High-achievers gain new boost in AU admission

Starting June 1, Auburn will implement new admissions procedures for the 2008 and later freshman classes. The changes in AU’s admissions process will shift the advantage from early applicants to the most qualified applicants.

Wayne Alderman, AU’s dean of enrollment services, said the changes will help high-achieving students gain admission and enable the university to raise the overall quality of its freshman class. “In order for the university to shape our freshman class, we will give priority to the best students, even if they apply later in the year,” he said.

“Auburn continues to experience growing numbers of applicants each year,” Alderman added, “but we can only enroll a limited number, so we want to make sure that we are not turning away the best-prepared students.”

In the past, the earliest applicants who met eligibility requirements were the first ones considered for admission, even if later applicants had better credentials. Although all students had to meet AU criteria for ACT or SAT scores and high school grade point average, this practice made planning difficult and sometimes led to the university turning away persons with relatively high ACT or SAT scores who applied after the freshman class had been filled.

Prospective freshmen who apply early will still be among the first group considered for admission, but their grades and ACT or SAT scores will be considered in the fall, in competition with a larger pool of applicants.

The ACT composite average for the 4,092 students in the 2006 freshman class, was 24.3, compared to a national ACT average of 21.1 and a statewide average of 20.2. High achievers, who are considered for Spirit of Auburn Scholarships, are those who have an ACT score of at least 28, with the top awards going to students with ACT scores of 33 to 36 or

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Mary Sue Barry in her own words

I consider it a great honor and privilege that my colleagues have asked me to serve as a candidate for the position of secretary-elect of the University Senate and University Faculty. As a member of the Senate leadership, I realize that I will be only one individual within a group whose main purpose will be to facilitate an orderly process and to work united in a common effort. As secretary of the University Senate, I will work diligently to record faithfully and without bias the monthly meetings of the University Senate and Faculty and to take the lead role in running the meetings of the Rules Committee. With a new president about to be named, committee appointments take on an even greater significance. Through Senate and University committees as well as with any ad hoc committees established during this critical period, we will have an opportunity to have our voices heard. I pledge to stand up for the faculty during the bi-weekly meetings, to be present as a member of both the Executive and Steering Committees, while simultaneously taking up precise notes of all discussion. As the House of Representatives of the University Senate is decided during Steering Committee meetings, it will be imperative to solicit input from all sides in order to be ever-handed when dealing with contentious issues. I respect shared governance and will work painstakingly to see that it is implemented.

I believe that for Auburn to move forward we need to work collegially with all partners in the dialogue. This means bottom-up as well as top-down collegiality where we can all be allowed to disagree without being labeled as disagreeable. Sensitivity to the feelings of others is always in season. Finally, diversity must be a core value for any university worthy of distinction. Divergence of every hue, perspective, and orientation must find representation at the table as well as at all levels of administration. Therefore, I will work to see that this becomes a reality. In sum, I promise to faithfully discharge my duties, to stand as a member and then as secretary of the University Senate and Faculty and to work with administration, faculty and staff to elevate the role of shared governance at Auburn University. 

Editor’s Note: Mary Sue Barry is unopposed for the position as secretary-elect of the University Faculty and its representative organization, the University Senate. She is an associate professor in the College of Education. Candidates for chair-elect issued statements last week in the AU Report for Feb. 26. That issue, with more information about the candidates, is available electronically on the Senate web site. Faculty will vote electronically Thursday through Monday for chair-elect and secretary-elect. The University Senate will notify faculty about voting procedures.

Admissions decisions

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Equivalent SAT scores. Students must also have and maintain a high grade point average. Students with lower scores may still qualify for other scholarships or financial aid.

Prospective freshmen will have to complete their junior year of high school before they can apply to Auburn. The university will begin receiving applications for the 2008 freshman class on June 1 but will wait until Oct. 1 to begin mailing letters to applicants informing them of their status. Decisions, which normally follow a review period of four to six weeks, will be announced on a rolling basis after Oct. 1. Also in October, AU will mail housing information to accepted students who have made their tuition deposit. In addition, information regarding Camp War Eagle will go out in the spring only to students who have made a tuition deposit.

