

UNIVERSITY OF MINNESOTA
GRADUATE SCHOOL

Minutes, Graduate School Executive Committee
Meeting of Tuesday, February 19, 1991
1:15 p.m., Room 303 Johnston Hall

Present: Faculty representatives--Professors Darrell A. Frohrib, Jean Kinsey, David E. Smith, Mariah Snyder (for Lael Gatewood), Nicholas Spadaccini, Michael G. Wade; administrative representatives--Mark Brenner, Robert T. Holt (chair), Walter Weyhmann, Kenneth Zimmerman; Duluth representative--Stephen C. Hedman (for James A. Grant); student representatives--Michelle Englund, David Hillman, Donna Pearson, Robert Wiseman; Civil Service representative--Linda Eells; guests--Professors W. Andrew Collins, Thomas Molitor, Burt M. Sharp, Patrick Schlievert, Murry Sidlin, Vern Sutton; secretary--Vicki Field

Dean Holt sought the Committee's permission to delete from the agenda the item pertaining to use of Adult Special coursework toward the Ph.D. degree in Chemistry, and to add proposals for an Orchestral Conducting emphasis for the D.M.A. degree, and for a resolution to the Board of Regents concerning University reallocation. No objections were raised to these changes in the agenda.

I. FOR ACTION

A. Approval of the Minutes of the November 15, 1990 Meeting

The minutes were approved as submitted.

B. Proposal to Discontinue Eleven Graduate School Degree Programs in Clinical Medical Fields

Professor Snyder reported that the Health Sciences Policy and Review Council had voted to recommend the disestablishment of nine of the eleven clinical medical graduate programs (those in Dermatology, Neurology, Ophthalmology, Orthopedic Surgery, Pediatrics, Psychiatry, Radiology, Therapeutic Radiology, and Urology). Two of the eleven--Obstetrics and Gynecology, and Family Practice and Community Health--had each made a case for their continuation and were excepted from the Council's recommendation. Dean Holt stated that he has discussed with Medical School Dean David M. Brown issues surrounding clinical research training, including the mechanisms best suited to provide research experience for clinicians. Examination of these issues will continue.

The Committee voted without dissent to approve the discontinuation of the nine named clinical medical graduate programs. (COPY OF RELEVANT CORRESPONDENCE ATTACHED.)

C. Proposal to Change the Name of the Master of Science (M.S.) Degree Program in Astronomy to Astrophysics

Dean Holt reported that the Physical Sciences Policy and Review Council had voted unanimously to recommend the name change, which is in part intended to eliminate the confusion now created by use of two different names. No distinction is made between the two names, either academically or professionally, he added.

On a unanimous vote, Executive Committee members endorsed a motion, offered by Professor Frohrib, to approve the name change. (COPY OF REQUEST APPENDED WITH THESE MINUTES.)

D. Proposal for a Free-Standing Minor in Interpersonal Relationships Research for the Ph.D. Degree

Professor Wade reported that the Education and Psychology Policy and Review Council had approved the proposal. Professor Kinsey stated that the Social Sciences Council similarly recommended approval. Professor Collins commented briefly on the proposal, noting that it had evolved from discussions by a group of faculty interested in this area who wished to make the area more visible. Also mentioned in his remarks were the University's considerable faculty resources in the area of the proposed minor, and plans to apply for a National Institutes of Health (NIH) training grant. With the minor, the University will be "breaking new ground," Professor Collins said.

The Committee voted without dissent to approve the proposal for a free-standing minor in Interpersonal Relationships Research for the Ph.D. degree.

(COPY OF PROPOSAL APPENDED WITH THESE MINUTES.)

E. Proposal for a Free-Standing Minor in Psychoneuroimmunology for the Ph.D. Degree

Professor Smith reported that the Biological Sciences Policy and Review Council had engaged in a lengthy discussion of this proposal and had approved it on a split vote (19 yes, 6 no, one abstention). Central to the Council's discussion were concerns raised by the Microbiology and Pathobiology graduate programs, which offer an internal supporting program in immunology. Representatives of these programs believed the proposed Psychoneuroimmunology (PNI) minor to duplicate opportunities for study in immunology that are already available, Professor Smith said.

Dean Holt introduced Professor Sharp, who first addressed issues identified by the Biological Sciences group in its review of the proposal. Use of the minor by Microbiology and Pathobiology graduate students would benefit the program but would not be necessary to its vitality, Professor Sharp explained. Graduate majors in other fields (e.g., Neuroscience, Veterinary Microbiology, Psychology, Pharmacology, and Medicinal Chemistry) will also find the minor of interest. Professor Sharp identified ten faculty with current funding grants in the area of the proposed minor and gave examples of their research foci. He stated that there is an active nexus of faculty in this area who represent a variety of graduate programs.

Professor Sharp next reviewed key elements of the proposal. Included in his summary were the focus of the field (the elucidation of signalling relationships between the central nervous system and the immune system); program requirements; the recently funded, five-year training grant from the National Institute on Drug Abuse (NIDA) for which the minor will serve as the educational component (entitled "Training in Psychoneuroimmunology and Substance Abuse, this grant will support six pre-doctoral and eight post-doctoral students); and the strong letters of support from the chair of the Department of Psychology, the directors of graduate studies for the Veterinary Microbiology and Neuroscience programs, and the dean and associate

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dean of the College of Veterinary Medicine. Professor Sharp pointed to a rapid proliferation of PNI research in a number of established disciplines, as illustrated by the half-dozen PNI-related articles contained in the current issue of Endocrinology. With the proposed minor, the University will be in a unique position to take advantage of growing research interest and funding opportunities in the area of PNI. The program has the potential to bring new students into University graduate programs, as well as serving those currently enrolled, Professor Sharp concluded.

Dean Holt drew attention to Professor Tucker LeBien's letter of February 13, 1991 to him and invited Professor Schlievert to comment. Professor Schlievert elaborated on each of the issues enumerated in Professor LeBien's letter (these included absence of immunologists from Microbiology and Pathobiology among the proposed graduate faculty; absence of the extant three-quarter, 8-level course sequence, "Frontiers of Immunology," in the curriculum for the program; failure of the American Association of Immunologists (AAI) to recognize PNI as a subdiscipline of immunology; and absence of AAI members among the PNI training faculty). Professor Schlievert also stated that Dean Brown has asked Professor LeBien to chair a committee charged to examine immunology training at the University; the PNI minor may therefore be premature, he suggested.

A spirited exchange followed that focussed on lack of representation of Microbiology and Pathobiology graduate faculty and courses in the proposed minor, and on the nature of consultation with Microbiology faculty in preparation of the proposals for the NIDA training grant and minor. A faculty member from the Department of Microbiology had attended the NIDA site visit and had expressed strong support for both proposals, Professor Sharp clarified. Also, Microbiology faculty have been invited to participate in the minor. Veterinary immunologists, who constitute about one-third of the immunologists on the Twin Cities campus, are keenly interested in the minor, Professor Sharp added.

Dean Holt recapped the principal issues raised in the Council's and Executive Committee's discussion of the proposal. He noted that although the Council had questioned the name of the minor (in which "immunology" serves as the noun), no questions were raised about the quality of the training program or the faculty associated with it. Because the training grant has already been awarded, Dean Holt said it would be inappropriate to postpone a decision on the proposal. To Dean Holt's query about whether another name might be suitable for the minor, Professor Sharp replied that Psychoneuroimmunology is the accepted name for this area of scholarly inquiry. Professor Schlievert reported that 75 percent of the applications for graduate study in Microbiology specify interest in immunology. Microbiology faculty believe the PNI minor will not provide rigorous enough training in immunology, Professor Schlievert said, and he noted that Microbiology 5218--an introductory immunology course--is the only immunology course required for the minor.

After further brief discussion, Executive Committee members approved the proposal on a unanimous vote, but in doing so accepted a friendly amendment to recommend that the 8-level Microbiology/Pathobiology course, "Frontiers of Immunology," be required of students who elect the PNI minor and whose major field of study does not include strong preparation in immunology.

F. Proposal for a Coursework-Only Track Within the Master of Engineering Degree

Professor Frohrib explained that the Master of Engineering degree is a design-oriented degree with emphasis on engineering applications. It is a terminal degree, intended for practicing engineers, and requires a design project. The proposed addition of a coursework-only option for the degree responds to need identified in the MSPAN report for expanded opportunities for practitioner-oriented graduate programs, Professor Frohrib stated. He mentioned that Dean Zimmerman had met with representatives from engineering graduate programs and others to discuss the feasibility of introducing a coursework-only option for this degree. Individual programs would need to forward to the Physical Sciences Policy and Review Council and Executive Committee a proposal stipulating admission and completion requirements for the degree with this option, Dean Zimmerman clarified. A brief discussion followed of the history of the Master of Engineering degree, and of the professional master's degrees offered through the Graduate School.

A motion to approve the addition of a coursework-only track within the Master of Engineering degree passed unanimously. (COPY OF PROPOSAL APPENDED WITH THESE MINUTES.)

G. Proposal for an Emphasis in Orchestral Conducting for the Doctor of Musical Arts (D.M.A.) Degree

Dean Holt explained that the Language, Literature and Arts Policy and Review Council had not yet considered this proposal but would be asked in the spring to make a recommendation on the details of the program, if the Executive Committee endorsed the program in principle at the present meeting.

Professor Sutton introduced Professor Sidlin, conductor of the University Orchestra and Associate Professor of Music. He stated that Professor Sidlin has designed a program that will be unique in the country because of its collaboration with major musical organizations of the Twin Cities. Nine quarters of residency will be required for the degree with this emphasis, and each student will be required to fulfill an apprenticeship with each of nine different musical organizations: the Minnesota Orchestra; St. Paul Chamber Orchestra; Minnesota Opera Company; The Minnesota Composers' Forum; The Dale Warland Singers; the University of Minnesota Symphony Orchestra, Opera Theatre, and Contemporary Music Ensemble; and a regional civic ensemble. The reason for consideration of the proposal out of sequence is enthusiasm for the program, especially on the part of Edo de Waart (conductor, Minnesota Orchestra) and the St. Paul Chamber Orchestra, and their desire to publicly announce the program as quickly as possible. The proposed emphasis would require two foreign languages (German, and French or Italian), and more 8-level courses than the other D.M.A. emphases. The proposal missed the deadline for Policy and Review Council consideration this quarter, due to a lengthy review and approval process, Professor Sutton explained. He gave assurance that the Council would be asked to examine the proposal in May.

A brief discussion ensued, after which a motion to approve the proposal in principle was passed unanimously. Dean Holt observed that the emphasis will

add a new dimension to the University and larger community, and is in keeping with the institution's land-grant tradition.

H. Proposed Resolution to the Board of Regents on University Reallocation

Dean Holt summarized key elements of the University's reallocation proposal, noting that the proposal will come before the Regents for action in March. He elaborated on the proposal to close the Waseca campus--a move that would save the University \$6.4 million--and on the nature of the controversy surrounding this feature of the reallocation plan. Dean Holt cited Waseca's unrealistically high per student cost, and observed that Minnesota has more post-secondary institutions than the State of California. In this connection, he mentioned House Speaker Robert Vanasek's recent proposal to merge the state's community colleges and technical institutes.

A brief discussion ensued in which Committee members acknowledged the importance of strong faculty and student support for the reallocation proposal. The Committee voted with one abstention to approve a resolution to the Board of Regents conveying its "wholehearted and unqualified" support for the current programmatic reallocation process in its entirety.

II. FOR DISCUSSION

(COPY OF RESOLUTION APPENDDED WITH THESE MINUTES.)

A. AAU/AGS Policy Statement on Doctoral Education

Dean Holt stated that all six Policy and Review Councils had discussed the American Association of Universities/Association of Graduate Schools (AAU/AGS) document, "Institutional Policies to Improve Doctoral Education," at their winter quarter meetings. Committee members engaged in a brief, general discussion of this report and its recommendations. Dean Holt said his principal concerns were with the monitoring and mentoring aspects of the recommendations. He indicated that he would like to gather statistics on current Ph.D. placement by graduate program, and he suggested that a survey might be used to collect these data. Professor Kinsey identified several advantages of such a survey, such as encouraging programs to "track" students if they do not do so already, providing students with better information about employment opportunities, and improved accountability.

B. University Budget Request and Reallocation Process

Dean Holt called attention to the Graduate School statement on reallocation strategy and, in a brief presentation, explained how the issues and request contained in the Graduate School statement are important for all of the University. In priority order, funds are requested for system-wide initiatives in three areas: research, interdisciplinary programs, and fellowships.

(GRADUATE SCHOOL STATEMENT ATTACHED.)

C. Tuition Rate for the Thirty-Seventh Thesis Credit and Beyond

Dean Holt recalled the Executive Committee's discussions in the fall of changes in the Graduate School registration and tuition structure that were in part driven by new requirements for financial aid eligibility and student loan deferment mandated by the Office Student Financial Aid (OSFA). One

element of the revised Graduate School structure left undecided in November was the lower thesis credit tuition rate for doctoral students upon completion of 36 thesis credits. Dean Zimmerman drew attention to his memorandum of December 12, 1990 to members of an ad hoc committee asked to examine this issue, and he reviewed both the rationale for the lower tuition rate commencing with the thirty-seventh thesis credit, and the overall reduction in tuition--caused by the elimination of half-price tuition--if this rate were set at \$30, \$40, \$50, \$60 and \$75 per credit.

Executive Committee members voted without dissent to recommend setting the tuition rate for the thirty-seventh thesis credit and above at \$30 per credit. Dean Holt stated that this recommendation would require approval by the University fees committee and the Board of Regents.

III. FOR INFORMATION

(COPY OF MEMORANDUM APPENDED WITH THESE MINUTES.)

A. Criteria for Continued Full Membership on a Graduate Faculty

Dean Holt recalled that the Policy and Review Councils had expressed some misgiving over the new Graduate School policy at their recent meetings. He reiterated his wish to implement the policy experimentally with program reviews scheduled to commence this spring. He would be willing to reconsider the policy if it is found "truly objectionable," Dean Holt said. Council subcommittees will not be asked at this time to define appropriate criteria for continued full membership; rather, the process will be guided by criteria already in place for the initial full member appointment, together with standards identified by individual programs. A brief discussion followed Dean Holt's remarks.

B. Issues Surrounding Examination Practices and Assignment of Examining Committee Members

Of concern with respect to this item were faculty members assigned to a committee who fail to show up for an examination without forewarning or good cause, and need to consult with prospective examining committee members before assigning them to a particular committee. Discussion of the first issue in the Policy and Review Councils this quarter points to a need to deal firmly with unacceptable faculty behavior, Dean Holt stated.

C. Dean's Report

Dean Holt indicated that topics he would have addressed in his report had already been covered in the preceding discussions.

D. Report from the Graduate School Fellowship Committee

Dean Holt called attention to information, distributed at the meeting, on Graduate School block grant awards and tuition fellowships for 1991-92, organized by Policy and Review Council.

E. Report from the General Research Advisory Committee

The committee's report was postponed until the spring meeting.

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F. Report from the Council of Graduate Students

Ms. Englund presented a report that included information on graduate student eligibility for health care benefits; funding issues associated with the creation of a second graduate student organization--the Graduate and Professional Student Association (GAPSA); and issues surrounding TA selection criteria. Ms. Englund also informed those present of a COGS' sponsored seminar on the Persian Gulf crisis to be held on March 7 (co-presenters are Professors Bruce Erickson and Martin Sampson). Committee members engaged in a brief discussion following Ms. Englund's presentation.

