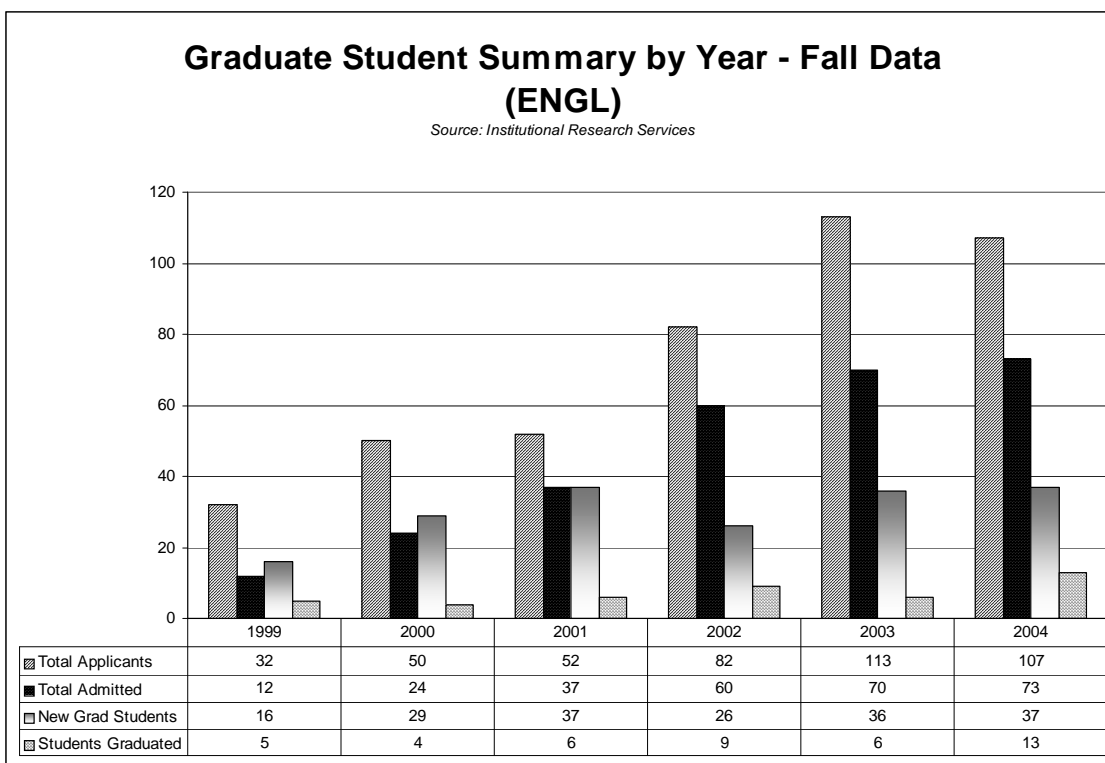
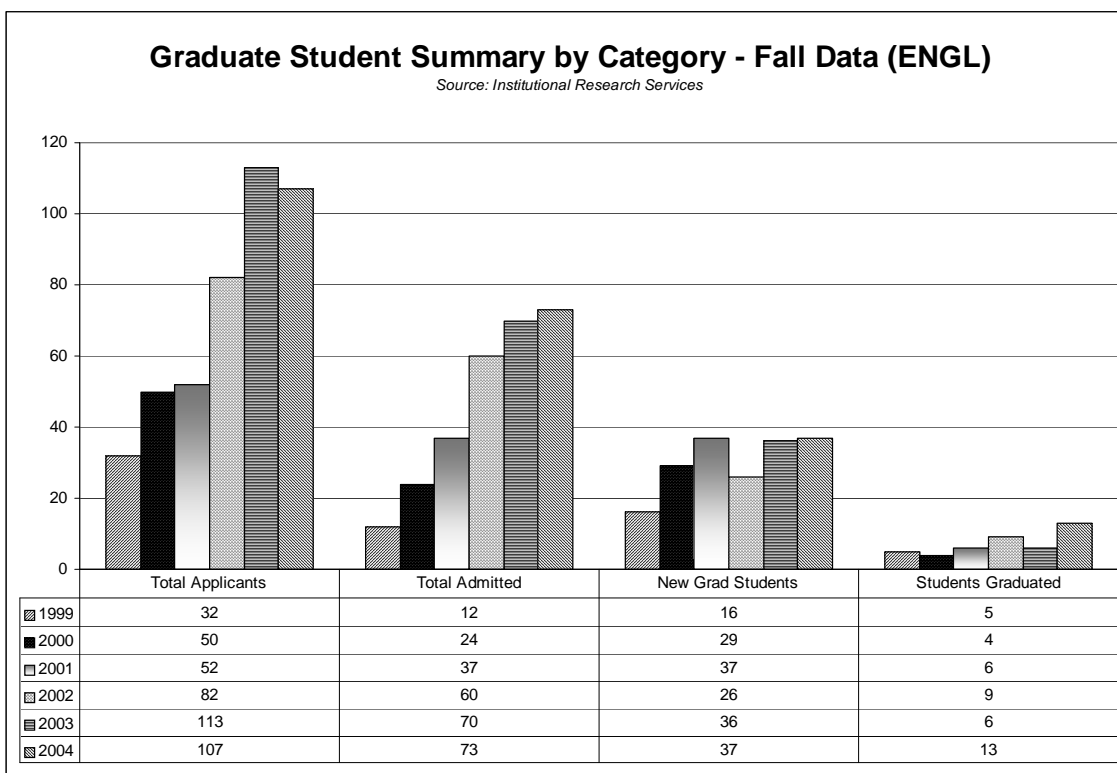
