Greetings from the SALT Center!

I am delighted to introduce myself as the new director of this outstanding program. After many years in clinical services and teacher training for students with learning differences at Kennedy Krieger Institute and Johns Hopkins University in Baltimore, I led national nonprofit organizations focused on family involvement and student success.

So, it is a tremendous honor to continue my professional journey leading the SALT Center — an organization of talented and dedicated professionals who know every student and have built a community of purpose, integrity, and success.

With the vision and leadership of the University of Arizona, the SALT Center is uniquely positioned to lead the nation in comprehensive academic support for students who learn differently, and we are looking ahead with enthusiasm.

In this issue of the Journal, we share highlights from an exciting year of transformation, which included moving back into our beautifully renovated space, hosting our first annual Alumni Forum, and growing our team. Please spend some time reading about our inspiring students, program developments, and aspirations for the future as we enter the last year of the SALT Center Tomorrow fundraising campaign.

I look forward to meeting each of you and hope you will stay connected with all that is happening at the SALT Center.

Bear Down!

Gabrielle Miller
On a warm October morning last fall, North Highland Avenue was bustling, but not with the usual bicycle and foot traffic. Instead, the street housed large, white tents with tastefully appointed tables, a brunch buffet, and a jazz trio. The tents faced the paved patio and glass entryway of the newly renovated Patricia A. Bartlett Building. The stage was set for the long-awaited SALT Center Ribbon-Cutting and Grand Re-Opening Ceremony.

Roughly 250 students, family members, campus colleagues, and special guests filled the tents and tables as the program commenced. Former Director Dr. Rudy M. Molina, Jr. started the festivities by showing a tribute video created by alumnus Todd Hartley, who had this reflection to share:

“The part I cherished the most about the SALT Center Ribbon-Cutting was knowing that students have a real, legitimate home on campus. When I was attending the UA, the SALT Center was in the basement of Old Main. We had space, but it never really felt like it belonged to us … the new space is absolutely stunning!”

The excitement that Todd expressed in his video reflected the gratitude felt by the audience that morning, and set the perfect tone for the rest of the event.

After some beautiful remarks from campus leaders, philanthropist and SALT Center champion Patricia Bartlett took the podium. She received an emotional standing ovation to honor her immeasurable contribution to this program. With her husband, Bruce, and their son, Ben, in attendance, Pat articulated her passion for the SALT Center’s support of college students who learn differently, and her hope that the new space will enhance those efforts:

"We are all so fortunate that the SALT Center has a permanent home at the University of Arizona, where lives are changed every day."

Two student speakers, Madison Michaeloff and Grant Bevel, also shared their personal experiences, including their successes, challenges, and gratitude for being back home in the Patricia A. Bartlett Building. Madison said that she was honored to tell her story and thank Pat in person: “Even though I was really nervous, I loved seeing the crowd’s reactions and how they were able to relate to my experience here at the University and the SALT Center.”

Once all of the speeches were complete, Pat, Rudy, and former UA president Dr. Ann Weaver Hart each took a pair of ceremonial shears and prepared to cut the big red ribbon donning the doorway of the renovated building. With a countdown from the audience, led by Bruce and Ben, the ribbon was cut and the doors were opened so that everyone could venture inside and enjoy the new space. Student Ambassadors were stationed around the first and second floors to answer questions and explain how each new area was used on a daily basis. Madison captured the sentiment of many guests as the day drew to a close:

“The event was amazing, everything was set up beautifully, and everyone loved the new building!”

To see more pictures of our renovated space, visit our Photo Tour page at salt.arizona.edu/phototour
Students today apply to more colleges than ever before, sometimes 10 or more at once. At the SALT Center, our Admissions team utilizes an application review process that ensures our services will match a candidate’s academic support needs. Don Hossler (1984) defines student-institution fit as a strategic process where a student evaluates if a desired college finds equilibrium between the specific academic program (major), the institutional environment (cost, distance, size), and support services (tutoring, etc.). Our student-centered work helps applicants determine whether the UA and SALT Center will be the best fit for them.