G. Report of Board of Regents Actions Regarding Degree Program Additions, Deletions and Name Changes

Dean Zimmerman reported that the Regents this month gave initial approval to the proposal for a Master of Science (M.S.) degree program in Health Services Research and Policy, which must now undergo review by the Minnesota Higher Education Coordinating Board. (Because no new funding was requested for this program, the moratorium on the forwarding of new degree program proposals to the Regents was lifted. Consideration of the proposal for a free-standing graduate minor in Building Science, which the Executive Committee also approved in the fall, has been postponed, however.) The free-standing minor in Scientific Computation for the master's and Ph.D. degrees received final regental approval in December.

IV. OLD BUSINESS

No old business was reported.

V. NEW BUSINESS

A question from Professor Wade prompted brief consideration of the Graduate School Dean search. It was reported that Physics Professor Allen Goldman has been named search committee chair.

The meeting was adjourned at 3:07 p.m.

Respectfully submitted,

Vicki Field, Assistant to the Dean



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Cherie Perlmutter, Acting Vice President, Health Sciences
FROM: Robert T. Holt, Dean, Graduate School *(initials)*
SUBJECT: Disestablishment of Several Clinical Graduate Programs

This is to inform you that after an examination of enrollment figures in clinical medical graduate programs from the past six years and after consulting with Dave Brown about those figures, I am sending a memorandum (co-signed by Dave) informing the Heads and Directors of Graduate Studies that on the basis of little or no enrollment a request is being forwarded to the Health Sciences Policy and Review Council this fall to disestablish eleven programs. They are: Dermatology, Family Practice and Community Health, Neurology, Obstetrics and Gynecology, Ophthalmology, Orthopedic Surgery, Pediatrics, Psychiatry, Radiology, Therapeutic Radiology, and Urology.

We will keep you informed as this matter reaches the Policy and Review Council and the Executive Committee of the Graduate School.

RTH:dk

cc: Dean David M. Brown, Medical School



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Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor Peter Lynch, Head, Dermatology
Professor Robert Nelson, Director of Graduate Studies,
Dermatology

FROM: David M. Brown, Dean, Medical School *DMB*
Robert T. Holton, Dean, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there have been no students admitted to or registered in the M.S. Derm. degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on no activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



UNIVERSITY OF MINNESOTA
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Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor Edward Ciriacy, Head, Family Practice and
Community Health
Professor John Kelly, Director of Graduate Studies,
Family Practice and Community Health

FROM: David M. Brown, Dean, Medical School *DMB*
Robert T. Holt, Dean, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there have been five students admitted to or registered in the M.S. degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on very little activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



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TWIN CITIES

Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor Richard Price, Head, Neurology
Professor Kenneth Swaiman, Director of Graduate Studies,
Neurology

FROM: David M. Brown, Dean, Medical School *DMB*
Robert T. Holt, ~~Dean~~, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there have been no students admitted to or registered in the M.S. degree, the M.S. Neur. degree, or the Ph.D degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on no activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



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Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor Benjamin Leung, Director of Graduate Studies,
Obstetrics and Gynecology
Professor Bruce Work, Jr., Head, Obstetrics and Gynecology

FROM: David M. Brown, Dean, Medical School *DMB*
Robert T. Holt, Dean, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there have been no students admitted to or registered in the M.S. degree or the M.S. Obs. & Gyn. degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on no activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



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Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor William Knobloch, Acting Head and Director of
Graduate Studies, Ophthalmology

FROM: David M. Brown, ^{DMB} Dean, Medical School
Robert T. Holt, ^{DMB} Dean, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there have been no students admitted to or registered in the M.S. degree or the M.S. Ophthal. degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on no activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



UNIVERSITY OF MINNESOTA
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Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor David Bradford, Director of Graduate Studies,
Orthopedic Surgery
Professor Roby Thompson, Jr., Head, Orthopedic Surgery

FROM: David M. Brown, ~~Dean~~, Medical School *DMB*
Robert T. Holt, ~~Dean~~, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there have been no students admitted to or registered in the M.S. degree or the M.S. Orth. Surg. degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on no activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



UNIVERSITY OF MINNESOTA
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Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor C. Carlyle Clawson, Director of Graduate Studies,
Pediatrics
Professor Alfred Michael, Head, Pediatrics

FROM: David M. Brown, ^{DMB} Dean, Medical School
Robert T. Holt, ^{DMB} Dean, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there have been no students admitted to or registered in the M.S. degree or the M.S. Ped. degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on no activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



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Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor Paula Clayton, Head, Psychiatry
Professor Lawrence Greenberg, Director of Graduate Studies,
Psychiatry

FROM: David M. Brown, Dean, Medical School *DMB*
Robert T. Holt, Dean, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there have been no students admitted to or registered in the M.S. Psychiat. degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on no activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



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Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor Robert Boudreau, Director of Graduate Studies,
Radiology
Professor William Thompson, Head, Radiology

FROM: David M. Brown, ^{DMB} Dean, Medical School
Robert T. Holz, ^{DMB} Dean, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there have been no students admitted to or registered in the M.S. degree or the M.S. Rad. degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on no activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



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Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor Faiz Khan, Director of Graduate Studies,
Therapeutic Radiology
Professor Seymour Levitt, Head, Therapeutic Radiology

FROM: David M. Brown, Dean, Medical School *DMB*
Robert T. Holt, Dean, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there have been no students admitted to or registered in the M.S. Ther. Rad. degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on no activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



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Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

October 18, 1990

TO: Professor Elwin Fraley, Chair, Urologic Surgery
Professor Ricardo Gonzalez, Director of Graduate Studies,
Urology

FROM: David M. Brown, Dean, Medical School *DMB*
Robert T. Holm, Dean, Graduate School

SUBJECT: Graduate Program Disestablishment

In monitoring and reviewing enrollment figures in graduate programs from the past six years, we have determined that there has been one student admitted to or registered in the M.S. degree or the M.S. Urol. degree. Given the specific recommendations about the elimination of small graduate programs in Strategy for Focus (1987) and Academic Priorities (1988), we plan to propose to the Health Sciences Policy and Review Council this fall the disestablishment of your graduate program based on virtually no activity.

Unless we hear from you with compelling evidence to the contrary within the next week, we will proceed with this course of action.

DMB/RTH/dks

cc: Professor Lael Gatewood, Chair, Health Sciences Policy
and Review Council



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Psychiatry
Medical School
Box 393 Mayo Memorial Building
420 Delaware Street S.E.
Minneapolis, Minnesota 55455

C:JF
KZ

GRADUATE SCHOOL

JAN 31 1991

100-10

January 28, 1991

Dean Robert Holt
Graduate School
321 Johnston Hall

Dear Dean Holt:

After consultation with the majority of the faculty in the Department of Psychiatry, I recommend that our program be terminated. Based on our experience over the past 15 years, it is very unlikely that we will have any candidates for the graduate degree.

Sincerely,

L. Greenberg M.D.

Lawrence M. Greenberg, M.D.
Professor
Director of Graduate Studies

LG:ks
[Signature]



HEALTH SCIENCES

JAN 02 1991



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Urologic Surgery
Medical School
Box 394 Mayo Memorial Building
420 Delaware Street S.E.
Minneapolis, Minnesota 55455
(612) 625-9933 or 331-2261

CC: RTH

December 17, 1990

Ms. Vicki Field
Graduate School
333 Johnston Hall

Dear Ms. Field:

We agree with the recommendation to eliminate the Graduate Program for Urologic Surgery. I have discussed this decision with Doctor Elwin Fraley, Chairman of the Department, who is in agreement as well.

Sincerely,

A handwritten signature in cursive script that appears to read "R. Gonzalez".

Ricardo Gonzalez, M.D.
Professor, Urologic Surgery
Director, Pediatric Urology

RG/slh



UNIVERSITY OF MINNESOTA
TWIN CITIES

C: VF 12-15-90
KZ

Department of Therapeutic Radiology-Radiation Oncology
Medical School
Box 494 University of Minnesota Hospital and Clinic
Harvard Street at East River Parkway
Minneapolis, Minnesota 55455
(612) 626-6700 Fax: (612) 626-7060

December 10, 1990

Dean Robert T. Holt
Graduate School
321 Johnston Hall

Dear Dean Holt:

The Graduate Faculty of the M.S. degree program in Therapeutic Radiology have given it considerable thought to the future of this program. Because of the continued lack of enrollment in this program since its inception we feel that there is not much interest among residents to pursue this program. We therefore recommend that the program be discontinued.

Sincerely,

Faiz M. Khan, Ph.D.
Professor and Director
Radiation Physics Section

cc: Dr. Seymour Levitt
Dean David Brown



UNIVERSITY OF MINNESOTA
TWIN CITIES

C: KZ 11-30
VF

Department of Pediatrics
Pulmonary Division and Cystic Fibrosis Center
Medical School
Box 742 UMHC
420 Delaware Street S.E.
Minneapolis, Minnesota 55455
(612) 626-4440; 624-0962

GRADUATE SCHOOL

NOV 30 1990

OFFICE OF THE DEAN

November 27, 1990

Robert Holt, Ph.D., Dean
Graduate School
321 Johnston Hall

Re: Discontinuation of the graduate program in Pediatrics

Dear Doctor Holt:

I am responding to your request for a confirmation of our department's choice not to oppose the discontinuation of the Graduate School program in Pediatrics. I have discussed this issue with our department head, Dr. Al Michael, and we concur with the recommendation jointly made by yourself and Dean David Brown.

While many of our individual faculty value the association with the Graduate School, the program itself is no longer valid since a master's or doctorate in a clinical discipline has little weight or credibility. We would hope that those faculty who wish to continue as members of the Graduate School Faculty might find an avenue for this through joint appointments in the appropriate basic science departments, and that these departments can see the mutual advantages to their supporting such appointments.

Sincerely,

C. C. Clawson, M.D.
Professor of Pediatrics and
Laboratory Medicine & Pathology
Co-Director of Pediatric Pulmonology

Copies: Dean Brown
Dr. Michael



UNIVERSITY OF MINNESOTA
TWIN CITIES

11-28
JLF
KZ

Department of Family Practice and Community Health
Medical School
6-240 Phillips-Wangensteen Building
516 Delaware Street S.E., Box 381 UMHC
Minneapolis, Minnesota 55455
(612) 624-2622
Fax: (612) 624-5930

GRADUATE SCHOOL

November 26, 1990

NOV 28 1990

OFFICE OF THE DEAN

Robert T. Holt, Dean
Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

Re: Disestablishment of the Master of Science Program in Family Practice
and Community Health

Dear Dean Holt:

The graduate faculty of the department of Family Practice and Community Health opposes the disestablishment of its Master of Science Program and chooses to continue it. The graduate faculty have been contacted and are virtually unanimous in their interest in maintaining the Masters program. The graduate faculty vote is:

- | | |
|----|-----------------------------|
| 1 | for disestablishment |
| 19 | opposed to disestablishment |
| 3 | unable to contact |

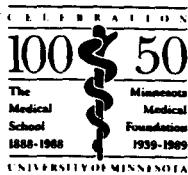
It is expected that the Masters degree program will be utilized far more frequently as our five-year residency/fellowship in academic family practice matures.

Sincerely,

John T. Kelly, M.D., M.P.H.
Professor and Associate Head
Director of Graduate Studies
Department of Family Practice
and Community Health

JTK/fh

cc: E.W. Ciriacy, M.D., Department Head
Donald Asp, M.D., Department representative
to Health Science Policy and Review Committee





UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Ophthalmology
9-240 Phillips-Wangensteen Building
UMHC Box 493
516 Delaware Street S.E.
Minneapolis, Minnesota 55455
(612) 625-4400 Office, Clinic and Labs
(800) 937-4393 Toll-Free
(612) 626-3119 Fax

GRADUATE SCHOOL

NOV 27 1990

OFFICE OF THE DEAN

C: VF
KZ

November 26, 1990

Robert T. Holt, Dean
Graduate School
321 Johnston Hall
Campus Mail

Dear Dean Holt:

For purposes of record keeping, it is agreeable to the faculty in the Department of Ophthalmology to discontinue the Graduate Masters Program in our department at this time.

Thank you for your attention to this matter.

Sincerely,


William H. Knobloch, M.D.
Interim-Chairman
Director Graduate Studies

HoltGradEd



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Obstetrics and Gynecology
Medical School
Box 395 UMHC
420 Delaware Street S.E.
Minneapolis, Minnesota 55455

CC: JF
KZ

GRADUATE SCHOOL

MEMORANDUM

NOV 07 1990

OFFICE OF THE DEAN

Date: November 5, 1990.

To: David M. Brown, Dean, Medical school
Robert T. Holt, Dean, Graduate School

From: Benjamin S. Leung, Ph.D., Director of Graduate Studies

Subject: Graduate Program Disestablishment

This is in response to your memo dated October 18, 1990 regarding termination of our graduate program for the M.S. degree. We would request a conditional continuation based on the following rationale:

1. The requirement of an MD degree for admission to the program represents an insurmountable difficulty for many interested professionals, including FMG's who have not yet passed their ECFMG examinations. More than 10 requests for admission to the program during the last academic year could not be approved because of this requirement. If, however, we could waive the ECFMG requirement, many of them, especially FMG in OB/GYN, would be good candidates of and benefit from the program.

2. The Fellowship Directors are planning at this point to integrate a Board-required research year into the MS Program in OB/GYN. This would permit a more structured academic environment and immediate registration of 4 fellows.

3. We will be offering admission to the program to the many Family Practice and Community Health physicians who, especially in rural areas, have frequent and important OB/GYN responsibilities. When attained, the degree would be equivalent to a "Certificate of Proficiency in OB/GYN Primary Care". This recruitment will be pursued in an aggressive manner, since many interactions indicate the interest of such professionals in the OB/GYN degree.

4. I will be working with the newly appointed Interim Chair of

the Department, Leo Twiggs, M.D. and Benjamin Bornsztein, Ph.D., Director of Medical Education, OB/GYN to revise this program and recruit potential candidates.

Therefore, we propose that the program be conditionally allowed to continue for two more years, expecting to admit 8 students and to graduate 4 during this period. If these objectives are not attained by December 31, 1992, the decision to terminate would be acceptable to the Department faculty.

cc: Professor Lael Gatewood, Chair, Health sciences Policy and Review Council
Leo Twiggs, Interim Chair
Benjamin Bornsztein, Ph.D., Director, Medical Education



UNIVERSITY OF MINNESOTA

GRADUATE SCHOOL

Department of Obstetrics and Gynecology
UMHC Box 395
420 Delaware Street S.E.
Minneapolis, Minnesota 55455

OFFICE OF THE DEAN

Bruce A. Work Jr., MD
Professor and Head

(612) 626-6065

C KZ 11-6
VF

29 October 1990

Dean David Brown
3-120 Owre Hall
Box 293 UMHC

Dear Dean Brown:

I am writing to respond to your recent communication regarding the Master of Science in Obstetrics and Gynecology. The Department and I are very disappointed in this recommendation and strongly urge you to reconsider your recommendation to decertify the program. In fact, I would suggest you consider the following as a method to allow us to revitalize this program.

You may recall our conversation in 1986 regarding a Medical Doctor candidate being considered in this program who was refused admission due to not having ECFMG certification despite no clinical work being involved and our urging to consider relief from this requirement for such a person.