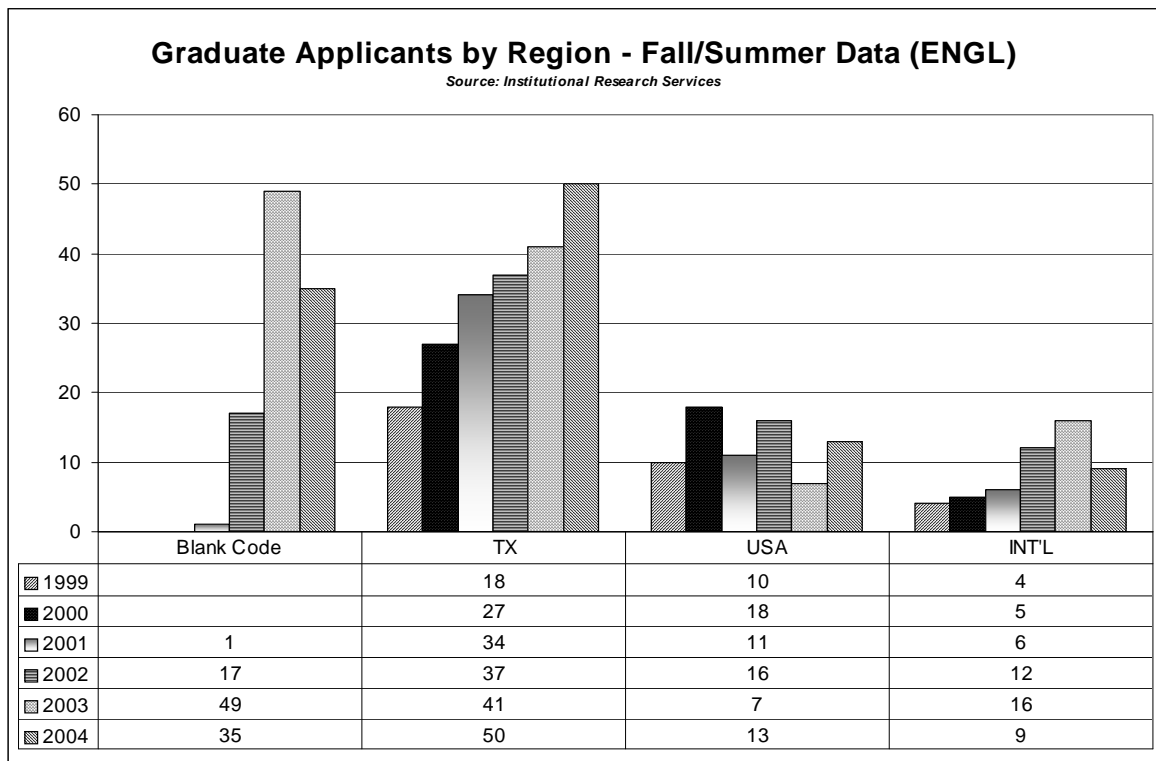