A helpful strategy to manage the college search process is to break it down into a series of steps, and then find a method to manage those steps that works for you. However, because applying to college is an incredibly complex process, and determining the best fit is often difficult, it can be especially daunting to students who learn differently. Evidence from the Anxiety and Depression Association of America (2017) suggests that anxiety may accompany learning and attention challenges, such as AD/HD. To put it simply, when you feel anxious, working memory capacity diminishes. This can affect your ability to follow directions or remember how to complete multi-step tasks (MacLeod & Donnellan, 1993).

Developing a college search strategy that minimizes anxiety begins with answering some questions about yourself. For example: “Am I ready to begin making independent decisions while attending college?” or “What kind of support services will I need to be most successful?” After you uncover answers to these questions and prepare to apply to colleges, find a system to keep important information at your fingertips. Often, a journal, poster board, or an Excel spreadsheet will work wonders!

Depending on the institution’s admission policies, timely completion of an application may result in a faster admission decision. This will allow you to visit that college, gauge whether or not it is truly the right fit, and commit sooner. Ultimately, when the application and enrollment steps are complete, it is about finding the best fit for you and then learning to manage the expectations of being a college student in healthy ways.

If you would like more information about these college search tips, please feel free to email our Admissions Coordinator, Max Jackson, at maxj@email.arizona.edu. Best of luck (you’ve got this!)

REFERENCES

For more information about the SALT Center admissions process, visit salt.arizona.edu/future-students
For more information about LDA, visit ldaamerica.org
On any given weekday (and especially before midterms and finals), SALT Center tutoring comes alive. Like a beehive buzzing with activity, students dart into the first floor of the Patricia A. Bartlett building to visit the Writer’s Lab for a quick review of an essay, or drop by the Math & Science Lab for help with math equations. Just one flight above, the second floor of the SALT Center is the hub of content tutoring, which offers support for specific UA courses. Here, our tutors demonstrate strategies that align with students’ individual learning preferences. Various techniques are shared according to which learning modality suits the student best, whether visual, auditory, or kinesthetic.

Our expanded space provides a comfortable setting for students and tutors to connect for hour-long sessions of learning and review. “Students love the new space,” says tutor Peter Becskehazy. Peter keeps a busy schedule tutoring a variety of subjects, from political science and religious studies to art, education, and geography. He also works in the Writer’s Lab, helping students who drop in for support with papers, essays, and more. “Peter the Great” is an awesome tutor because he helps me with my papers,” shared student Jared Bereskin endearingly.

Becskehazy’s 33 years in the Foreign Service and extensive work in higher education have made him a well-rounded tutor who is committed to student success. As a life-long learner himself, Peter is enthusiastic about working with students, shaping their study skills and broadening their content knowledge in a variety of subjects: “I tell students to keep your eye on the prize, meaning their own educational success.”

Peter is just one of many excellent tutors that work at the SALT Center. The program employs approximately 80-100 tutors per semester, from both within the University and the greater Tucson community. As a College Reading and Learning Association (CRLA) certified organization, our tutors undergo formal training for up to three levels of tutor certification, facilitated by our Learning Support Services team. CRLA certification establishes the professional standards that embody our tutoring philosophy of independent learning.

Tutors work with students at their own pace, facilitating a partnership toward learning. Tutoring appointments are one hour in length, and standing appointments can be arranged, allowing students to work with the same tutor throughout the semester. Geoff Thames, Senior Coordinator for Learning Support Services, offers the following advice:

“Book [appointments] early and book often! Learning is a process that takes time. Tutors will be able to tailor their approaches for students through consistent meetings.”

Our tutors enjoy reinforcing their own learning and the intrinsic reward of helping others. Students enrolled in the SALT Center appreciate the relationship that they have with our tutors and the academic support that they provide each day of the semester. We are proud of the SALT Center tutoring staff that demonstrates unparalleled commitment and dedication to our students every day.