All members of the department have had and continue to receive requests for graduate work from all over the world. We are unable to provide educational opportunities for these individuals because of too stringent requirements. Thus, we cannot increase our program, for which we are criticized, because of the external requirements being too stringent. This becomes a self-fulfilling prophesy of a program with no student.

My request is that you allow us to continue our program. We now have non-foreign, English-speaking individuals in our post-graduate training programs that should be Master of Science degree candidates. Doctor Benjamin Leung has been charged with the responsibility of revitalizing our graduate program. I see no barrier in allowing this program to continue. There is no negative economic impact that I see from allowing this program to continue for at least one or two years.

Dean David Brown
29 October 1990
Page Two

I look forward to your response to my request.

Sincerely,



Bruce A. Work Jr., M.D.
Professor and Head

BAW/smm

cc: ✓ Dean Robert Holt
321 Johnston Hall



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Orthopaedic Surgery
Mayo Memorial Building
420 Delaware Street S.E.
Minneapolis, Minnesota 55455
(612) 625-1177

CC. VF
KZ

October 31, 1990

GRADUATE SCHOOL

NOV 07 1990

OFFICE OF THE DEAN

TO: David M. Brown, Dean, Medical School
Robert T. Holt, Dean, Graduate School

FROM: Roby C. Thompson, Jr., M.D. Professor and Head
Department of Orthopaedic Surgery

RE: Graduate Program, Department of Orthopaedic Surgery

I have reviewed your letter of October 18, 1990 with our graduate faculty and we are in concurrence with your proposal. However, we would like to call to your attention that we have one student currently enrolled in the MS Degree program in Orthopaedic Surgery, Dr. James Gannon. We would like to provide him with the option to obtain that Masters Degree if he completes his work.

Roby
Roby C. Thompson, Jr., M.D.
Professor and Head

RCT:sjk

NOV 01 1990

OFFICE OF THE DEAN

UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Dermatology
Box 98 UMHC/4-240 PWB
420 Delaware Street S.E.
Minneapolis, Minnesota 55455-0392
(612) 625-8625

C: R2 11-1-90
VF

TO: David M. Brown, M.D.
Dean, Medical School

✓ Robert T. Holt, M.D.
Dean, Graduate School

FROM: Peter J. Lynch, M.D. *PJL*

DATE: October 30, 1990

SUBJECT: Graduate Program Disestablishment

I am in receipt of your memorandum of October 18, 1990 indicating the pending disestablishment of the dermatology graduate program. I concur that, having had no students in this program for many years, it should be disestablished.

cc: Robert Nelson, Ph.D.

NOV 28 1990



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Neurology
Medical School
Box 295 UMHC
420 Delaware Street S.E.
Minneapolis, Minnesota 55455-0323
(612) 625-9900
Fax: (612) 625-7950

October 30, 1990

David M. Brown, M.D.
Dean of the Medical School
Box 293 UMHC

RE: Graduate Program in Neurology

Dear David:

In response to your recent memo, I agree with the plan to discontinue the M.S. and Ph.D. degrees in Neurology. It is my feeling that Ph.D. degrees of this type are anachronistic and should not be conferred by clinical departments. Rather, such degrees should be organized and administered through basic science departments. There is now ample opportunity for scientists within the Department of Neurology to participate in the Neuroscience program and to supervise graduate students under the umbrella of this program. Thus, I agree with abolishing these degrees.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard W. Price, M.D." with a small checkmark or flourish at the end.

Richard W. Price, M.D.
Professor and Head

RWP:gjf

cc: Robert Miller, M.D.
Kenneth Swaiman, M.D.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Radiology
Medical School
Box 292 UMHC
420 Delaware Street S.E.
Minneapolis, Minnesota 55455

GRADUATE SCHOOL

OCT 29 1990

OFFICE OF THE DEAN

C: KZ 10-31
VF.

October 25, 1990

TO: David M. Brown, M.D., Dean - Medical School
✓Robert T. Holt, Dean - Graduate School

FROM: William M. Thompson, M.D., Professor and Chairman *W.M.*

RE: Graduate Program Disestablishment

After conferring, we have no problem with you phasing out our graduate program.

WMT/lm

cc: Lael Gatewood, Ph.D.
Robet Boudreau, M.D, Ph.D.
E. Russell Ritenour, Ph.D.

JAN 15 1991

From: LARRY --AST1 Date and time 01/12/91 21:40:58
Received: from mailbox.mail.umn.edu by vx.acs.umn.edu; Sat, 12 Jan 91 21:46 CST
Received: from noc.msc.edu by mailbox.mail.umn.edu; Sat, 12 Jan 91 21:46:51 CST
Received: from uc.msc.edu by noc.msc.edu (5.61/MSC/v3.0(901107)) id AA25096;
Sat, 12 Jan 91 21:43:53 -0600
Received: from ast1.spa.umn.edu by uc.msc.edu (5.65/MSC/v3.0z(901212)) id
AA14693; Sat, 12 Jan 91 21:43:51 -0600
Received: by ast1.spa.umn.edu. (4.0/SMI-4.0) id AA13631; Sat, 12 Jan 91
21:40:58 CST
Date: Sat, 12 Jan 91 21:40:58 CST
From: larry@ast1.spa.umn.edu
Subject: Mail for K. Zimmerman - pls. confirm receipt to larry@ast1.spa.umn.edu
To: holt@mailbox.mail.umn.edu
Message-id: <9101130340-AA13631@ast1.spa.umn.edu.>
X-Envelope-to: rtholt@UMINN1.BITNET

To: Robert Holt, Dean
Graduate School
From: Lawrence Rudnick, DGS
Astronomy and Astrophysics

Jan 12, 1990

Re: Change of Degree Name

The Graduate Faculty in Astronomy have voted to request a change in the name of our Master's Degree to Astrophysics. (from Astronomy). There are several reaons for this request:

1. Professionally and educationally, we make no distinction between "astronomy" and "astrophysics"; the names on the various degrees are purely historical.
2. Currently, we offer the B.S. and Ph.D. in Astrophysics, and there is a constant question about what is different about the M.S., which carries the designation "astronomy". (we also actually have a CLA BA. in "astronomy", but whether we will undertake the necessary procedures to change that is unclear at this time).
3. At the Graduate School, a number of records are kept by name of program, e.g., Astrophysics, and so counting of students, degrees awarded, etc. is often incomplete because we are listed under two names.

I hope that this matter can be handled expeditiously. Please let me know if further information is needed. Thank you.



UNIVERSITY OF MINNESOTA
TWIN CITIES

January 23, 1991

Institute of Child Development
51 East River Road
Minneapolis, Minnesota 55455-0345

Office: (612) 624-0526
Fax: (612) 624-6373

Dean Robert Holt
The Graduate School
321 Johnston Hall
University of Minnesota
Minneapolis, MN 55455

GRADUATE SCHOOL

JAN 24 1991

DEAN

Dear Dean Holt:

The Committee on a Graduate Minor in Interpersonal Relationships Research is submitting for review and approval a proposal for a free-standing Ph. D. Minor in Interpersonal Relationships Research. The proposed Minor would offer students in behavioral and social science and human-services doctoral programs a structured program of study in the rapidly emerging and highly visible field of research on interpersonal relationships. In addition, it would increase and enhance interaction among faculty and graduate students in diverse units of the University of Minnesota who are engaged in research in this area. We seek approval to offer the Ph.D. Minor in Interpersonal Relationships Research beginning in the Fall Quarter of 1991.

The proposal is the product of extensive discussions held during four meetings of the committee in Fall 1990. The committee included representatives from five programs: Regents' Professor Ellen Berscheid (Psychology), Professors Larry L. Cummings (Management), Harold Grotevant (Family Social Science), Geoffrey Maruyama (Educational Psychology), A. Marilyn Sime (Nursing), and myself. In addition, the committee consulted with representatives of the Departments of Sociology and Speech-Communication and the School of Social Work.

The committee believes that the Ph.D. Minor will provide a structure within which the University of Minnesota can consolidate its considerable research and instructional resources in the area of interpersonal relationships. We appreciate the opportunity to put this proposal forward, and we are particularly grateful for your support of interdisciplinary efforts such as this.

Please contact me if additional information is needed.

Sincerely,

W. Andrew Collins
Professor

Enclosure

WAC:lom

PROGRAM APPROVAL CERTIFICATION

January 23, 1991
(Date)

Proposal for (name of program): Interpersonal Relationships Research
Submitted by (department(s) name): The Graduate School
of the (college or campus name): University of Minnesota, Twin Cities

The Proposal has been reviewed and approved by:

APPROVAL CERTIFICATION

ADDITIONAL APPROVALS (as appropriate)

 2/19/91
(Dean, Graduate School) (Date)

(Dean) (Date)

(Chancellor or Vice Chancellor
for Academic Affairs or Administration) (Date)

(Vice President, Academic Affairs) (Date)

(Vice President, Health Sciences) (Date)

(Vice President, IANRHE) (Date)

Approved by Board of Regents

(Date)

First Reading by PAC (MHECB):

(Date)

Second reading by PAC (MHECB):

(Date)

Recommendations

— 1 —

Computer-Based Test

UNIFORM PROGRAM INVENTORY
AND PROPOSAL FORM (UPIPF)

SECTION I

(To be completed by the institution(s); see attached instructions)

Name of Institution(s): 1) University of Minnesota

2) _____

If more than one institution, indicate if it is:

joint program (two or more institutions grant the degree)

cooperative program (two or more institutions share the curriculum, but only one grants the degree)

1. Program Title (including degree, if applicable):

Ph.D. Minor in Interpersonal Relationships Research

Program Classification (check one): major minor XX
concentration other

(specify)

[If applicant is a private institution, does it have approval to grant the appropriate degree under the Private Institutions Registration program:

Yes No In process]

2. Program Type: Preservice Occupational
 In-service XX General

3. Proposed Implementation Date: 9 / 91
mo. yr.

4. Program Length: Credit hours 21 Clock hours

5. Describe the Program (in 50 words or less):

The Ph.D. Minor in Interpersonal Relationships Research offers students in behavioral and social science and human-services doctoral programs a set of integrative core courses, guidance in coursework from diverse programs, and formal recognition of academic accomplishments in a rapidly emerging and highly visible area of study.

6. Expected student interest in the program during the first year of operation, and when the program reaches full operating level.

	First Year (1992)		Full Operation (1995)	
	Number Expected	Hours Generated	Number Expected	Hours Generated
Program Enrollees	<u>15</u>	<u>180</u>	<u>60</u>	<u>720</u>
Program Graduates	<u>3</u>		<u>12</u>	

7. Projected Costs of the Program:

	First Year (1992)		Full Operation (1995)	
	New FTE	Reassigned FTE	New FTE	Reassigned FTE
	Cost	Cost	Cost	Cost
a. Faculty	<u>\$.04</u>	<u>\$ 2,500</u>	<u>\$.04</u>	<u>\$ 3,000</u>
b. Civil Service	<u>0.10</u>	<u>\$ 2,000</u>	<u>0.10</u>	<u>\$ 2,400</u>
c. Equip, Supplies	<u>\$ 1,500</u>	<u>\$ _____</u>	<u>\$ 1,850</u>	<u>\$ _____</u>
d. Space Rental	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>	<u>\$ _____</u>
e. Other	<u>\$ 3,500</u>	<u>\$ _____</u>	<u>\$ 4,250</u>	<u>\$ _____</u>
f. Total	<u>\$ 7,000</u>	<u>\$ 2,500</u>	<u>\$ 8,500</u>	<u>\$ 3,000</u>

8. Expected Sources of Funds for Program:

	First Year (1992)		Full Operation (1995)	
	% of Dollar Amount	Annual Expend.	% of Dollar Amount	Annual Expend.
a. State	<u>\$ 6,333</u>	<u>67</u>	<u>\$ 7,667</u>	<u>67</u>
b. Tuition	<u>\$ 3,167</u>	<u>33</u>	<u>\$ 3,833</u>	<u>33</u>
c. Federal	<u>\$ _____</u>	<u>_____</u>	<u>\$ _____</u>	<u>_____</u>
d. Private	<u>\$ _____</u>	<u>_____</u>	<u>\$ _____</u>	<u>_____</u>
e. Other <u>(specify)</u>	<u>\$ _____</u>	<u>_____</u>	<u>\$ _____</u>	<u>_____</u>
f. Total	<u>\$ 9,500</u>	<u>100</u>	<u>\$ 11,500</u>	<u>100</u>

9. Governing Board(s) Preliminary Approval Date(s):

Institution 1 _____

Institution 2 _____

10. System(s) Verification:

Authorized Institution or System Signature	Title	Date
---	-------	------

Authorized Institution or System Signature	Title	Date
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UNIFORM PROGRAM INVENTORY
AND PROPOSAL FORM (UPIPF)

SECTION II

To complete Section II, see attached instructions.

SECTION II

Program Title: Minor in Interpersonal Relationships Research
(Ph.D. Level)

1. Summary Description

Interpersonal Relationships Research is a recently recognized and rapidly advancing area of scientific inquiry that is concerned with the empirical study of behavioral interaction patterns between two persons and the impact of these interactions. It is an interdisciplinary effort with roots in psychology and related concentrations in family studies, communication, sociology, nursing, and social work.

Program Objectives. The establishment of a Minor Program at the doctoral level will accomplish the following objectives: (1) Provide a set of high-quality core courses, some designed specifically for this program, that emphasize theory and methods and that provide a representative background in Interpersonal Relationships Research. (2) Provide a central listing in the Graduate School Bulletin of all courses that are required or otherwise suitable for a minor in Interpersonal Relationships Research. Such a listing would facilitate recruitment of graduate students into existing graduate programs. (3) Increase and enhance the interactions among graduate students and faculty involved in research on interpersonal relationships. (4) Provide official university recognition of the minor on student transcripts, thus improving the likelihood that students will be competitive for the increasing number of positions for specialists in this area.

Admission Requirements. Graduate students must be accepted by the Graduate School and by the major program in which they are enrolled. Admission to the minor program will therefore be contingent upon enrollment in good standing within a recognized degree-granting program of the University of Minnesota. Admission to the minor is limited and only by permission of the Director of Graduate Studies in Interpersonal Relationships Research.

The Curriculum. A Minor Program in Interpersonal Relationships Research may be elected at the Ph.D. level. The minimum number of graduate level quarter credits for the minor is 21. The program for an individual student will be developed in consultation between the student, the major advisor, and the Director of Graduate Studies in Interpersonal Relationships Research. Students with sufficient background and previous course experience equivalent to one or more courses within the curriculum may apply for waiver of appropriate requirements and replace waived courses with additional electives to meet the minimum number of credits.

The core of the Interpersonal Relationships Research curriculum consists of three required courses: a lecture course on basic processes in interpersonal relationships, the Proseminar in Interpersonal Relationships Research, and Seminar in Statistical and Methodological Issues in Research on Dyadic Relationships. The latter two will be especially created for this program. Students will select remaining courses from a list of elective courses representing the areas of inquiry in Interpersonal Relationships Research.

Completion Requirements and Standards. A student electing the Minor in Interpersonal Relationships Research must maintain academic standing in accordance with Graduate School standards. No more than one course in which a grade of "C" was obtained may be used for credits in the minor program.

Student Interest in the Program. Current student interest in research on interpersonal relationships indicates that 15 or more students will probably be admitted to the Ph.D. minor program in Interpersonal Relationships Research in any given academic year. Thus, after four years 40 to 50 students will be continuously affiliated with the program.