IV. Graduate Students

A. Demographics of applicants and enrolled students

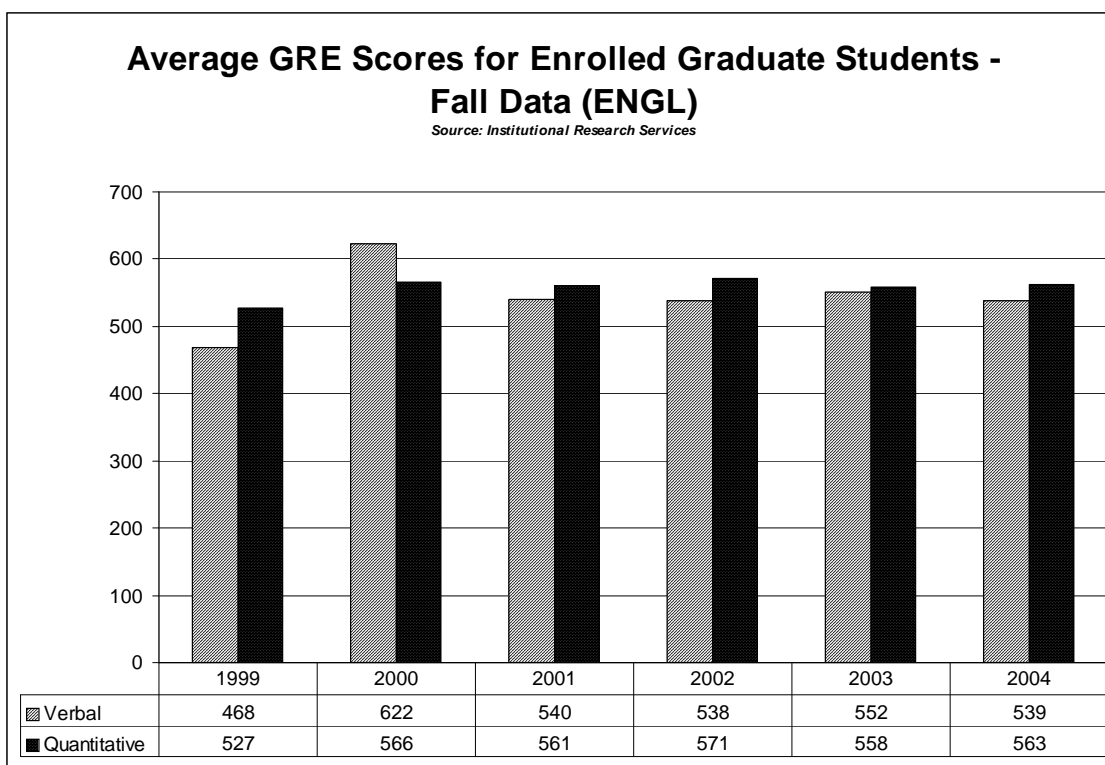




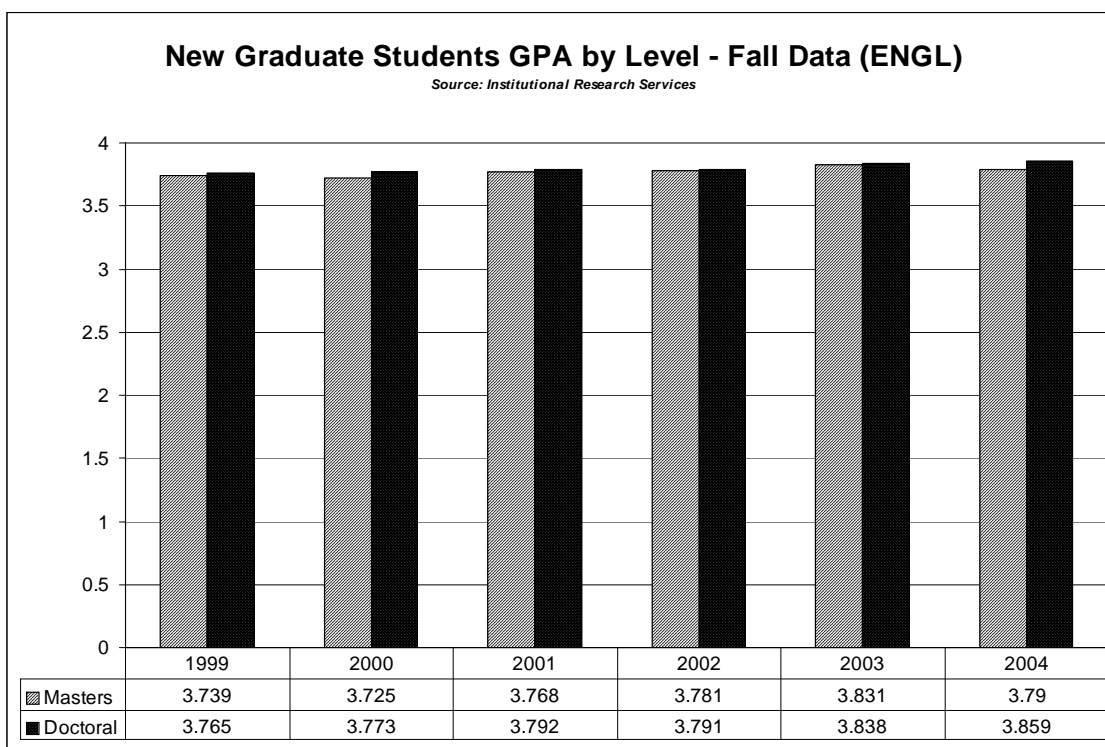
Graduate Applicants - Fall Data												
	1999		2000		2001		2002		2003		2004	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	1	0	1	1	0	2	0	1	0
Asian	0	1	0	0	1	1	0	0	0	1	0	0
Black	0	0	1	0	2	0	2	0	1	0	4	1
Hispanic	1	1	2	3	0	1	1	0	1	4	1	5
Non-Resident	3	1	1	5	5	1	9	3	8	7	6	4
Unknown	2	0	0	1	6	1	4	4	3	2	5	9
White	9	14	18	18	18	15	37	21	49	35	42	29
Gender Total	15	17	22	28	32	20	54	28	64	49	59	48
Total Applicants	32		50		52		82		113		107	
Admitted Graduate Students - Fall Data												
	1999		2000		2001		2002		2003		2004	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	1	0	0	1	0	2	0	0	0
Asian	0	0	0	0	0	1	0	0	0	0	0	0
Black	0	0	0	0	1	0	2	0	0	0	2	0
Hispanic	0	0	1	0	0	0	1	0	0	2	1	4
Non-Resident	2	0	1	2	4	0	6	1	6	2	5	0
Unknown	1	0	0	0	4	1	2	3	3	1	4	6
White	3	6	10	9	16	10	29	15	28	26	26	25
Gender Total	6	6	12	12	25	12	41	19	39	31	38	35
Total Admitted	12		24		37		60		70		73	
Enrolled New Graduate Students - Fall Data												
	1999		2000		2001		2002		2003		2004	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	1	0	0	0	0	2	0	0	0