**TYPES OF TUTORING SESSIONS AVAILABLE TO STUDENTS**

- One-on-one tutoring appointments
- Group tutoring sessions for two to three students in a common course
- Group review sessions before exams
- Writer’s Lab
  - Assistance for any writing assignment across the curriculum
  - Drop-in visits and appointments are available
- Math & Science Lab
  - Assistance for most math and math-based science courses, Pima Community College math courses, and the math placement exam through college-level algebra
  - Drop-in visits and appointments are available
- Reading Tutoring
  - Drop-in visits and appointments are available

For more information about SALT Center Tutoring, visit our website salt.arizona.edu/services/tutoring.
What is life like after college? Should I consider graduate school? How do I go about the job search process? These are just a few of the important questions that surface as students move toward graduation.

Indeed, the college-to-career transition can bring up a range of emotional reactions: excitement, nervousness, confidence, fear, hope, and even relief. Every graduate remembers going through this often nerve-wracking time, and the paths ultimately chosen are unique and special for each individual. Nonetheless, there are common themes and experiences that can be helpful to hear about from people who have gone through similar transitions. The SALT Center Alumni Forum provided just the outlet to remind our students that, although each graduate takes their own path, they certainly aren’t alone.

The 2017 SALT Center Alumni Forum featured seven UA and SALT Center alumni from across the country who returned to campus for an afternoon of networking with approximately 30 student attendees. The alumni participants were eager to share their knowledge in various fields, including engineering, retail, finance, marketing, hospitality, and management.

The day kicked off with an Alumni Panel. Students were given the opportunity to submit questions in advance, and those questions were presented to the panel by two moderators. The panelists openly discussed topics ranging from how they found their first job after college to resources that they have used to manage their learning difference in the workplace. Later, open questions were received from the audience, allowing students to seek input on additional topics. The candid and honest responses from the alumni participants were well-received. Graduate Assistant Coleen Holliday remarked, "I really enjoyed listening to the panel talk about their experiences. I feel like it gave the audience a good introduction to their different journeys."

While the panel event offered students a broad impression of the alumni participants’ journeys from college to the workplace, the small-group sessions that followed allowed them to elaborate. After breaking out into smaller groups, students asked more in-depth questions about the alumni participants’ challenges and accomplishments in the workplace. Additionally, our expanded space made these sessions comfortable and collaborative as each small group was housed in a different location throughout the building.

Following the small-group sessions, lunch was served, which ushered in the final session of the day: a networking opportunity in the student lounge. At the networking event, each alumnus was stationed at a private table. Students visited these stations at their own pace and chatted one-on-one with the alumni of their choice. Students also collected handouts with useful tips provided by each alumnus at their station. After the event was over, we were pleased to learn that 100% of students surveyed would recommend that their peers attend the Alumni Forum in the future, and 83% felt more confident about life after college.

We are grateful to our Alumni Board, which helped make this event such a success. Their willingness to share their personal triumphs and challenges empowered our students and eased many concerns they often feel about life beyond campus. As Senior psychology major Kit Heyser put it, "The Alumni Forum was very informative and helpful. I learned a lot, but my biggest take away from the day was all the encouraging advice given about the interview process and that my disability does not limit me!"

Thank you to the Alumni Board: Morgan Barrick, Shaun Brown, Ramon Gaanderse, Morgan Marchetti, Jr. Marriott, Armando Membrila, Emily Pendleton, Lauren Trattner, Darby Mistak, Melvin Cooper, Mickey Haas, Todd Hartley, Christopher Leet, Carolynn Roesser, Rudy Molina, Jr.
The SALT Center gratefully acknowledges the generous contributions of the following friends from July 2016 to June 2017. 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.