Resources Required for the Program. The major obligations and responsibilities for the faculty in the proposed program will be accomplished by reassignment of efforts. Support in the amount of \$2500 per year is required for a Director of Graduate Studies (DGS) to administer the program. These funds will be used to reimburse the academic department for release time or both in order to attract a senior faculty member to accept this responsibility. Additional funding is required to support operation of the program as follows: \$2000 per year for secretarial assistance to the DGS in administering the program; \$1500 per year for supplies needed for mailing information, telephones, advertising, and recruitment activities; and \$3500 per year for the support of a colloquium series in Interpersonal Relationships Research.

The libraries of the University are adequate to support the proposed program. Space and equipment are also adequate for the initial phase of the program.

2. Need for the Program

The development of Interpersonal Relationships Research on a national level is reflected in the establishment of the two scientific organizations of researchers interested in interpersonal relationships (International Society for the Study of Personal Relationships and the International Network on Personal Relationships) have been formed in the past five years (a merger of the two is now being planned). The combined membership of the two organizations is presently more than 1,000 members. Additional leadership in the field has been provided by well established disciplinary organizations. Employment prospects for individuals trained in Interpersonal Relationships Research are

increasing steadily in both academic and applied settings. Universities and colleges are seeking scientists not only with research interests within one of the traditional disciplines, but more particularly are specifically searching for Interpersonal Relationships Research specialists who integrate various disciplinary perspectives on human relationships.

The University of Minnesota faculty includes a number of internationally recognized contributors to scientific research on interpersonal relationships. Faculty members and graduate students from seven different programs maintain ongoing research programs in interpersonal relationships, and those from several other units pursue related interests. Courses bearing on the nature and contexts of dyadic relationships are found in at least ten different units. The University presently lacks, however, an organizational and programmatic focus around which to consolidate its considerable instructional and research strengths in this area. This void creates several problems: (a) There is no central listing of available faculty and courses in Interpersonal Relationships Research and no single source from which prospective students can obtain information about resources. These circumstances make it more difficult to advertise for and recruit quality graduate students. Consequently, some well-qualified students, who might otherwise attend the University of Minnesota, matriculate at other institutions. (b) The education of graduate students in this area may be uneven, in the absence of a formal curriculum. (c) There is no way for graduate students to obtain formal recognition on their records of their expertise in Interpersonal Relationships Research. (d) Interactions among faculty and graduate students with interests in Interpersonal Relationships Research are not as frequent, widespread, or fruitful as they might be.

3. Mission

The proposed program fits well within the total educational mission of the University of Minnesota. As outlined above, the program will enhance the position of the University by attracting more qualified graduate students to existing programs, producing better educated scholars in the increasingly visible and influential area of research on Interpersonal Relationships Research, and facilitating interdepartmental research and instruction among University faculty interested in this area of research.

4. Comparative Program Analysis

There exists no similar program among the institutions of higher education in Minnesota, nor do the Universities in neighboring states offer a graduate minor in Interpersonal Relationships Research.

5. Duplication

The proposed Minor in Interpersonal Relationships Research does not duplicate existing programs in the region. The Minor will complement and strengthen the present system of traditional department-oriented Ph.D. programs in a number of disciplines providing students in those programs a broadly based foundation in contemporary research on interpersonal relationships.

6. Cost/Benefit

The net cost of this program to the University of Minnesota is minimal, since the program will principally gather, focus, and coordinate existing course offerings. Nearly all faculty effort involved will be handled by reassignment. The cost of this program to an individual student is also negligible, since a Ph.D. student must presently declare a Minor or a supporting field. A Minor in Interpersonal Relationships Research can be obtained by an individual student at no increase in cost above the present options available to students.

The benefits of this program are numerous. The proposed program will provide the University of Minnesota with a curriculum in Interpersonal Relationships Research and will stimulate interdisciplinary research by graduate students and faculty. Thus, the proposed program can be expected to increase the visibility of the University within the behavioral and social sciences and professions that build upon them. The program will aid recruitment of more highly qualified students to existing graduate programs. The program may also facilitate recruitment of new faculty with interests in interpersonal relationships research as positions become available in various departments. Finally, the products of graduate programs--the students--will be better trained in Interpersonal Relationships Research and will therefore reflect more positively upon the University of Minnesota.

7. Hypothesis to be Tested

This is not an experimental program.

SECTION III

The Proposal to Establish a Doctoral Minor in Interpersonal Relationships Research

A. Introduction

The study of behavior in interpersonal relationships is a recently recognized and rapidly advancing domain of scientific inquiry. Its origins are in psychology (particularly, its social, developmental, clinical, and organizational subfields), with related concentrations in family studies, nursing, communication, and sociology. As a domain, Interpersonal Relationships Research is concerned with empirical research on behavioral interaction patterns between two persons and the impact of these interactions. Scholarly work in the area is, thus, primarily concerned with the actual patterns of conjoint functioning between members of dyads. Attention is also given to the interrelations of these dyadic relationships in larger collectives (e.g., families, organizations, societies) and to implications of relationships for individual members of dyads.

Considerable progress has been made in research on interpersonal relations and their significance in the decade just past. Findings now document diverse linkages between relationships and health, motivation, competence, and productivity across the life span. It is, consequently, becoming increasingly important for universities to prepare students to participate and provide leadership in the emerging interdisciplinary theoretical and research initiatives on interpersonal relationships. This proposal is directed toward achieving such a goal at the University of Minnesota.

The development on a national level of a behavioral research enterprise focussed on interpersonal relationships is reflected in the National Research Council's report, "The Behavioral and Social Sciences: Achievements and Opportunities" (1988). It is also apparent in the recent reorganization of the National Institute of Mental Health and the Division of Basic Brain and Behavioral Sciences, which now includes a section on Interpersonal and Family Processes. Two international scientific organizations of researchers interested in interpersonal relationships (International Society for the Study of Personal Relationships and the International Network on Personal Relationships) have been formed in the past five years (a merger of the two is now being planned). These organizations hold biennial and annual meetings, respectively, and the latter publishes a new journal, Journal of Social and Personal Relationships. The combined membership of the two organizations is presently more than 1,000 members. In addition, the American Psychological Association's Journal of Personality and Social Psychology, which has long been the leading periodical in social and personality psychology, has established a section that is largely comprised of reports of research on relationships. Additional leadership in the field has been provided by organizations such as the National Council on Family Relations, the Society for Research in Child Development, and others.

The University of Minnesota faculty includes a number of internationally recognized contributors to scientific research on interpersonal relationships. Faculty members and graduate students from seven different programs maintain ongoing research

programs in interpersonal relationships, and those from several other units pursue related interests. Courses bearing on the nature and contexts of dyadic relationships are found in at least ten different units. The University presently lacks, however, an organizational and programmatic focus around which to consolidate its considerable instructional and research strengths in this area. This void creates several problems:

1. There is no central listing of available faculty and courses in Interpersonal Relationships Research and no single source from which prospective students can obtain information about resources. These circumstances make it more difficult to advertise for and recruit quality graduate students.

Consequently, some well-qualified students who might otherwise attend the University of Minnesota matriculate at other institutions.

2. Because there is no formal curriculum in Interpersonal Relationships Research, the education of graduate students in this area may be uneven.

3. There is no way for graduate students to obtain formal recognition on their records of their expertise in Interpersonal Relationships Research.

4. Because faculty and graduate students with interests in research on interpersonal relationships are distributed among many departments and because there is no formal educational organization for interpersonal relationships researchers, interactions among these individuals are not as frequent, widespread, or fruitful as they might be.

B. The Proposed Program

A Ph. D. minor in Interpersonal Relationships Research is proposed both to increase the accessibility and integration of diverse programmatic resources and to enhance the visibility of the University of Minnesota as a center for graduate education in, and the advancement of, research on interpersonal relationships.

Program Objectives

Establishing a formal degree-related program will also accomplish a series of important operational objectives:

1. Permit the appointment of a Director of Graduate Studies and selection of a Steering Committee. This group would be responsible for the operation of the program.
2. Provide a structure within which a set of high-quality core courses can be identified that emphasize theory and methods in Interpersonal Relationships Research and that provide a representative background of knowledge in the area. Among these would be a Proseminar in Interpersonal Relationships Research and a seminar in Statistical and Methodological Issues in Research on Dyadic Relationships. Both courses will be developed especially for this program.
3. Permit a central listing in the Graduate School Bulletin of graduate-level courses in Interpersonal Relationships Research. Relevant courses are now widely scattered in diverse graduate program. Such a listing would provide general publicity and facilitate more specialized advertising for recruitment of graduate students into existing graduate programs.

4. Enhance the training of students in graduate programs for which specialized knowledge of theory and research on dyadic relationships would supplement major program requirements.

5. Increase and enhance the interactions among graduate students and faculty involved in Interpersonal Relationships.

6. Permit official university recognition of the minor on student transcripts. This recognition may be helpful to students when seeking jobs.

Admission Requirements

Admission to the minor program will be contingent upon enrollment in good standing in a recognized degree-granting program of the Graduate School of the University of Minnesota.

Admission to the minor is limited and is granted by permission of the Director of Graduate Studies in Interpersonal Relationships Research, acting on behalf of the graduate faculty. Students will be expected to attain competencies equivalent to successful completion of the prerequisites for the required core seminar in Statistical and Methodological Issues in Research on Dyadic Relationships. These prerequisites are as follows: EdPsy 8260, 8261, 8262, Statistical Methods, and EdPsy 8263, Design and Analysis of Experiments.

The Curriculum

The minor program requires a minimum of 21 graduate level quarter credits. Credits from courses in the student's major department do not count toward the minor. The following courses are required:

Psy 5xxx Psychology of Interpersonal Relationships. 4 credits.

IPRel 8xxx Proseminar: Interpersonal Relationships Research. 1 credit per quarter for 3 quarters.

IPRel 8xxx Seminar: Statistical and Methodological Issues in Research Dyadic Relationships. 3 credits.

The remaining 11 credits must be taken in courses selected from the list of Elective Courses (see below).

The program for an individual student will be developed in consultation between the student, the major advisor, and the Director of Graduate Studies in Interpersonal Relationships Research. Students with sufficient background and previous course experience equivalent to one or more courses within the curriculum may apply for waiver of the appropriate requirements and replace waived courses with additional electives to meet the 21-credit minimum.

A list of courses required or acceptable for the minor follows. Core courses (i.e., those required for the minor) are listed first and are followed by elective courses. Elective courses are organized by clusters denoting relative emphasis on (a) the nature and functioning of dyadic relationships, (b) analysis of common contexts that influence dyadic relationships, (c) application of knowledge about relationships, and (d) methodological skills for conducting research on interpersonal relationships, relevant contexts, and applications. Students should include at least one course from each of two of these clusters to assure breadth in their minor programs. At least one of these elective courses must be at the 8xxx level.

List of Courses for Inclusion
in the Ph.D. Minor Program in Interpersonal Relationships Research

CORE COURSES

Psy	5xxx	Psychology of Interpersonal Relationships. 4 credits. Berscheid.
IPRel	8xxx	Proseminar: Interpersonal Relationships. 1 credit per quarter for 3 quarters.
IPRel	8xxx	Seminar: Statistical and Methodological Issues in Research on Dyadic Relationships. 3 credits.

ELECTIVE COURSES

Analysis of Dyadic Relationships

CPsy	5336	Development and Interpersonal Relationships. 4 credits. Collins.
FSoS	5001	Human Sexual Behavior. 5 credits. Maddock.
FSoS	5202	Social Psychology of Close Relationships. 4 credits. Rosenblatt.
Spch	5402	Problems of Interpersonal Communication. 4 credits. Shapiro.
Spch	5407	Communication and Interpersonal Conflict. 4 credits.
CPsy	8360	Seminar: Development and Change in Interpersonal Relationships. 3 credits. Collins.
Psy	8202	Advanced Social Psychology -- Close Relationships. 3 credits. Berscheid.
Soc	8521,8522,8523	Seminar: Social Psychology of Marriage (same as Psy 8214,8215,8216). 3 credits per quarter. Leik.
Spch	8401	Current Advanced Theories of Person-to-Person Communication. 3 credits. Sykes.

Contexts of Dyadic Relationships

CPsy	5331	Processes of Social Development. 4 credits. Collins, Hartup.
FSoS	5200	Family Relationships. 5 credits. Doherty.
FSoS	5210	The Family in World Perspective. 4 credits. Rosenblatt.
FSoS	5251	Aging Families. 4 credits. Detzner.
FSoS	5242	Death and Other Losses in the Family. 3 credits. Rosenblatt.
Soc	5505	Family Development. 5 credits. Leik.
Soc	5441	Work-Family Linkages. 4 credits. Mortimer.
Soc	5524	Sociology of Human Sexuality. 3/4 credits. Reiss.
Spch	5451	Intercultural Speech-Communication. 4 credits. Albert.
CPsy	8333	Advanced Social Development I. 3 credits. Hartup, Collins.

FSoS	8255	Conceptual Frameworks in the Family. 4 credits. Boss, others
Mgmt	8301	Seminar in Organizational Behavior. 3 credits. Cummings.
Mgmt	8303	Group Behavior in Organizations. 3 credits. Saavedra.
Soc	8501,502	Seminar: Contemporary Research on Marriage and the Family. 4 credits. Reiss.
Soc	8505	Seminar: Theory Development and the Family. 4 credits. Leik, Reiss.
Spch	8451	Seminar: Face-to-Face Intercultural Communication. 3 credits. Albert.

Applications of Theory and Research on Relationships

HEEd	5405	Child Development and Parent Education. 1-4 credits.
HEEd	5407	Family Life Education. 1-4 credits.
SW	5026	Mediation and Conflict Resolution. 3 credits.
FSoS	8203	Family Stress, Coping, and Adaptation. 3 credits. Boss, Needle.
FSoS	8214	Theories of Marital and Family Therapy. 4 credits. Doherty.
FSoS	8216	Marital and Family Assessment. 4 credits. Olson.
Mktg	8055	Introduction to Consumer Behavior. 4 credits. Loken, Ross.
Nurs	8421	Psychiatric-Mental Health Nursing: Group Dynamics. 3 credits. Kjervik.
Nurs	8422	Psychiatric-Mental Health Nursing: Family Dynamics. 3 credits. Kjervik.
Spch	8402	Seminar: Interpersonal Communication Problems. 3 credits. Shapiro.
Spch	8421	Seminar: Communication and Negotiation. 3 credits.
SW	8203	Family Stress. 3 credits.
SW	8426	Domestic Violence. 3 credits.

Research Methods

EdPsy	8266	Analysis of Results from Nonexperimental Data. 3 credits. Maruyama.
EdPsy	82xx	Analysis of Nominal Data. 3 credits. Edwards.
FSoS	5205	Introduction to Family Research Methods. 4 credits. Needle.
FSoS	5206	Developing and Evaluating Family Research Projects. 4 credits. Needle.
FSoS	8266	Family Research Methodology I. 4 credits. Olson.
FSoS	8267	Family Research Methodology II. 4 credits. Olson.
Soc	8514,8515, 8516	Seminar: Research Problems in the Family. 3 credits per quarter. Laslett, Leik, Reiss.

Completion Requirements and Standards

Students must maintain academic standards in accordance with Graduate School standards. No more than one course in which a grade of "C" was obtained may be used for credits in the minor program.