Asian	0	0	0	0	1	2	0	0	0	0	0	0
Black	0	0	0	0	1	0	2	0	0	0	0	0
Hispanic	0	0	0	0	0	1	1	0	0	1	0	4
Non-Resident	4	1	4	3	5	1	3	1	2	2	3	0
Unknown	1	0	1	1	2	1	1	1	2	0	2	3
White	6	4	11	8	12	11	10	7	17	10	15	10
Gender Total	11	5	16	13	21	16	17	9	23	13	20	17
Graduate	16		29		37		26		36		37	

Demographics of Enrolled Graduate Students - Fall Data												
	1999		2000		2001		2002		2003		2004	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	0	0	1	0	1	0	1	2	1	1	1
Asian	2	2	1	2	1	3	1	2	1	1	0	1
Black	0	0	0	0	2	1	4	1	3	0	3	0
Hispanic	1	1	1	1	1	2	3	1	1	2	0	6
Non-Resident	8	4	10	5	13	5	9	6	9	6	11	4
Unknown	2	2	3	2	4	3	4	3	6	4	9	6
White	43	33	42	29	59	38	59	37	64	39	63	45
Gender Total	56	42	57	40	80	53	80	51	86	53	87	63
Graduate	98		97		133		131		139		150	
Demographics of Enrolled Undergraduate Students - Fall Data												
	1999		2000		2001		2002		2003		2004	
	F	M	F	M	F	M	F	M	F	M	F	M
Amer Ind	0	1	1	2	2	0	2	0	1	1	2	1
Asian	3	0	5	3	2	1	5	2	3	0	2	0
Black	6	2	7	1	6	2	6	2	9	6	8	5
Hispanic	13	9	14	11	14	8	23	10	30	13	20	11
Non-Resident	2	0	1	0	3	0	3	0	1	0	0	0
Unknown	0	0	1	1	1	1	0	0	0	0	0	1
White	180	80	181	78	205	89	190	88	191	114	191	121
Gender Total	204	92	210	96	233	101	229	102	235	134	223	139
Undergraduate	296		306		334		331		369		362	