Ms. Julie A. Adelman
Ms. Dorothy Alke
Ms. Eric H. Anixter
Mrs. Glynnis H. Arbac
Mr. Ian N. Arnof & Ms. Sunshine Greene
Mr. Seth Aronson & Mrs. Valerie Aronson
Mrs. Patricia A. Bartlett & Mr. Bruce R. Bartlett
Mr. Daniel A. Benjamin
Mr. Saul Berkowitz & Mrs. Suzanne Berkowitz
Mr. Adam Blaustein
Ms. Bari M. Block
Mr. Allen Bloom & Mrs. Ellen Bloom
Mrs. Karen Bluestein & Mr. Kenneth Bluestein
Dr. David J. Bodkin & Ms. Marita C. Malskis
Boeing Company
Mr. Michael A. Bosco, Jr., & Mrs. Kathryn G. Bosco
Brad Lemons Foundation
Mrs. Sandi Brand & Mr. Neil Brand
Mr. Seth Breger & Mrs. Alyn Breger
Mrs. Jean M. Breininger & Mr. Scott L. Breininger
Mr. Josh Brier
Mr. Frederick S. Brown & Mrs. Marilyn J. Brown
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Mr. Richard E. Cozine & Mrs. Elena S. Cozine
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Mr. Michael Domenici
Ms. Coleen K. Donovan
Mr. Robert Eackelbary & Mrs. Jennifer Eackelbary
Mr. Andrew H. Ernst & Dr. Nancy D. Ernst
Evelyn & Herbert Chernis Foundation
Mr. Michael Ferris & Mrs. Mary Ferris
Mr. Stephen M. Ferris
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Mr. Many A. Finger & Mrs. Elaine Finger
Mrs. Devona Fordyce-Wilson
Mrs. Sonya S. Frazin & Mr. Bruce Frazin
Mrs. Lynne H. Gaines
Mrs. Laurel Glazier & Mr. Alfred S. Glazier
Ms. Jessica B. Goodman
Mr. Todd M. Greenberg
Mrs. Susan Green & Mr. J. S. Greer
Dr. Jay R. Grunis, Ph.D.
Mrs. Sarah A. Grunis
Mr. John M. Hoss, Jr. & Mrs. Sheryl D. Hoss

CONTINUED ON NEXT PAGE

Left: Timothy Supplitt, first recipient of David Livingston White Class Ring

Director’s Circle members are dedicated to enhancing the mission and values of the department by providing an annual gift of $2,000 or more in funding to the SALT Center. Note: Starting July 1, 2017, membership in the Director’s Circle, as well as the anti-tobacco UA President’s Club, will be granted to all friends of the program who make a contribution of $2,500 or more to the SALT Center. To learn more about the enhancements we’ve made to the Director’s Circle, visit salt.arizona.edu/give/dc.

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

The SALT Center recently received a $100,000 endowment from the estate of David Livingston White. David graduated from the UA in 2011 at the age of 73, after battling cancer for nearly 20 years. To commemorate this accomplishment, his brother purchased a class ring for him, which he treasured for the rest of his life.

After David’s passing, his family wanted to honor his legacy by supporting other UA students who demonstrate extraordinary perseverance. Their gift to the SALT Center will support programming and fund the purchase of a class ring for one graduating senior every year.

Timothy Supplitt (pictured on left) was selected to be the first recipient of the David Livingston White class ring because of his outstanding perseverance in pursuit of his degree, which he earned in May.

David’s class ring is now housed in a shadowbox installation at the SALT Center, and will serve as an inspiration to generations of future students.

To learn more about the David Livingston White endowment or Timothy Supplitt, visit salt.arizona.edu/give/dlw.
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 37 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 nonprofit that does not receive funding from the state or the University, the SALT Center covers our operational costs by charging a fee for services.

Thank you for your continued support!
GOAL: $4 MILLION

$3.14 MILLION RAISED

$860,000 TO GO

We are entering the last year of the SALT Center Tomorrow campaign, and we are so proud of the progress we’ve made towards our goal of raising $4 million dollars in 5 years. Your support has allowed us to complete the renovation and expansion of our home, the Patricia A. Bartlett Building, as well as launch two new funds to support access for our students and the professional development of our team.