C. Educational and Social Need for the Program

Representatives of graduate programs in five colleges (Education, Human Ecology, Liberal Arts, Carlson School of Management, and Nursing) have indicated that students in their programs would subscribe to a doctoral minor in Interpersonal Relationships Research and that such a program would supplement and strengthen students' preparation to seek positions in the current job market.

Student Interest in the Program

It is estimated that 15 candidates will be admitted to the Ph.D. minor program in Interpersonal Relationships in any given academic year. Thus, after four years approximately 60 students will be continuously affiliated with the program. These estimates are based upon the number of graduate students presently engaged in research on interpersonal relationships in the traditional departmental programs, many of whom can be expected to apply for the minor in Interpersonal Relationships.

Employment Prospects

Employment prospects for individuals trained in Interpersonal Relationships are increasing steadily in both academic and applied settings. Universities and colleges are seeking scientists not only with research interests within one of the disciplines related

to Interpersonal Relationships, but more particularly with research interests that integrate various approaches to understanding human relationships. That is, they are specifically searching for Interpersonal Relationship specialists.

Graduate students in some programs (e.g., Nursing) are required to have specific minors, and the proposed program would fill a gap in the options now open to them. In most programs, students now have the option of building their own supporting programs with a concentration such as Interpersonal Relationships Research. That option has several weaknesses in comparison to the proposed program. First, it does not insure that all such students receive appropriate training. Second, it lacks integrative coursework, such as the Proseminar in Interpersonal Relationships Research and the other required courses proposed for this minor. Third, it does not provide official recognition on the student's transcript of their specific training in Interpersonal Relationships Research. This point is especially pertinent to employment prospects. The ability of graduates to claim a minor in Interpersonal Relationships Research should make these individuals more attractive to prospective employers seeking to hire experts in this area. Fourth, ad hoc supporting programs do not offer the possibility for enhancing interaction among faculty members such as may occur within the structure of a formal minor.

D. Comparison with Similar Programs

There is no similar program among the institutions of higher education in Minnesota, nor do the universities in neighboring states offer a graduate minor in Interpersonal Relationships

Research. Indeed, at present only one university in the country (the University of Denver) has achieved both a critical mass of faculty and an adequate programmatic focus for offering formal research training in interpersonal relationships, and their program is primary an area of concentration for students within psychology. The University of Minnesota would be the first doctoral-training institution to establish a formal program mechanism that would build on interdisciplinary strengths and that would supplement a variety of graduate majors.

E. Quality Control

Qualifications of the Graduate Faculty

Graduate Faculty membership for the minor in Interpersonal Relationships Research will be restricted to faculty who are actively involved in teaching and research on dyadic relationships and who are willing to make a commitment to research training and graduate education in this area. The appointments to the Graduate faculty will be at the "E" level since the proposal is to establish a minor program in Interpersonal Relationships Research. Election to the Graduate Faculty in Interpersonal Relationships Research shall be granted, upon application, to those faculty of the University of Minnesota who accept and fulfill the responsibilities outlined as follows:

1. Faculty members should be actively engaged in empirical research on dyadic relationships. Evidence of activity should include such criteria as recent grant support, financial support of graduate students, and recent refereed publications.

2. Faculty members should be willing and able to serve as advisors or co-advisors to candidates for the doctoral minor.

3. Faculty members should teach or provide a major contribution to at least one of the courses listed as a requirement or elective in the Interpersonal Relationships Research minor or should teach a research seminar in the area at least once every three years.

4. Faculty should be available for service on both standing and ad hoc committees of the graduate faculty.

Periodically, but at no less than five-year intervals, the Steering Committee should review the program-related activities of the Interpersonal Relationships Research Graduate Faculty and revise faculty composition accordingly.

Governance of the Program

Primary administrative responsibility for the program will be vested in the Director of Graduate Studies (DGS). The person to act as DGS will be recommended to the Dean of the Graduate School by a majority vote of the program faculty and will serve for a period of three years. The DGS will be assisted by the Interpersonal Relationships Research Steering Committee. These members will represent the range of subdisciplines comprising Interpersonal Relationships Research. Each year the DGS, in consultation and with approval of program faculty, will recommend the composition of the Steering Committee. Substantial modifications in and departures from existing program guidelines will be subject to majority approval of the program faculty.

Evaluation of the Program

Periodic internal and external reviews will be the primary means by which the program is evaluated. It is expected that the program faculty will take steps to remedy deficiencies identified by these reviews.

F. Implementation

Schedule

It is proposed that the minor in Interpersonal Relationships Research be initiated in September 1991.

The Initial Faculty

It is proposed that the individuals listed in the Appendix comprise the initial faculty. These individuals served as the committee to prepare this proposal and/or serve on the Provost's Ad Hoc Planning Committee on Interpersonal Relationships Research. All satisfy the criteria listed in Section E (above): they currently teach a course or courses central to research on interpersonal relationships and/or conduct research on interpersonal relationships, and they represent the broad interests of the program. When the program has been approved, this group will solicit, review, and make recommendations regarding applications for additional members in accordance with the criteria listed in section E (above). The initial group of faculty will recommend an individual to be appointed as the Director of Graduate Studies.

University Resources

The major obligations and responsibilities for the faculty in the proposed program will be accomplished by reassignment of effort.

Funding in the amount of \$2,500 per year will be needed to support administration of the program. These funds will be used to reimburse the academic department for release time in order to attract a senior faculty member to accept this responsibility. Additional funding is required to support operation of the program as follows: \$2,000 per year for secretarial assistance to the DGS in administering the program; \$1,500 per year for supplies needed for mailing information, telephones, advertising, and recruitment activities; and \$3,500 per year for the support of a colloquium series in Interpersonal Relationships Research. Approximately half of the funds for the colloquium series will be expended in collaboration with participating departments and units, and half will be used to support visits arranged on behalf of the doctoral minor program itself. Because faculty and students across many disciplines and collegiate units will participate in and benefit from these functions, it is inappropriate for a single unit to assume the costs.

A request has been made to the Provost for modest space to house the administrative operations of the program and to provide a common meeting place for students and faculty from geographically scattered programs.

Extra-University Resources

No significant sources of external support are required for implementation and continuation of the program. It is anticipated, however, that requests for predoctoral and postdoctoral training support will be submitted early in 1991. Furthermore, many students in this program can be expected to

Appendix A

Proposed Initial Faculty Graduate Minor In Interpersonal Relationships Research

Ellen S. Berscheid, Regents' Professor, Psychology

Graduate School Status: Full Member

Education: Ph.D., University of Minnesota, 1965
M.A., University of Nevada, 1960

Selected Publications:

Kelley, H. H., Berscheid, E., Christensen, A., Harvey, J., Huston, T., Levinger, E., McClintock, Peplau, A., & Peterson, D. (1983). Close relationships. San Francisco: Freeman

Berscheid, E., Gangestad, S. W., & Kulakowski, D. (1984). Emotion in close relationships: Implications for relationship counseling. In S. D. Brown & R. W. Lent (Eds.), Handbook of counseling psychology. New York: Wiley.

Berscheid, E. (1985). Interpersonal attraction. In G. Lindzey & E. Aronson (Eds.), Handbook of social psychology (3rd ed.), Reading, MA: Addison-Wesley.

Berscheid, E., Snyder, M., & Omoto, A. M. (1989). Issues in studying close relationships: Conceptualizing and measuring closeness. In C. Hendrick (Ed.), Close relationships: Review of personality and social psychology, Vol. 10 (pp. 63-91). Newbury Park, CA: Sage.

*Berscheid, E., Snyder, M., & Omoto, A. M. (1989). The Relationship Closeness Inventory: Assessing the closeness of interpersonal relationships. Journal of Personality and Social Psychology: Interpersonal Relations and Group Processes, 57(5), 792-807.

Professional Associations: American Psychological Association, Society for the Psychological Study of Social Issues, Society of Experimental Social Psychology, International Society for the Study of Personal Relationships, International Network for Relationships Research, International Society for Research on Emotion

W. Andrew Collins, Professor, Institute of Child Development

Graduate School Status: Full Member

Education: Ph.D., Stanford University, 1971
M. A., Stanford University, 1968

Selected Publications:

*Laursen, B., & Collins, W. A. (1988). Conceptual changes during adolescence and effects upon parent-child relationships. Journal of Adolescence Research, 3, 119-140.

Collins, W. A., & Gunnar, M. R. (1990). Social and personality development. Annual Review of Psychology, 41, 387-416.

Collins, W. A. (1990). Parent-child relationships in the transition to adolescence. In R. Montemayor, G. Adams, & T. Gullotta (Eds.), From Childhood to Adolescence: A Transition Period (pp. 85-106). Beverley Hills, CA: Sage.

Goodnow, J. J., & Collins, W. A. (1990). Development according to parents: The nature, sources, and consequences of parents' ideas. London, England: Lawrence Erlbaum, Ltd.

*Collins, W. A., & Russell, G. (in press). Mother-child and father-child relationships in middle childhood and adolescence. Developmental Review.

*Denotes refereed publication

Professional Associations: American Psychological Association, American Psychological Society, Society for Research in Child Development, International Society for the Study of Interpersonal Relationships International Network for Relationships Research, International Society for the Study of Behavioral Development, American Association for the Advancement of Science, Society for Research on Adolescence, Merrill-Palmer Society

L. L. Cummings, Carlson Professor, Business Administration (Strategic Management and Organizational Behavior)

Graduate School Status: Full Member

Education: D.B.A., Indiana University, 1964
M.B.A., Indiana University, 1961

Selected Publications:

- *Ashford, S. J., & Cummings, L. L. (1985). Proactive feedback seeking: The instrumental use of the information environment. Journal of Occupational Psychology (British Psychological Society), 58, 67-79.
- *Siegall, M., & Cummings, L. L. (1986). Changes in perception of personal role networks as a means of role stress coping. International Journal of Small Group Research, 2(2), 232-234.
- *Gardner, D. G., Dunham, R. B., Cummings, L. L., & Pierce, J. L. (1987). Focus of attention at work and leader-follower relationships. Journal of Occupational Behavior, 8, 277-294.
- *Bies, R. J., Shapiro, D. L., & Cummings, L. L. (1988). Causal accounts and managing organizational conflict: Is it enough to say "it's not my fault?" Communication Research, 15(4), 381-399.
- *Cummings, L. L. (1989). The essential nature of models of humans in industrial relations research. Industrial and Labor Relations Review, 43(1), 93-96.

Professional Associations: American Psychological Association (including Society of Industrial and Organizational Psychology), Academy of Management, Decision Sciences Institute, American Sociological Association, American Society for Personnel Administration, American Psychological Society, Industrial Relations Research Association, Midwestern Psychological Association

Harold D. Grotevant, Professor and Head, Family Social Science

Graduate School Status: Full Member

Education: Ph.D., University of Minnesota, 1977

Selected Publications:

- *Grotevant, H. D., & Cooper, C. R. (1985). Patterns of interaction in family relationships and the development of identity exploration in adolescence. Child Development, 56, 415-428.
- *Grotevant, H. D., & Cooper, C. R. (1986). Individuation in family relationships: A perspective on individual differences in the development of identity and role taking in adolescence. Human Development, 29, 82-100.
- *Cooper, C. R., & Grotevant, H. D. (1987). Gender issues in the interface of family experience and adolescent's friendship and dating identity. Journal of Youth and Adolescence, 16, 247-264.
- *Grotevant, H. D., McCroy, R. G., & Jenkins, V. Y. (1988). Emotionally disturbed adopted adolescents: Early patterns of family adaptation. Family Process, 27, 439-457.

Professional Associations: American Home Economics Association, American Psychological Association, International Society for the Study of Behavioral Development, International Society for the Study of Personal Relationships, National Council on Family Relations, Society for Research in Child Development, Society for Research on Adolescence

Willard W. Hartup, Wallace Professor, Institute of Child Development

Graduate School Status: Full Member

Education: Ed.D., Harvard University, 1955

M. A., The Ohio State University, 1951

Selected Publications:

Hartup, W. W. (1983). Peer relations. In E. M. Hetherington (Vol. Ed.), P. H. Mussen (Series Ed.), Handbook of child psychology: (Vol. 4). Socialization, personality and social development (pp. 103-196). New York: Wiley.

Hartup, W. W., & Rubin, Z. (Eds.). (1986). Relationships and development. Hillsdale, NJ: Erlbaum.

*Hartup, W. W., Laursen, B., Stewart, M. I., & Eastenson, A. (1988). Conflict and the friendship relations of young children. Child Development, 59, 1590-1600.

Hartup, W. W. (1989). Social relationships and their developmental significance. American Psychologist, 44, 120-126. Reprinted in M. A. Luszcz & T. Nettlebeck (Eds.), (1989). Psychological development: Perspectives across the life-span (pp. 3-14). The Netherlands: Elsevier Science Publishers.

*Laursen, B., & Hartup, W. W. (1989). The dynamics of preschool children's conflicts. Merrill-Palmer Quarterly, 35, 281-297.

Hartup, W. W., & Laursen, B. (in press). Relationships as developmental contexts. In R. Cohen & A. W. Siegel (Eds.), Context and development. Hillsdale, NJ: Erlbaum.

Professional Associations: American Psychological Association, American Psychological Society (Fellow), Society for Research in Child Development, International Society for the Study of Behavioural Development, National Association for the Education of Young Children, Society of Experimental Social Psychology, American Association of University Professors, American Association for the Advancement of Science, Society of the Sigma Xi

Geoffrey Maruyama, Professor, Educational Psychology

Graduate School Status: Full Member

Education: Ph.D., University of Southern California, Los Angeles, 1977

M. A., University of Southern California, Los Angeles, 1974

Selected Publications:

*Maruyama, G. (1982). How should attributions be measured?: A reanalysis of data from Elig and Frieze. American Educational Research Journal, 19, 552-558.

*Johnson, D. W., Johnson, R. T., & Maruyama, G. (1983). Interdependence and interpersonal attraction among heterogeneous and homogeneous individuals: A theoretical formulation and a meta-analysis of the research. Review of Educational Research, 53, 5-54.

- *Maruyama, G., Miller, N., & Holtz, R. (1986). The relation between popularity and achievement: A longitudinal test of the lateral transmission of value hypothesis. Journal of Personality and Social Psychology, 51, 730-741.
- Maruyama, G., Peterson, R. P., & Knechel, S. (in press). The impact of role reversal and minority empowerment strategies on decision-making in numerically unbalanced cooperative groups. In N. Miller & R. Hertz-Lazarowitz (Eds.), Interaction in cooperative groups: The theoretical anatomy of group learning.
- Maruyama, G., & LeCount, J. (in press). The role and importance of interpersonal attraction and social acceptance in educational settings. In F. Medway & T. Cafferty (Eds.), Social psychology: A social psychological perspective. Hillsdale, NJ: Erlbaum.
- Professional Associations: American Educational Research Association, American Psychological Association, Asian American Psychological Association, Midwest Human Relations Association, Midwest Psychological Association, Minnesota Human Relations Association, Society for Personality and Social Psychology, Society for the Advancement of Social Psychology, Society for the Psychological Study of Social Issues, Western Psychological Association

A. Marilyn Sime, Professor, Nursing
Graduate School Status: Full Member
Education: Ph.D., University of Minnesota, 1973
M. S., Boston University, 1964

Selected Publications:

- *Sime, A. M. (1976). The relationship of preoperative fear, coping and information about surgery to recovery from surgery. Journal of Personality and Social Psychology, 34, 716-724.
- *Kallio, J., & Sime, A. M. (1980). The effect of induced control on the perceptions of control, mood state and quality of nursing care for clients in a critical care unit. Advances in Nursing Science, 2(3), 105-107.
- *Sime, A. M., & Kelly, J. W. (1983). Lessening patient stress in the CCU. Nursing Management, 14(10), 24-26.
- *Sime, A. M. (1990). Comments on burnout and social support in family caregivers. Western Journal of Nursing Research, 12(4), 484-485.
- *Kelly, A. W., & Sime, A. M. (1990). Language as research data: Application of computer content analysis in nursing research. Advances in Nursing Science, 12(3), 32-40.