B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students



C. GPA of new students



D. Initial position and place of employment of graduates over the past 6 years

Name	Initial Position	Initial Employer	Location
<u>1999-2000</u>			
Ronna Privett	Assistant Professor	Lubbock Christian University	Lubbock, Texas
John Chandler	Director of Writing Programs	TTU College of Engineering	Lubbock, Texas
<u>2000-2001</u>			
Rachelle Phelps	English Teacher	Colony High School	Conroe, Texas
Kevin Stahnke	System Analyst	University of Texas	Austin, Texas
Kristin Thomas	Technical Writer	IBM	Austin, Texas
Joy Yokley	Technical Writer	IBM	Austin, Texas
Gale Acuff	Instructor	Auburn University	Opelika, Alabama
Joanna Castner	Assistant Professor	University of Tampa	Tampa, Florida
Ilgu Kim	Assistant Professor	Hannam University	DaeJeon, Korea
Lenora Marsh	Assistant Professor	Texas Women's University	Denton, Texas
Michael Salvo	Assistant Professor	Northeastern University	Boston, Massachusetts
James Bell	Instructor	College of the Ozarks	Branson, Missouri
Kelli Cargile-Cook	Assistant Professor	Utah State University	Logan, Utah
Sarah Ann Brown	Assistant Professor	University of Mary Hardin-Baylor	Belton, Texas
Rahula Basnagoda	Adjunct Professor	University of Houston, Downtown	Houston, Texas
<u>2001-2002</u>			
Marguerite Newcomb	Lecturer	University of Texas At San Antonio	San Antonio, Texas
Laura Payne-Butler	Assistant Professor	West Texas A&M University	Canyon, Texas
Minda Chuska	Assistant Professor	Horry-Georgetown Technical College	Conway, South Carolina
Corey Wick	Knowledge Management Officer	Electronic Data Systems (EDS)	Plano, Texas
Dan Butterworth	Assistant Professor	Southwestern University	Georgetown, Texas
David Dayton	Assistant Professor	Southern Polytechnic State University	Marietta, Georgia
Arthur Rankin	Assistant Professor	Louisiana State University at Alexandria	Alexandria, Louisiana
Diana Warner	Associate Librarian	TTU Library	Lubbock, Texas
<u>2002-2003</u>			
William Bukowski	Advisor	TTU Honors College	Lubbock, Texas