Students who apply by Dec. 1 will receive priority consideration for scholarships, with the first scholarship offers being extended on Oct. 15. March 1 will be the priority deadline for financial aid. Another important date for the 2008 freshman class will be Feb. 15, when admissions decisions for deferred applicants will be mailed. Applications received after Feb. 1 will be considered on a space-available basis.

Accepted students will face a May 1 deadline to submit an enrollment deposit, but, unlike in the past, the deposit will be non-refundable.

Different offices maintain admissions, student data

Enrollment Services handles records of applicants, and the Office of the Registrar handles records for students once they are enrolled. The registrar reports to the associate provost for undergraduate studies, who reports to Provost John Heilman. Under the dean are directors of recruitment, operations and scholarships. Among activities in those areas are recruitment, admissions processing, scholarships and related functions for their respective areas.

Benson lecture to examine novel on legacy of slavery

Trudier Harris, an international authority on African American literature and folklore, will present the 2007 Benson Memorial Lecture at Auburn University on March 15. Harris, a professor at the University of North Carolina at Chapel Hill, will speak at the AU Hotel at 3 p.m. March 15 on “Seeping into the Twentieth Century: Fear of Slavery in Phyllis Alesia Perry’s Stigmata.” The public lecture will examine the attempt of a prominent modern author to deal with the heritage of slavery more than a century after it was abolished in America.

Harris has written extensively on African American writers, and she has lectured on the subject across Europe and the United States. The Benson Lecture honors a former head of AU’s English Department.
Profiles in Excellence

Teaching shy students showed way for professor to overcome shyness

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eanne Lamke did not set out to have a career that involved teaching. “It never occurred to me that I would be able to get up in front of a classroom and teach,” she said. “I didn’t plan to do it and I didn’t believe that I could actually survive.”

Lamke hasn’t just survived in the classroom; she’s thrived, teaching and mentoring hundreds of students as a professor of Human Development and Family Studies in AU’s College of Human Sciences. An inaugural recipient of AU’s Gerald and Emily Leischuck Endowed Presidential Award for Excellence in Teaching in 2005, she has also been recognized many times for her teaching abilities.

Lamke initially entered graduate school with plans of becoming a marriage and family therapist but soon discovered a love of research and, eventually, teaching. It began when the faculty in Lamke’s graduate program at Texas Tech assigned her to teach interpersonal skills to a class full of self-identified shy students as part of a larger research project.

“It was difficult to tell who was more shy – the students or myself,” she said. “Teaching was something that I had to work at and that I was anxious about. But I also discovered that I had an energy for it and I was committed to doing everything I could to help students learn.”

“For me, what is most exciting about teaching is when I see it making a difference in students’ lives....”

Lamke said teaching has been rewarding for her throughout the years and she continues to get excited about seeing students take ownership of how they learn. “To see students become interested in learning and to see them make changes in terms of how they think about doing things and the kinds of choices they make that will make a difference in their lives is exciting,” she said. “I am glad to be a part of the process that triggers that in a student.”

Lamke came to AU as an associate professor in 1986. Since that time she has honed a teaching philosophy that emphasizes presenting information so that students at every level are not only engaged but are also equipped to make lasting changes and grow.

“...whether it’s a doctoral student describing the success of a new teaching strategy, or new graduate students becoming excited and confident about their research capabilities or discovering that students in the undergraduate ‘Development of Interpersonal Skills’ class are actually taking what they learn in class and applying it to their personal lives.”

The interpersonal skills course focuses on helping individuals better meet their interpersonal needs and goals by teaching them the skills necessary to function more effectively in interpersonal interactions. The class serves as a foundation for many different types of relationships from marriage and family to employer-employee.

Lamke has also served as director of the AU Undergraduate Research Fellowship Program and at one time chaired the Institutional Review Board among other leadership positions throughout the university.

Last August, Lamke became head of the Department of Human Development and Family Studies. For the first time in many years, she is not teaching so that she can focus on her administrative duties. She said teaching has been rewarding for her throughout the years and she continues to get excited about seeing students take ownership of how they learn. “To see students become interested in learning and to see them make changes in terms of how they think about doing things and the kinds of choices they make that will make a difference in their lives is exciting,” she said. “I am glad to be a part of the process that triggers that in a student.”

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“In addition to the Leischuck Award, Lamke received the Alumni Undergraduate Teaching Excellence Award and has been honored by both the National Council on Family Relations and the International Association for Relationship Research for her teaching effectiveness.