Professional Associations: Alpha Tau Delta, Sigma Theta Tau, American Nurses' Association, North Dakota State Nurses' Association, American Psychological Association, Society of the Sigma Xi, Midwest Nursing Research Society

L. Alan Sroufe, Harris Professor, Institute of Child Development
Graduate School Status: Full Member
Education: Ph.D., University of Wisconsin, 1967
M. S., University of Wisconsin, 1965

Selected Publications:

- *Sroufe, L. A. (1985). Attachment classification from the perspective of infant-caregiver relationships and infant temperament. Child Development, 56, 1-14.
- Sroufe, L. A., & Fleeson, J. (1986). Attachment and the construction of relationships. In W. Hartup & Z. Rubin (Eds.), Relationships and development. Hillsdale, NJ: Erlbaum.

- Sroufe, L. A., & Fleeson, J. (1988). The coherence of family relationships. In R. A. Hinde & J. Stevenson-Hinde (Eds.), Relationships within families: Mutual influences (pp. 27-47). Oxford: Oxford University Press.
- Sroufe, L. A. (1989). Relationships, self, and individual adaptation. In A. J. Sameroff & R. N. Emde (Eds.), Relationship disturbances in early childhood: A developmental approach (pp. 97-124). New York: Basic Books.
- Sroufe, L. A., & Egeland, B. (in press). Person and environment: Illustrations of interaction from a longitudinal study of development. In T. Wachs & R. Plomin (Eds.), Organism-environment interaction. Washington, D.C.
- Professional Associations: Society for Research in Child Development, International Conference on Infant Studies

Appendix B

Sample Elective Courses For Minors In Interpersonal Relationships Research

Students who are pursuing different doctoral majors would be expected to choose different patterns of elective courses to complement their coursework in the major.

Illustrative programs are shown below for students from three doctoral programs (Educational Psychology, Nursing, and Child Psychology), indicating courses that might be included to meet the requirements for a minor in Interpersonal Relationships Research. In addition, illustrative minor-program coursework is shown for students who might choose the Interpersonal Relationships Research minor in connection with majors in Family Social Science, Psychology (Social), and Business Administration (Strategic Management and Organizational Behavior).

ILLUSTRATIVE STUDENT PROGRAMS (MAJOR AND MINOR COURSEWORK)

Educational Psychology

Major:

Statistics and Methodology

EPsy 5221	Basic Principles of Measurement, 3 cr
EPsy 5240	Principles and Methods of Evaluation, 3 cr
EPsy 5261	Applied Matrix and Vector Concepts, 1 cr
EPsy 8260-	
8262	Statistical Methods, 9 cr
EPsy 8264	Multiple Regression, 3 cr
EPsy 8265	Factor Analysis, 3 cr
TOTAL	22 credits

Substantive

EPsy 5014	Human Learning and Memory, 4 cr
EPsy 5101	Personality, 4 cr
EPsy 5201 OR	Social Psychology, 4 cr
EPsy 5114	Psychology of Student Learning, 3 cr
EPsy 5170	Social Psychology of Education, 4 cr
EPsy 5433	Developmental Career Counseling of Women, 3 cr
EPsy 8121	Achievement Motivation of Women, 3 cr
EPsy 8150	Psychology of Conflict Resolution, 4 cr
EPsy 8151	Organizational Development and Change, 4 cr
EPsy 8153	Social Psychological Influences on Behavior, 3 cr
EPsy 8169	Research Problems: Social Psychology, 3 cr
EPsy 8208	The Self, 3 cr
EPsy 8905	Landmark Issues, 3 cr
TOTAL	41 credits

Thesis Credits: 36 cr

Minor:

CPsy 8360	Development and Change in Interpersonal Relationships, 3 cr
EPsy 8266	Analyzing Results from Non-experimental Research, 4 cr
FOsS 5200	Family Relationships, 5 cr
IPRel 8xxx	Proseminar: Interpersonal Relationships, 3 cr
IPRel 8xxx	Seminar: Statistics and Methodological Issues in Research on Dyadic Relationships, 3 cr
Psy 5xxx	Psychology of Interpersonal Relationships, 4 cr
Psy 8202	Close Relationships, 3 cr
TOTAL	25 credits

Nursing

Major:

Nurs 8010	Structure of the Discipline of Nursing, 3 cr
Nurs 8011	Moral and Ethical Positions in Nursing, 3 cr
Nurs 8012	Conceptual Framework for Nursing Practice, 3 cr
Nurs 8014	Research in Nursing, 3 cr
Nurs 8030	Nursing Intervention Models, 8 cr
Nurs 8051	The Conduct of Nursing Research, 3 cr
Nurs 8111	Moral and Ethical Development in Nursing Science, 4 cr
Nurs 8114	Advanced Nursing Research, 3 cr
Nurs 8210	Theory Development in Nursing, 3 cr
Nurs 8800	Phenomenon of Health, 3 cr
Nurs 8900	Theoretical Foundations of Health Related Behaviors, 3 cr
EPsy 8260 -	
EPsy 8262	Statistical Methods, 9 cr
EPsy 8263	Design and Analysis of Experiments, 3 cr
TOTAL	51 credits

Nurs 8888

Doctoral Thesis Credits, 36 cr

Minor:

CPsy 8360	Seminar: Development and Change in Interpersonal Relationships, 3 cr
IPRel 8xxx	Proseminar: Interpersonal Relationships, 3 cr
IPRel 8xxx	Seminar: Statistical and Methodological Issues in Research on Dyadic Relationships, 3 cr
Psy 5xxx	Psychology of Interpersonal Relationships, 4 cr
Psy 8202	Advanced Social Psychology -- Close Relationships, 3 cr
Spch 8402	Seminar: Interpersonal Communication Problems, 3 cr
Spec 8451	Seminar: Seminar: Face-to-Face Intercultural Communication, 3 cr
TOTAL	22 credits

Thesis Title: The Experience of Culturally Diverse Nurse-Client Encounters

Child Psychology

Major:

CPsy 5329 Genetics, Ethology, and Development, 4 cr
CPsy 8263 Analysis of Experimental Design, 3 cr
CPsy 8304 Research Methods, 3 cr
CPsy 8310 History of Child Development, 1 cr
CPsy 8320 Seminar: Teaching Developmental Psychology, 1 cr
CPsy 8333 Advanced Social Development, 3 cr
CPsy 8343 Advanced Cognitive Development, 3 cr
CPsy 8360 Seminar: Developmental Psychology, 1 cr
CPsy 8605 Developmental Psychopathology, 3 cr
CPsy 8360 Seminar: Developmental Psychology - Relationships, 1 cr
CPsy 8606 Psychopathology: Children and Adolescents, 3 cr
CPsy 8360 Seminar: Developmental Psychology - Conflict, 3 cr
EPsy 5261 Statistical Methods, 3 cr
EPsy 5849 Assessment of Preschool Children, 3 cr
EPsy 8262 Statistical Methods, 3 cr
FSoS 5214 Marital Family Therapy, 4 cr
Psy 5137 Behavior Genetics, 4 cr
Psy 5862 Psychological Measurement, 4 cr
Psy 8004 Seminar: Phil. Psych, 3 cr
TOTAL 53 credits

CPsy 8888 Thesis, 36 credits

Minor:

EPsy 8266 Analysis of Results from Nonexperimental Data, 3 cr
FSoS 8255 Conceptual Frameworks in the Family, 3 cr
IPRel 8xxx Proseminar: Interpersonal Relationships, 3 cr
IPRel 8xxx Seminar: Statistical and Methodological Issues in Research on
 Dyadic Relationships, 3 cr
Psy 5xxx Psychology of Interpersonal Relationships, 4 cr
Psy 8202 Advanced Social Psychology -- Close Relationships, 3 cr
Spch 8401 Current Advanced Theories of Person-to-Person Communication, 3 cr
TOTAL 22 credits

ILLUSTRATIVE MINOR-PROGRAM COURSEWORK ONLY

Family Social Science

CPsy 8360 Seminar: Development and Change in Interpersonal Relationships,
 3 cr
IPRel 8xxx Proseminar: Interpersonal Relationships, 3 cr
IPRel 8xxx Seminar: Statistical and Methodological Issues in Research on
 Dyadic Relationships, 3 cr
Psy 5xxx Psychology of Interpersonal Relationships, 4 cr
Psy 8202 Advanced Social Psychology of Close Relationships, 3 cr
Soc 8505 Seminar: Theory Development and the Family, 4 cr
Soc 8514 Seminar: Research Problems in the Family, 3 cr
TOTAL 23 credits

Psychology (Social)

Minor:

CPsy 8360	Seminar: Development and Change in Interpersonal Relationships, 4 cr
EPsy 8263	Design and Analysis of Experiments, 3 cr
FSoS 5200	Family Relationships, 4 cr
FSoS 8214	Theories of Marital and Family Therapy, 4 cr
FSoS 8216	Marital and Family Assessment, 4 cr
IPRel 8xxx	Pro-seminar: Interpersonal Relationships, 3 cr
IPRel 8xxx	Seminar: Statistical and Methodological Issues in Research on Dyadic Relationships, 3 cr
Psy 5xxx	Psychology of Interpersonal Relationships, 4 cr (applies to major)
Spch 5402	Problems of Interpersonal Communication, 4 cr
Spch 8402	Seminar: Interpersonal Communication Problems, 4 cr
TOTAL	30 credits

Business Administration (Strategic Management and Organizational Behavior)

Minor (Example #1):

IPRel 8xxx	Proseminar: Interpersonal Relationships, 3 cr
IPRel 8xxx	Seminar: Statistical and Methodological Issues in Research on Dyadic Relationships, 3 cr
Psy 5xxx	Psychology of Interpersonal Relationships, 4 cr
SW 5026	Mediation and Conflict Resolution, 3 cr
Spch 5402	Problems of Interpersonal Communication, 4 cr
Spch 8401	Current Advanced Theories of Person-to-Person Communication, 3 cr
Spch 8421	Seminar: Communication and Negotiation, 3 cr
TOTAL	23 credits

Minor (Example #2):

FSoS 5202	Social Psychology of Close Relationships, 4 cr
IPRel 8xxx	Proseminar: Interpersonal Relationships, 3 cr
IPRel 8xxx	Seminar: Statistical and Methodological Issues in Research on Dyadic Relationships, 3 cr
Psy 5xxx	Psychology of Interpersonal Relationships, 4 cr
Psy 8202	Advanced Social Psychology - Close Relationships, 3 cr
Soc 5441	Work-Family Linkages, 4 cr
Soc 8501 AND	
Soc 8502	Seminar: Contemporary Research on Marriage and the Family, 8 cr
TOTAL	29 credits



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Sociology
909 Social Sciences
267 19th Avenue South
Minneapolis, Minnesota 55455
(612) 624-4300
FAX: (612) 624-7020

January 3, 1991

Professor W. Andrew Collins
Institute of Child Development
51 East River Road
University of Minnesota
Minneapolis, MN 55455-0345

Dear Andy:

I applaud the efforts of the Committee on Ph.D. Minor in Interpersonal Relationships to establish this program at the University. The rationale for the proposed integration of courses and faculty working in this area is sound and the projected demand for the minor is, if anything, perhaps underestimated. Certainly there are students in our graduate program who would benefit from affiliation with the minor, as we currently have fewer faculty than in the past who do research and offer instruction in social psychology. You appear to have identified most of the courses and current faculty members who would likely be involved in the program when it eventually materializes. I wish you and the committee success as the Graduate School reviews the proposal. If I can be of further assistance in supporting the program, now or in the future, please do not hesitate to call on me.

Cordially,

A handwritten signature in cursive script that appears to read "Dave".

David Knoke
Professor and Chair



UNIVERSITY OF MINNESOTA
TWIN CITIES

PSYCHOLOGY DEPARTMENT
ELLIOTT HALL
75 EAST RIVER ROAD
UNIVERSITY OF MINNESOTA
MINNEAPOLIS, MINNESOTA 55455
PHONE (612) 625-4042
FAX (612) 626-2079

1/6/91

Professor W. Andrew Collins
Chair, Committee on Ph.D. Minor on
Interpersonal Relationship Research
Institute of Child Development
51 East River Rd.
University of Minnesota
EAST BANK

Dear Andy:

This letter is in response to your request for support for the proposed Ph.D. Minor in Interpersonal Relationship Research.

I have carefully read the proposal and found it extremely interesting. The proposal addresses a substantive body of important research and capitalizes on a very strong group of faculty scattered across a number of colleges. It is truly integrative. You have my enthusiastic support.

Sincerely;

A handwritten signature in black ink, appearing to read "Thomas J. Bouchard, Jr."

Thomas J. Bouchard, Jr.
Chairman, Department of Psychology

UNIVERSITY OF MINNESOTA
TWIN CITIES

Institute of Child Development
51 East River Road
Minneapolis, Minnesota 55455-0345
Office: (612) 624-0526
Fax: (612) 624-6373

January 15, 1991

Professor W. Andrew Collins
Institute of Child Development
Campus Mail

Dear Andy:

I write in support of the proposal to establish a doctoral minor in Interpersonal Relationships Research. The proposed plan offers students in programs like Child Psychology the opportunity for integrative coursework and advising in an important new area of research. I am pleased that you, Bill Hartup, and Alan Sroufe intend to be active in the program; and I am certain that other faculty and a number of doctoral students from the Institute will become participants, as well.

This program will be a valuable addition to graduate study at the University of Minnesota. Please call on me if I can be helpful in getting it underway.

Cordially,

Rich

Richard A. Weinberg, Ph.D.
Professor and Director



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

School of Nursing
6-101 Unit F
308 Harvard Street
Minneapolis, Minnesota 55455
(612) 624-5959

January 17, 1991

W. Andrew Collins
Professor
Chair, Committee on PhD Minor on
Interpersonal Relationships Research
Institute of Child Development
51 East River Road
University of Minnesota

Dear Professor Collins:

I am writing to express my support for the proposal for the PhD Minor in Interpersonal Relationships Research. The proposal builds a convincing case for a substantial body of knowledge upon which to develop a meaningful and high quality area of study. It also documents a critical mass of scholars qualified to offer the minor at the University of Minnesota.

As a new program in a professional discipline, our PhD program in nursing requires that students complete a minor in a substantive, basic field. Because interpersonal relationships are fundamental to understanding the health-related needs of clients and the therapeutic process used by nurses, interpersonal relationships are of central or peripheral importance to virtually all of the research issues addressed by nursing faculty and students. For this reason, I believe a significant number of our doctoral students are likely to choose this area of study for their minor field. Students minoring in other areas may also elect to take additional course work in interpersonal relationships.

We at the School of Nursing welcome this proposal and wish you well as you proceed with your planning and implementation.