Clint McQuerry	Computer Technician	McAfee Mortgage	Lubbock, Texas
Gillian Andersen	Instructor	Eastern New Mexico University	Portales, New Mexico
Michael Knievel	Assistant Professor	University of Wyoming	Laramie, Wyoming
Heather Sehmel	Assistant Professor	Richard Stockton College of New Jersey	Pomona, New Jersey
Diane Curtis	Instructor	Auburn University	Opelika, Alabama
Jacob Blevins	Assistant Professor	McNeese State University	Lake Charles, Louisiana
Cindy Marlow McClenagan	Assistant Professor of English	Wayland Baptist University	Plainview, Texas
Jason Poe	Teacher	Lighthouse Christian Academy	Dallas, Texas
William Karr	Assistant Professor	University of Houston at Victoria	Victoria, Texas
<u>2003-2004</u>			
Aubrey Hardman	Technical Writer	Lockheed-Martin Corporation	Fort Worth, Texas
Michael Lykhinin	Website Developer	TLTC, TTU	Lubbock, Texas
Joelle Halowell	Technical Writer	Shell Oil	Houston, Texas
Robert Hudspeth	Assistant Treasurer	JP Morgan Chase	Houston, Texas
George Slaughter	Technical Writer	The Integrity Group	Houston, Texas
Brian Billings	Instructor	Southwest Texas Junior College	Del Rio, Texas
Andrew Geyer	Assistant Professor	Arkansas Tech University	Russellville, Arkansas
Kenneth Untiedt	Assistant Professor	Stephen Austin State University	Nacogdoches, Texas
Kathleen Gillis	Director	Texas Tech University Writing Center	Lubbock, Texas
Sally Good	Assistant Professor	South Plains College	Levelland, Texas
Laveeda Newsome	Instructor	Western Texas College	Snyder, Texas
Whitney Bates	Technical Writer	National Instruments	Austin, Texas
Amanda Crocker	Technical Writer	National Instruments	Austin, Texas
Nathan McKimpson	Technical Writer	National Instruments	Austin, Texas
<u>2004-2005</u>			
Tracey Edwards	Instructor	Pennsylvania State University	State College, Pennsylvania
Linda Walker	Technical Publications Supervisor	Corning Incorporated	Keller, Texas
Carlos Evia	Assistant Professor	Virginia Polytechnic Institute and State University	Blacksburg, Virginia
Kathryn Northcut	Assistant Professor	University of Missouri at Rolla	Rolla, Missouri
Charlsye Smith	Assistant Professor	University of Hartford	Hartford, Connecticut
Diana Dominguez	Assistant Professor	University of Texas at Brownsville	Brownsville, Texas

Jennifer Bowie	Assistant Professor	Georgia State University	Atlanta, Georgia
Anastasia Coles	Instructor	Texas Tech University	Lubbock, Texas
Beth Demers	Director of Development	Glen Canyon Institute	Salt Lake City, Utah
Pinfan Zhu	Assistant Professor	Texas State University	San Marcos, Texas
Roberta Latham	Associate Registrar	Texas Tech University	Lubbock, Texas
Russell Willerton	Assistant Professor	Boise State University	Boise, Idaho
Carolyn Kennedy	Executive Administrative Associate for Off-Campus Sites	Texas Tech University	Marble Falls, Texas
Ana Krahmer	Senior Technician, Information Technology	TTU Department of Landscape Architecture	Lubbock, Texas
Michelle Parcell	Senior Technical Writer	Group 1 Software	Phoenix, Arizona
Jerome Stueart	Instructor	Wayland Baptist University	Plainview, Texas
Jennifer Meagan Otwell	Instructor	Texas Tech University	Lubbock, Texas
Miriam Williams	Assistant Professor	Texas State University	San Marcos, Texas

E. Type of financial support available for graduate students

The principal financial support for graduate students in the Department of English is appointment as a Graduate Part-Time Instructor (GPTI), Teaching Assistant (TA) or Graduate Assistant (GA). Approximately 90 positions are available each year: that is, approximately 60% of graduate students.

In addition, graduate students are eligible for the following scholarships from the Department of English:

George T. Prigmore Graduate English Scholarship

For graduate students majoring in English with a minimum overall 3.5 GPA. Recipient will have positive traits such as creativity, a talent for self-expression, enthusiasm, good judgment, and an ability to inspire others. Recipient will have expressed a commitment to teaching English language and literature at the secondary or post-secondary education level. Candidates must be nominated by a member of the graduate faculty in the Department of English. Financial need is not considered.

Mary Sue Carlock/Joyce Thompson Graduate English Scholarship

For a female graduate student majoring in American literature in the department. This scholarship was established to encourage women to study American literature.

William Bryan Gates Graduate Award in English

For a graduate student majoring in English with a minimum overall 3.50 GPA and positive traits such as creativity, a talent for self-expression, enthusiasm, good

judgment, and an ability to inspire others. Must be recommended by a member of the graduate faculty in the Department of English.

English Faculty-Alumni Graduate English Scholarship

For an incoming graduate student majoring in English at either the M. A. or Ph.D. level who exhibits exceptional promise to become a member of the English profession.

Benjamin Rude Memorial Scholarship

For graduate students who have earned a 3.5 GPA in English and 3.0 GPA overall. Applicants must submit one letter of recommendation and an essay that demonstrates the applicant's academic aptitude, creative ability, and plans for future study.

