-vp/faculty-programs/faculty-fellows

THANK YOU

We would like to thank Mike Litwin and his family for sponsoring our Faculty Fellow this year.
The SALT Center gratefully acknowledges the generous contributions of the following friends from July 2015 to June 2016. We are fortunate to receive these expressions of respect and appreciation. Your gifts make it possible for us to provide exceptional academic support to hundreds of UA students every year.
LEGEND

Red indicates members of our Director’s Circle, a leadership group dedicated to enhancing the mission and values of the department by providing an annual gift of $2,000 or more in unrestricted funding to the SALT Center. To learn more, visit salt.arizona.edu/give.

Italics indicate Legacy Donors who have given to the SALT Center for three consecutive years or more.

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Since its inception in 1980, the SALT Center has become the global leader in comprehensive academic support for college students who learn differently. For over 36 years, we’ve helped thousands of Wildcats with learning and attention challenges achieve academic success.

Developing a vibrant community that evolves with the changing needs of our students requires innovative programming and a highly qualified professional team. As a non-profit that does not receive funding from the state or the university, the SALT Center covers our operational costs by charging a fee for services.

The SALT Center fee is our primary source of revenue, and is only increased when necessary to cover rising personnel and building maintenance costs. However, it can discourage some students from applying, as well as limit our capacity for innovation and growth.

This is why we are so grateful to the generous friends of our program. Year after year, they support our efforts by giving to scholarships, programs and services, professional development, and other initiatives.

Thank you for your generous support!

**TOTAL DOLLARS DONATED TO THE SALT CENTER FROM 2015-2016 AND THEIR ALLOCATION:**

$216,090

- **Legacy Scholarship Endowment** $36,000
- **Other Scholarships** $38,826
- **Health & Wellness Fund** $20,000
- **Building Expansion** $20,735
- **Strategic Professional Development Fund** $3,425
- **Unrestricted Fund** $97,104

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Thank you for your generous support!
We are making great strides with SALT Center Tomorrow, the five-year fundraising campaign that will help us build the future of our program. To accomplish this, we are focusing on three key initiatives: Innovation, Access, and Space.

We are thrilled to announce that we have reached our goal for the Gift of Space. Thank you to everyone who contributed to the SALT Center Expansion Project! We now shift our focus to our other two initiatives:

**INNOVATION**
At the SALT Center, we believe that innovation starts with our people. To that end, we established the Strategic Professional Development Fund, which will allow our team members to access the professional certifications, field-specific endorsements, and training they need in order to provide the highest level of service to our students.

**ACCESS**
In addition to maintaining a stellar professional team, we also want to ensure that all students have access to our services. With the help of our generous friends, we established the Legacy Scholarship Endowment, which covers all SALT Center fees for qualified students throughout their tenure in our program. We want to grow this endowment so that we can offer it to more students each year.

**HOW TO GIVE**
Please consider joining us as we work to meet these goals by contributing to the Strategic Professional Development Fund or the Legacy Scholarship Endowment.

Your contributions are life-changing for UA students who learn differently.

- To make a contribution online, visit salt.arizona.edu/give.
- If you prefer to mail a check, please complete the enclosed “Stay Connected” card and return it to us, along with your gift, in the envelope provided (checks should be made payable to the UA Foundation).
- If you are interested in learning more about giving opportunities at the SALT Center, please contact Hilary Cummins: (520) 626-7656, hilaryn@email.arizona.edu.
Rest. Relaxation. Rejuvenation. From a holistic view, self-care and the ability to pursue interests and activities outside of work or the classroom enable us to feel balanced and healthy. We asked the SALT Center team to share how they recharge when they’re not on campus.

**OUR TEAM**

**SELF-CARE TIPS FROM THE SALT CENTER TEAM**

by Jennifer Hansen

KIMBERLY PELLEGRINI  
GRADUATE ASSISTANT  
“Rock climbing provides the perfect avenue to get out of my own head and focus on what is in front of me.”

EMILY BUSHOUSE  
STRATEGIC LEARNING SPECIALIST  
“I enjoy running, hiking, getting plenty of sleep, playing board games, doing art and craft projects, watching movies, and listening to music.”

MAX JACKSON  
COORDINATOR, ADMISSIONS & NEW STUDENT ENROLLMENT  
“I recently adopted my dog, Lucky, and I spend much of my free time walking and caring for him.”

CAROLINE RAGANO  
STRATEGIC LEARNING SPECIALIST  
“Playing my guitar is a wonderful way to unwind, relax, and connect with nature.”

PAUL BASTEDO  
COORDINATOR, STUDENT PROGRAMS & SERVICES  
“I like to play a lot of golf.”

AMY DREWEATT  
STRATEGIC LEARNING SPECIALIST  
“I am a big nature lover and find a sense of calm by viewing the breathtaking sunsets and star-filled skies here in Tucson.”
HILARY CUMMINS
COORDINATOR, DEVELOPMENT & STRATEGIC INITIATIVES
“I relax by reading a favorite book, enjoying a delicious meal with my husband, talking with my family, or spending an evening with friends.”

JENNIFER HANSEN
STRATEGIC LEARNING SPECIALIST
“Like to recharge by taking on projects around my house. I feel a sense of accomplishment by making my home a peaceful place to be!”

DEBRA PUCCIO
ADMINISTRATIVE ASSOCIATE
“Sitting around the pool, reading, playing games with my grandkids, taking a walk, and calling old friends and family.”

SARAH SAMPE
COORDINATOR, STUDENT PROGRAMS & SERVICES
“I turn my phone to ‘silent’ as soon as I get home so that I focus only on my family.”

GEOFF THAMES
COORDINATOR, LEARNING SUPPORT SERVICES
“In order to unwind, I like to go on off-roading trips and spend time outdoors. When I’m not fixing my 4X4, I play guitar in a rock band with a few of my neighbors.”

ROSE AUDRETSCH
STRATEGIC LEARNING SPECIALIST
“One of the ways I recharge is by hiking. A change of scenery is the best way for me to clear my head, recharge my batteries, and come back to my students refreshed!”

JUAN GODOY
STRATEGIC LEARNING SPECIALIST
“I volunteer at a weekly children’s ministry to recharge.”

JENNA HONAN
TUTOR PROGRAM ASSISTANT
“I volunteer at the Tucson Wildlife Center on the weekends. I work in the injured baby birds and bunnies section, where my job is making sure that the animals stay warm, well fed, and comfortable until they are strong enough to work towards independence.”

LUPE THOMPSON
COORDINATOR, STUDENT PROGRAMS & SERVICES
“I enjoy social media, shopping, exercising outdoors, and relaxing in my backyard.”

MARY BETH FOSTER
COORDINATOR, EDUCATIONAL TECHNOLOGY
“I recharge by playing Frisbee and ball with my dogs. I also like to work on creative projects, like screenplays and children’s stories.”

ADAM DAVI
STRATEGIC LEARNING SPECIALIST
“One thing I do to recharge is collect pins. I have an extensive pin collection featuring over 600 pins from different places and events.”

DANIEL LINDEN
STRATEGIC LEARNING SPECIALIST
“When the batteries are running low, and I need time to recharge, there is nothing more tranquil than sitting by the BBQ pit and creating magical meals!”

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