Sincerely,

Sandra R. Edwardson, PhD, RN
Associate Professor and
Acting Dean

SRE:djh:52:wac

FEB 04 1991

UNIVERSITY OF MINNESOTA
TWIN CITIES

Curtis L. Carlson School of Management
271 19th Avenue South
Minneapolis, Minnesota 55455

Strategic Management and Organization
835 Management and Economics Building
FAX 612-625-2873 612-624-5232

Faculty:

Stuart M. Albert L. L. Cummings
Srinivasan Balakrishnan P. Christopher Earley
Norman E. Bowie W. Bruce Erickson
Philip Bromiley Charles E. Flaherty
Thomas H. Brush Joseph J. Galaskiewicz
Balaji S. Chakravarthy Laurent L. Jacque

Stefanie A. Lenway
Ian Maitland
Alfred A. Marcus
John J. Mauriel
Elaine Mosakowski
Mary Lippitt Nichols

Richard Saavedra
Andrew H. Van de Ven
Raymond E. Willis
Administrator:
Joanne M. Bowman

January 29, 1991

Professor Andy Collins
Institute of Child Development
51 East River Road
Minneapolis, MN 55455-0345

Dear Professor Collins,

I enthusiastically support the efforts of the Committee on the Ph.D. minor in Interpersonal Relationships to establish a minor in the area. To me, a non-expert in the field, the proposal seemed truly integrative and has the potential to utilize the University's talent and resources more effectively. I look forward to the proposal's implementation.

Sincerely,

W Bruce Erickson

W. Bruce Erickson
Professor and Chair

cc: Larry Cummings



UNIVERSITY OF MINNESOTA
TWIN CITIES

School of Social Work
400 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 624-5888
FAX: (612) 626-0395

FEB 11 1991

February 8, 1991

Dean Robert Holt
Graduate School
University of Minnesota
321 Johnston Hall
Minneapolis, MN 55455

Dear Dean Holt:

I'm writing in support of the proposed Minor in Interpersonal Relationships Research for doctoral students. The establishment of this minor could have a number of general benefits, including increasing the amount of interdisciplinary collaboration and research occurring on our campus and providing more coherence to the current graduate offerings now available in the area of interpersonal relationships now scattered over many disciplines.

I'm confident that some of our doctoral students in Social work will elect this minor, because a number of them already do dissertations and take supporting coursework in this area under faculty such as Professors Jeff Edleson (domestic violence) and Jane Gilgun (sexual abuse). The proposed minor would make it easier for them to identify relevant supporting coursework and appropriate faculty members for their committees. An official minor would also provide greater recognition for their work in this area and be a useful credential in their academic careers.

Sincerely,

C David Hollister

C. David Hollister
Professor and Director

CDH:jml

A:HOLT.LTR

cc: Professor Jean Quam, Director of Graduate Studies,
School of Social Work
Professor Jeffrey Edleson, Chair, Doctoral Program
School of Social Work



UNIVERSITY OF MINNESOTA
TWIN CITIES

Division of Endocrinology and Metabolism
Department of Medicine
Hennepin County Medical Center
701 Park Avenue South
Minneapolis, Minnesota 55415

January 25, 1991

(612) 347-2703
Fax: (612) 347-2984

Dean Ken Zimmerman
Graduate School
325 Johnston Hall

Dear Dean Zimmerman:

Please find enclosed the proposal for a Ph.D.-level minor in Psychoneuroimmunology (PNI) which we are submitting for consideration by the appropriate Policy and Review committees. We are requesting implementation of the proposed minor in the Fall Quarter of 1991.

This document is the result of extensive discussions between the ten University of Minnesota faculty who are actively involved in PNI-related research as trainers on our recently funded five-year training grant entitled "Training in Psychoneuroimmunology and Substance Abuse." (National Institute of Drug Abuse) The five-member Steering Committee for this training grant composed of Burt Sharp (Neuroscience), Phillip Peterson (Microbiology), Bruce Overmier (Psychology), Thomas Molitor (Veterinary Medicine), Marilyn Carroll (Psychology) provided input essential to this document. In addition, Virginia Seybold (Neuroscience) and Phillip Portoghese (Medicinal Chemistry) contributed to defining the proposed program.

The Steering Committee of the training grant strongly supports this proposal. We believe that providing a graduate minor in PNI will enhance current research efforts at the University of Minnesota by increasing collaborations between faculty members and graduate students from the various programs. The minor is designed to complement relevant Ph.D. programs in Neuroscience, Pathobiology, Pharmacology, Veterinary Microbiology, Microbiology, Medicinal Chemistry, and Experimental Psychology with a curriculum which introduces theoretical and methodological materials in areas of PNI that are not covered by the respective majors. Given the level of PNI research being done by these program, it is an ideal time to structure a program to adequately train scientists in this interdisciplinary field of study.

I have sent copies of this proposal to Thomas Bouchard Jr.(Department of Psychology), Ashley Haase (Department of Microbiology), Robert Miller (Department of Physiology, DGS for Neuroscience), David Thawley (Dean of College of Veterinary Medicine), and Esther Gallant (DGS for Veterinary Biology). I've asked them to forward their evaluations of this proposal to you as soon as possible.

Thank you for your assistance with this proposal. Please do not hesitate to contact me at 337-7381 if you need any additional information.

Sincerely,

Burt Sharp, M.D.
Associate Professor of Medicine and Neuroscience

PROGRAM APPROVAL CERTIFICATION

January 25, 1991
(Date)

Proposal for (name of program): Ph.D.-level Minor in Psychoneuroimmunology
Submitted by department(s) name: Interdepartmental
of the (college or campus name): University of Minnesota

The Proposal has been reviewed and approved by:

APPROVAL CERTIFICATION

ADDITIONAL APPROVALS (as appropriate)

(Department Chair
or equivalent)

/ /
(Date)

(Department Chair
or equivalent)

2/21/91

(Dean)

(Date)

(Chancellor or Vice Chancellor (Date)
for Academic Affairs or Administration)

(Vice President, Academic Affairs) (Date)

(Vice President, Health Sciences) (Date)

(Vice President, IANRHE) (Date)

Approved by Board of Regents

(Date)

First Reading by PAC (MHECB):

(Date)

Second reading by PAC (MHECB)

(Date)

- Recommendation by MHECB:

(Date)

Confirmation by Board of Regents:

(Date)

UNIFORM PROGRAM INVENTORY
AND PROPOSAL FORM (UPIPF)

SECTION I

(To be completed by the institution(s); see attached instructions)

Name of Institution(s): 1) Graduate School, University of Minnesota

2) _____

If more than one institution, indicate if it is:

_____ joint program (two or more institutions grant the degree)

_____ cooperative program (two or more institutions share the curriculum, but only one grants the degree)

1. Program Title (including degree, if applicable):

Ph.D.-level Minor in Psychoneuroimmunology

Program Classification (check one): major _____ minor X
concentration _____ other _____
(specify)

[If applicant is a private institution, does it have approval to grant the appropriate degree under the Private Institutions Registration program:

Yes _____ No _____ In process _____]

2. Program Type: _____ Preservice _____ Occupational

In-service X General

3. Proposed Implementation Date: Fall / 1991
Qtr. / 1991
mo. yr.

4. Program Length: Credit hours _____ Clock hours _____

5. Describe the Program (in 50 words or less):

The program creates a Ph.D.-level Minor in Psychoneuroimmunology (PNI)
which is complementary to the academic pursuits of many graduate students
enrolled in the following Ph.D. majors: Neuroscience, Veterinary Microbiology,
Microbiology, Experimental Psychology, Pathobiology, Pharmacology and
Medicinal Chemistry. The PNI curriculum will introduce theoretical concepts
and methodological approaches to the interdisciplinary field of PNI which
are not specifically covered by the respective majors.

6. Expected student interest in the program during the first year of operation, and when the program reaches full operating level.

	First Year (1991)-92		Full Operation (1992)-93	
	Number Expected	Hours Generated	Number Expected	Hours Generated
Program Enrollees	10	70	20	140
Program Graduates	8		16	

7. Projected Costs of the Program:

	First Year (1991)-92				Full Operation (1992)-93			
	FTE	New Cost	Reassigned		FTE	New Cost	Reassigned	
a. Faculty		\$ ____		\$ ____		\$ ____		\$ ____
b. Civil Service		\$ ____	.15	\$ 3,420		\$ ____	.15	\$ 3,420
c. Equip, Supplies		\$ 700		\$ ____		\$ 500		\$ ____
d. Space Rental		\$ ____		\$ ____		\$ ____		\$ ____
e. Other		\$ 4,500		\$ ____		\$ 4,500		\$ ____
f. Total		\$ 5,200		\$ 3,420		\$ 5,000		\$ 3,420

8. Expected Sources of Funds for Program:

	First Year (1991)-92		Full Operation (1992)-93	
	Dollar Amount	% of Annual Expend.	Dollar Amount	% of Annual Expend.
a. State	\$ _____	_____	\$ _____	_____
b. Tuition	\$ _____	_____	\$ _____	_____
c. Federal	\$ 700	.08	\$ 500	.06
d. Private	\$ 4,500	.52	\$ 4,500	.53
e. Other <u>HCMC Dept.</u> (Specify) Medicine	\$ 3,420	.40	\$ 3,420	.41
f. Total	\$ 8,620	1.0	\$ 8,420	1.0

9. Governing Board(s) Preliminary Approval Date(s):

Institution 1 _____

Institution 2 _____

10. System(s) Verification:

Authorized Institution or System Signature	Title	Date
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Authorized Institution or System Signature	Title	Date
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UNIFORM PROGRAM INVENTORY
AND PROPOSAL FORM (UPIPF)

SECTION II

To complete Section II, see attached instructions.

SECTION II.

Program Title: Minor in Psychoneuroimmunology (PNI)
(Ph.D.-level only)

1. Summary/Description of Program.

Psychoneuroimmunology (PNI) is a new and rapidly advancing field of interdisciplinary study which seeks to elucidate bidirectional connections between the central nervous system (CNS) and immune system, and the effect of these connections on the functioning of these systems. These connections involve soluble factors, secreted primarily by the neuroendocrine system and peripheral immune tissues, and neural innervation of immune tissues by the autonomic system. PNI research also considers the affects of psychological function on the immune system and the requisite CNS mechanisms. The study of PNI is an interdisciplinary effort at the interface of neuroscience, immunology, psychology, endocrinology, microbiology and medicinal chemistry.

Program Objectives. The establishment of the proposed Doctoral Minor Program will accomplish the following objectives: (1) Provide a set of high-quality core courses, some designed specifically for this program, that emphasize theory and research methods in PNI and that provide a representative background in PNI. In particular, a seven part PNI course has been developed for this program (Page 7). This course coupled with the PNI and Addiction Seminar Series, which is already in place, will provide students expert knowledge of the contemporary issues in PNI. (2) Provide a central listing in the Graduate School Bulletin of all courses that are required or otherwise suitable for a minor in PNI. Such a listing would provide general publicity and facilitate more specialized advertising pertinent to recruitment of students into existing graduate programs. (3) Increase and enhance the interactions among graduate students and faculty involved in PNI. (4) Provide official University of Minnesota recognition of the minor on student transcripts. This recognition should improve the career opportunities available to students who are pursuing PNI-related fields.

Admission Requirements. Graduate students must be accepted by the Graduate School, as well as by the major program in which they are enrolled. Admission to the minor program will therefore be contingent upon enrollment in good standing within a recognized degree-granting program of the University of Minnesota. Admission to the minor will be limited and consent of the Director of PNI Graduate studies will be required for enrollment.

The Curriculum. This minor may be pursued by Ph.D. students in good standing with one of the following graduate school programs: Neuroscience, Veterinary Microbiology, Microbiology, Experimental Psychology, Pathobiology, Pharmacology, Medicinal Chemistry. Students from other graduate school programs will be considered for admittance to the PNI minor program by the Director of PNI Graduate studies. The minimum number of graduate level quarter credits that will qualify for the minor is eighteen (Section III,B). Candidates with sufficient background and previous course experience equivalent to one or more courses within the curriculum may apply for a waiver of appropriate requirements and replace waived courses with additional electives to meet the minimum number of credits. The core of the PNI curriculum consists of a set of three required courses. Additionally, completion of the colloquium, and attendance at the PNI and Addiction Seminar Series will be required. Students, in consultation with a designated PNI faculty advisor, will select the remaining credits from the list of elective courses (Page 6).

Completion Requirements and Standards. A student electing the Minor in Psychoneuroimmunology must maintain academic standing in accordance with Graduate School standards. No more than one course in which a grade of "C" was obtained may be used for credit in the minor program. No course in which a grade of "D" or "F" was obtained is acceptable for the minor.

Student Interest in the Program. It is estimated that at least 5 candidates will be admitted to this program in each of the first two academic years. We expect that this program will be established by its third year and see an increased enrollment to approximately eight students in any given year thereafter. Therefore, it can be expected that after four years approximately 20 students will be continuously affiliated with the program. These estimates are based upon the number of graduate students currently engaged in study within the following programs: Neuroscience, Veterinary Microbiology, Microbiology, Experimental Psychology, Pathobiology, Pharmacology, Medicinal Chemistry. Many of the students in these programs have significant interactions with the 10 core faculty members who are affiliated with a recently funded 5-year training grant in Psychoneuroimmunology and Substance Abuse (from the National Institute on Drug Abuse), which is actively seeking trainee candidates to support.

Resources Required for the Program. The interdisciplinary nature of this minor will allow it to function on a minimal budget which will be supported by discretionary funds. The obligations and responsibilities of the faculty in the proposed program will be fulfilled by current faculty. No additional support is requested for this program.

The libraries of the University are adequate to support the proposed program. Space and equipment are also adequate.

2. Need for the Program.

A worldwide community of scientists have contributed to research developments in this field. As a consequence of the pace of discovery and growing interest in the field, two journals are devoted exclusively to this area (Brain, Behavior and Immunity, and Progress in Neuroendocrinimmunology). Relevant investigations are also prevalent in well established periodicals (e.g. Endocrinology, Journal of Pharmacology and Experimental Therapeutics, Immunopharmacology, Journal of Neuroimmunology, and Brain Research). An international scientific society has been established which holds a congress every other year (International Society for Neuroimmunomodulation) and other societies have developed sessions devoted to this field or containing a substantial number of presentations (Society for Neuroscience, International Narcotics Research Conference, Committee on Problems of Drug Dependence, and Endocrine Society). At other major universities, government-sponsored training programs are also committed to supporting trainees in PNI at the pre and post doctoral level. Both the University of Pittsburgh and the University of South Florida having pre and postdoctoral training programs in PNI. Additionally, there are postdoctoral training programs in PNI at the University of Rochester, Ohio State University, University of Miami, and UCLA.

PNI is a discipline which is actively pursued at the University of Minnesota. Faculty members and graduate students from at least seven Graduate School Ph.D. Programs maintain ongoing interests in PNI. Currently there are ten University of Minnesota faculty members from these programs who are actively involved in PNI-related research and seeking trainees to be supported by a recently funded 5-year training grant in Psychoneuroimmunology and Substance Abuse (from the National Institute on Drug Abuse). It is an ideal time for the University of Minnesota to train scientists in this interdisciplinary field because of: (1)existing collaborative relationships between well established investigators who are interested in PNI research; (2) existing graduate programs at the Ph.D.-level in areas which impact directly upon the concepts and methodologies of PNI; and (3) existing training grants which can support doctoral trainees in this field.