Allan L. Carter and Olga Meloy Carter Memorial Scholarship

For a senior English major or graduate student in English who has positive traits such as creativity, a talent for self-expression, enthusiasm, an ability to inspire others, and a minimum overall 3.5 GPA..

Carolyn Detjen Rude Scholarship

For a graduate or undergraduate technical communication major who shows exceptional promise as a member of the profession, either in the academic or corporate world, and who embodies the values that characterize Professor Carolyn Rude's career at Texas Tech University. These values include integrity, commitment to the development and growth of the Technical Communication program, and personal generosity in sharing skills to help others at the university and in the community.

F. Number of students who have received national and university fellowships, scholarships and other awards

AWARD	99/00	00/01	01/02	02/03	03/04	04/05
Hazlewood		\$3,000	\$3,000			\$3,000
Jones			\$3,500			
Junction					\$500	
SBC Chancellor's	\$30,000	\$24,000	\$18,000	\$21,000	\$21,000	\$27,000
Summer Dissertation	\$6,000	\$8,000	\$6,000	\$10,000	\$12,000	\$13,800
Waterman				\$2,000	\$2,000	
Helen Hodges				\$2000	\$2000	
Katherine Kent-Craig				\$2000		

G. Graduate Student Publications and Creative Activities – Number of publications and other activities by Master and Doctoral students in the department.

Publication: Year	Refereed		Non-Refereed		Poster presentations		Other activities	
	MA	PhD	MA	PhD	MA	PhD	MA	PhD
2005	5	23	2	5				
2004	2	11	2	6				
2003	1	6	3	3				
2002		2		6				
2001								
2000								
1999								

H. Programs for mentoring and professional preparation of graduate students

The Department of English provides its graduate students with a range of mentoring and professional preparation opportunities:

- Every student supported as a Teaching Assistant or Graduate Part-Time Instructor attends orientation sessions prior to the beginning of fall and spring semesters. During orientation students learn not only about the work they will perform as TAs or GPTIs, but also about departmental and university cultures. They are instructed in guidelines regarding sexual harassment, confidentiality, classroom etiquette, ethical behavior in interactions with students, and similar topics.
- The department supports the Graduate English Society (GES), a student organization that meets regularly to discuss issues pertinent to graduate student, coordinates various social activities, and sponsors a graduate-student conference every spring semester.
- Each year all PhD students go through an annual review. The first-year review is comprehensive, with the student submitting writing samples from fall seminars, evaluations from faculty members, and a plan for meeting degree requirements. Later reviews require that the student, in consultation with his/her committee, indicate further progress toward the degree.
- Each semester both MA and PhD students meet with the Director of Graduate Studies to pre-register for coursework, to discuss a time-table for graduation, and to get general advice about graduate study and what happens after graduate study.
- The department supports an Associate Director of Graduate Studies, who organizes a series of workshops for graduate students to discuss: professional expectations in graduate school; preparing a curriculum vita and letter of application; reading a job list; applying for academic and other professional positions; doing the job interview, etc.
- The department encourages graduate students to participate as presenters in our series of research colloquia. Following each talk there is time for fielding questions, thus offering the student the opportunity to practice his/her presentation and response skills before a receptive audience.
- The department supports graduate student travel to conferences, with matching funds provided by the Graduate School.

I. Department efforts to retain students and graduation rates

In addition to the items above regarding professional development, the department limits graduate seminars to twelve students. This maximum works to keep the seminars small enough to allow much personal interaction, encouraging students to develop strong professional relationships with their faculty members.

The department also attempts to retain students and improve graduation rates by:

- providing students with a range of possible support opportunities. In addition to working with first-year composition to earn their GPTI salaries, students may: work in the writing center; serve as assistants to journals published in the department; serve as assistants to the writing program, serve as assistants in the usability testing facility, serve as technology assistants, and teach 2000-level courses.
- trying to keep student workloads to no more than 50% time. Occasionally the department will request that we employ a graduate student for more than 50%. We have attempted to do so only rarely, as such employment clearly takes away from the student's time to complete the degree.
- offering online/distance teaching assignments. In the first-year composition program, GPTIs may elect to serve as onsite classroom instructors (CIs), or as online document instructors (DIs). DIs grade and comment on student writing assignments through a web-based interface and may thus complete their teaching duties from a distance while continuing in the graduate program. Several students have been able to complete their degrees in a timely manner because of the opportunity to serve as DIs.