Together, we have raised $3.14 million, nearly 80% of our goal. We invite you to help close the gap in our final year by making a contribution to the Legacy Scholarship Endowment or the Strategic Professional Development Fund.

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 support to more students each year.

HOW TO GIVE

Please consider joining us as we work to meet the goals of the SALT Center Tomorrow campaign by contributing to the Strategic Professional Development Fund or the Legacy Scholarship Endowment.

1. GIVE ONLINE
   To make a gift online, visit salt.arizona.edu/give and click "Give Now" to be redirected to our secure UA Foundation Giving Page. Select the fund you’d like to contribute to from the drop-down menu.

2. MAIL A CHECK
   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).

3. LEARN MORE
   If you are interested in learning more about giving opportunities at the SALT Center, please contact the Director’s Office at (520) 621-1427.

YOUR SUPPORT IS LIFE-CHANGING FOR STUDENTS WHO LEARN DIFFERENTLY!
SALT CENTER SCHOLARSHIPS

BY ISAAC FLATER

“You can never have a shallow conversation with her; she’s very mature.” That’s how Strategic Learning Specialist Juan Godoy describes Jessica Bloom, a recent UA graduate and one of about sixty-five students who benefitted from SALT Center scholarships last year.

Jessica chose to come to the University of Arizona, all the way from New Jersey, specifically because of the support offered through the SALT Center. As a freshman in the Nutritional Sciences program, Jessica initially struggled in math and science classes because of her learning differences. However, she refused to give up, even if that meant altering her academic plans. With great wisdom, Jessica acknowledged, “There are going to be ups and downs. It is how you handle these ups and downs that will help determine how successful you become.”

With the help of the SALT Center, she was able to tackle the challenges of her college coursework: “The SALT Center has been my safety net, a place I could come to for help with time management, organization, and getting my semester on a page. It’s been a really big help.”

Jessica graduated in May with a double major in Political Science and Judaic Studies. She earned straight A’s during her senior year, and has plans to attend graduate school and study international affairs in Washington D.C.

We are grateful to be able to support outstanding students like Jessica through the SALT Center Scholarship Program. To those generous donors who make our scholarship program possible, Jessica says, “My family and I so much appreciate your assistance! I needed SALT Center services for my academic success, and your contribution greatly contributed to this success. Thank you so much!”

Your support of SALT Center scholarships will help students who learn differently reach their full potential. If you would like to make a contribution, click the “Give Now” link at salt.arizona.edu/give and select “Eleanor Harner Scholarship Fund.”

SCHOLARSHIP RECIPIENT UPDATE: SHAUN BROWN, CLASS OF 2009

Master of Science, Planning / Planning Technician for Tucson Unified School District / Member of the SALT Center Alumni Board

“The SALT Center has given me tools like organization, time management, leadership skills, and study skills, that have made me an effective competitor in the work force.”

Social Events Team

Building Community

Many students have made their journey to the SALT Center from a hometown that is far away and, in so doing, have left behind family, friends, pets, and other supportive individuals. In order to help students feel at home in this new environment, the SALT Center continually strives to create opportunities for them to make new friends, have fun, and develop socially. One way we do this is through the efforts of our Social Events Team, which has been very busy over the past year. The Social Events Team is a group of highly motivated students and staff who work together to plan and execute meaningful activities. Below are photos of some of the events we hosted last year.

Clockwise from top left: Stressbusters Shoulder Rubs; Pet Partners Therapy Dogs; Pumpkin Carving; Ben's Bells; Karaoke

One key member of the team is Dr. Lisa Elfring, who is our current Faculty Fellow. Her role is to guide students enrolled at the SALT Center, help them stay connected to the University, and increase their sense of belonging in this new community. She explains, “I think that many students are intimidated to get to know faculty members, and talking one-on-one with some of the SALT Center students has been great because I learn about them, and they learn that faculty members have all the same kinds of worries and joys as other folks.”

To learn more about our Faculty Fellow, visit salt.arizona.edu/facultyfellow