The minor in PNI is designed to complement relevant Ph.D. programs in Neuroscience, Pathobiology, Microbiology, Veterinary Immunology, Medicinal Chemistry and Psychology with a curriculum which introduces theoretical and methodological materials in areas of PNI that are not covered by the respective major. In addition, the PNI minor will provide conceptual integration of

the various fields of knowledge comprising PNI by offering a new core course, seminar series and colloquium. This unique experience will give University of Minnesota students the opportunity for long-term scholarly pursuits in this rapidly developing field. Employment opportunities for individuals trained in PNI are increasingly steadily, especially in academic settings.

3. Mission.

The proposed program coheres with the broad educational mission of the University of Minnesota. As outlined above, the program will enhance the University by attracting highly qualified graduate students to present programs, producing individuals who are highly trained for research careers in this emerging field, and facilitating interdepartmental research and instruction among University faculty interested in PNI.

4. Comparative Program Analysis.

There is no program of this nature among the institutions of higher education in Minnesota, nor do the universities in neighboring states offer a graduate minor in PNI. However, active PNI-related training programs are ongoing at major institutions. At the University of South Florida, there is a NIDA-funded training grant in psychoneuroimmunology and substance abuse involving both pre and postdoctoral scientists. At the University of Pittsburgh, a similar NIMH-sponsored training program has been initiated. Additionally, there are postdoctoral training programs in PNI at the University of Rochester, Ohio State University, University of Miami, and UCLA.

5. Duplication.

The proposed Minor in PNI does not duplicate existing programs in the region.

6. Cost/Benefit.

The proposed program could be implemented at no cost to the University of Minnesota since the program will essentially gather, focus, and coordinate existing course offerings and all the necessary faculty effort can be accommodated by the existing faculty. The individual student will not bear any cost as a result of this program either, since a Ph.D. student must presently declare a minor or a supporting field.

While there are no costs associated with this program, the benefits to be derived by its implementation are numerous. The proposed program will provide the University of Minnesota with a curriculum in PNI and will stimulate interdisciplinary research by both graduate students and faculty, thereby enhancing the status of the University in the scientific and lay communities. The program will also aid recruitment of more qualified candidates to existing graduate programs.

7. Hypothesis to be Tested.

This is not an experimental program.

SECTION III.

A. Introduction.

Psychoneuroimmunology (PNI) is a new and rapidly advancing field of interdisciplinary study which seeks to elucidate bidirectional connections between the central nervous system (CNS) and immune system, and their effect of these connections on the functioning of these systems. These connections involve soluble factors, secreted primarily by the neuroendocrine system and peripheral immune tissues, and neural innervation of immune tissues by the autonomic system. PNI research also considers the affects of psychological function on the immune system and the requisite CNS mechanisms. The study of PNI is an interdisciplinary effort at the interface of neuroscience, immunology, psychology, endocrinology, microbiology and medicinal chemistry.

A worldwide community of scientists has contributed to research developments in this field. As a consequence of the pace of discovery and growing interest in the field, two journals are devoted exclusively to this area (Brain, Behavior and Immunity, and Progress In Neuroendocrinimmunology). Relevant investigations are also prevalent in well established periodicals (e.g. Endocrinology, Journal of Pharmacology and Experimental Therapeutics, Immunopharmacology, Journal of Neuroimmunology, Brain Research). An international scientific society has been established which holds a congress every other year (International Society for Neuroimmunomodulation) and other societies have developed sessions devoted to this field or containing a substantial number of presentations (Society for Neuroscience, International Narcotics Research Conference, Committee on Problems of Drug Dependence, Endocrine Society). At other major universities, government-sponsored training programs are also committed to supporting trainees in PNI at the pre and post doctoral level. At other major universities, government-sponsored training programs are also committed to supporting trainees in PNI at the pre and post doctoral level. Both the University of Pittsburgh and the University of South Florida having pre and postdoctoral training programs in PNI. Additionally, there are postdoctoral training programs in PNI at the University of Rochester, Ohio State University, University of Miami, and UCLA.

The University of Minnesota is ideally suited to train scientists in this interdisciplinary field because of: (1)existing collaborative relationships between well established investigators who are interested in PNI research; (2) existing Graduate programs at the Ph.D. level in areas which impact directly upon the concepts and methodologies of PNI; and (3) existing training grants which can support doctoral trainees in this field. A recently funded five-year training grant (National Institute of Drug Abuse), entitled "Training in Psychoneuroimmunology and Substance Abuse" will support individuals with specific interests in PNI.

The minor in PNI is designed to complement relevant Ph.D. programs in Neuroscience, Pathobiology, Pharmacology, Veterinary Microbiology, Microbiology, Medicinal Chemistry and Experimental Psychology with a curriculum which introduces theoretical and methodological materials in areas of PNI that are not covered by the respective major. In addition, the PNI minor will provide conceptual integration of the various fields of knowledge comprising PNI by offering a new core course, seminar and colloquium.

B. The Proposed Program.

Program Objectives: Establishment of this minor will accomplish the following objectives:

- (1) Provide a set of high-quality core courses, some designed specifically for this program, that emphasize theory and research methods in PNI and that provide a representative background in PNI. In particular, a seven part PNI course has been developed for this program (below). This course coupled with the PNI and Addiction Seminar Series, which is already in place, will give University of Minnesota students the opportunity for long-term scholarly pursuits in this rapidly

developing field. (2) Provide a central listing in the Graduate School Bulletin of all courses that are required or otherwise suitable for a minor in PNI. Such a listing would provide general publicity and facilitate more specialized advertising for recruitment of graduate students into existing graduate programs. (3) Increase and enhance the interactions among graduate students and faculty involved in PNI. (4) Permit the appointment of a Director of PNI Graduate Studies and authorize the establishment of a Steering committee. This committee, which currently directs the training grant program in PNI and Substance Abuse would also be responsible for the operation of the minor program. Five U of MN faculty are currently serving on the Steering Committee. (5) Provide official University of Minnesota recognition of the minor on student transcripts. This recognition should improve the career opportunities available to students who are pursuing PNI-related fields.

Admission Requirements: Graduate students must be accepted by the Graduate School and by the major program in which they are enrolled. Admission to the minor program will therefore be contingent upon enrollment in good standing within a recognized degree-granting program of the University of Minnesota. Admission to the minor will be limited and consent of the Director of PNI Graduate studies will be required for enrollment.

THE CURRICULUM

Ph.D. Minor in Psychoneuroimmunology: The minor program requires a minimum of 18 graduate level quarter credits. Credits from courses within the student's major department do not count toward the minor. The following courses are required:

Microbiology	5218	an introductory immunology course (3 credits, fall or spring qtrs.)
Neuroscience	5111	an introduction to the major content areas of neuroscience
	5112	(7 credits for full sequence, winter and 1/2 spring quarter)
PNI	N/A	proposed course to introduce students to the major content areas of PNI, taught by the full PNI faculty (3 credits, Spring quarter)
Colloquium	N/A	(no credit; taught fall, winter and spring quarters)
Seminar	N/A	(no credit; taught fall, winter and spring quarters)

The proposed course in PNI will be an 8000 level course and enrollment will be restricted to students who are pursuing this minor as doctoral candidates. Instruction for this course will be conducted by all ten of the core faculty members with each faculty member contributing their particular area of expertise in PNI. The remaining five or more credits needed to complete the minor must be taken from the following list of Elective Courses (below).

The program for each individual student will be developed through consultation between the student, the major advisor, and the Director of PNI Graduate Studies. Students with sufficient background and previous course experience equivalent to one or more courses within the curriculum may apply for waiver of the appropriate requirements and replace the waived courses with additional electives to meet the 18-credit minimum.

Listed below are the courses required or acceptable for the proposed minor. Core courses (those required for the minor) are listed first and are followed by the current proposed eligible electives to complete the minor.

CORE COURSES

Microbiology	5218	an introductory immunology course (3 credits, fall or spring qtrs.)
Neuroscience	5111	an introduction to the major content areas of neuroscience
	5112	(7 credits for full sequence, winter and 1/2 spring quarter)
PNI	N/A	proposed course to introduce students to the major content areas of PNI, taught by the full PNI faculty (3 credits, Spring quarter)
Colloquium	N/A	(no credit; taught fall, winter and spring quarters)
Seminar	N/A	(no credit; taught fall, winter and spring quarters)

ELECTIVE COURSES

<u>Category</u>	<u>Course Name, Number, Credit Hours and Director</u>	
CNS/Structure	Veterinary Neurobiology, VB-5102, 3, Dr. Beitz	
CNS/Chemistry/Pharmacology	Veterinary Pharmacology, VB-5400,4, Dr. Larson	
CNS/Biology	Veterinary Biology, VB-5460,4, Koerner	
CNS/Physiology	Central Regulation of Autonomic Function, Anat-8222,3, Dr. Seybold	
CNS/Endocrine	Neurobiology of Endocrine Regulation, Anat-8223,3, Drs. Elde and Sharp	
Behavior	Psychology of Learning, Psy-5012,4, Dr. Overmier	
Behavior	Behavioral Neuroscience, NSc-5660,4, Drs. Phillips, Overmier, Sparber, Carroll, etc.	
Psychopharm.	Neuropsychopharmacology, Phol-8208,3, Drs. Sparber, Wilcox, Takemori	
Models of Sub. Abuse Self-Admin.	Psychopharmacology Seminar, Psy-8070,1, Dr. Carroll	
Opioid Pharmacology	Opioid Topics, Phol/MedC-8206,1, Drs. Takemori and Portoghesi	
Immunology	Biochemical and Immunological Methods, VB-8720, 1, Drs. Molitor and Murtaugh Frontiers of Immunology I: Immunobiology, Path-8216,3, Dr. Segall	
Microbiology	Biology of Viruses, Micro-5424,4, Dr. Plagemann Microorganisms and Disease, Micro-5233,4, Dr. Johnso	

PSYCHONEUROIMMUNOLOGY COURSE

Content Areas

- I. Introduction to the Brain-Immune Axis- Dr. Molitor
- II. Neuropeptide and Hormonal Influences on the Immune System- Dr. Sharp
 - Adrenergic Regulation- Dr. Seybold
 - Opioid Regulation- Drs. Portoghesi & Sharp
 - Other Neuropeptides and Hormones-Drs. Sharp & Murtaugh
- III. Stress and Immune Function- Dr. Overmier
 - Definition and Models of Stress- Dr. Overmier
 - Results of Animal Studies- Dr. Overmier
 - Results of Human Studies- Dr. Overmier & Nicol
- IV. Stress and the Pathogenesis of Immune Related Disease- Dr. Peterson
 - Infectious Diseases- Dr. Peterson
 - Malignancy- Dr. Kay
 - Autoimmune Disease- Dr. Kay
- V. Addiction and the Immune System- Dr. Carroll
 - Models of Addiction and Mechanisms of Action- Dr. Carroll
 - Effects of Addiction on Immune Function- Dr. Molitor
- VI. Influence of the Immune System on the Brain- Dr. Sharp
 - Cytokine Effects on Neuroendocrine and Catecholaminergic Systems- Drs. Sharp & Seybold
 - Thermoregulation- Dr. Peterson
 - Cytokines, Neuroglial Cells and Local Secretion- Dr. Sharp

Completion Requirements and Standards

Students must maintain academic standards in accordance with Graduate School standards. No more than one course in which a grade of "C" was obtained may be used for credits in the minor program. No course in which a grade of "D" or "F" was obtained is acceptable for the minor.

C. Educational and Social Need for the Program.

Student Interest in the Program. It is estimated that at least 5 candidates will be admitted to this program in each of the first two academic years. We expect that this program will be established by its third year and see an increased enrollment to approximately eight students in any given year thereafter. Therefore, it can be expected that after four years approximately 20 students will be

Employment Prospects: Individuals trained in psychoneuroimmunology may have an advantage in seeking academic positions when this training is coupled with an appropriate major such as neuroscience, immunology, psychology or endocrinology. Currently universities are seeking scientists with research expertise in one of the fields comprising psychoneuroimmunology who have the capability to integrate this expertise with an interdisciplinary science such as PNI. Recently, individuals with such expertise in immunology and PNI have been employed at Tulane University, University of Alabama at Birmingham, University of Illinois and University of Texas at Galveston, and scientists trained in endocrinology and PNI have obtained positions at University of Virginia, Charlottesville and Louisiana State University.

D. Comparison with Similar Programs.

There exists no similar program among the institutions of higher education in Minnesota, nor do the universities in neighboring states offer a graduate minor in PNI. However, active PNI-related research activities are ongoing in various major institutions, for example at the University of South Florida there is a NIDA-funded Psychoneuroimmunology and Substance Abuse training grant which trains both pre and postdoctoral scientists. Additionally, there are postdoctoral training programs in PNI at the University of Rochester, Ohio State University, University of Miami, and UCLA.

E. Quality Control.

Qualifications of the Graduate Faculty. Membership in the Graduate Faculty for PNI shall be restricted to those faculty who are actively involved in and willing to make a commitment to research and graduate education in PNI. Election to the Graduate Faculty in PNI shall be granted, upon application, to those faculty of the University of Minnesota who accept and fulfill the responsibilities outlined below. The appointments to the Graduate Faculty will be at the "E" level since the proposal is to establish a minor program:

- (1) The faculty should be actively involved in research related to PNI. Evidence of such activity would be indicated by such things as recent grant support, financial support of graduate students, and recent refereed publications.
- (2) The faculty should be willing and able to act as an advisor or co-advisor for students seeking the minor in their respective major area.
- (3) The faculty should provide a major contribution to at least one graduate-level course in the area of PNI.
- (4) The faculty should be available for service on both standing and ad hoc committees for the PNI program.

Periodically, but no less than five-year intervals, the Steering Committee should review the program-related activities of the PNI Graduate Faculty and revise faculty composition accordingly.

Governance of the Program. The Director of Graduate Studies in PNI (DGS) will be responsible for the administration of this program. The DGS will be selected by a majority vote of the program faculty and will serve for three year periods. The DGS will be assisted by the Steering Committee. The other four members of the Steering Committee will be selected annually by the DGS with the intent of representing the range of subdisciplines comprising PNI.

Evaluation of the Program. Periodic internal and external reviews will be the primary means by which the program will be evaluated. Internal reviews will be assessed by non-PNI faculty within

the University of Minnesota. While external reviews will be conducted by faculty actively involved in PNI programs at other institutions (sect. III D). It is expected that the program faculty will take steps to remedy deficiencies identified by the reviews.

F. Implementation.

Time Schedule. It is proposed that the minor in Psychoneuroimmunology be put into place by the fall quarter of the 1991 school year.

The Initial Faculty. It is proposed that the individuals listed in the Appendix comprise the initial faculty. These ten individuals meet the criteria established in Section E (above), they currently teach a course or multiple courses that are critical to PNI and/or conduct research in this field of study. Upon approval of the program, this group will solicit applications for additional faculty members in accordance with the criteria listed in section E. The initial group of faculty will elect an individual to be the Director of Graduate Studies.

University Resources. This program will be accomplished by existing faculty. No additional resources will be necessary for implementation and continuation of this program. The minor costs that are associated with this program will be assumed by various discretionary sources of funding available to the proposed program faculty. Many of the students admitted to this program can be expected to receive support from either research grants or training grants available to their major advisors and the program.

Appendix

Proposed Initial Faculty Graduate Minor in Psychoneuroimmunology (PNI)

Marilyn E. Carroll, Associate Professor, Psychiatry, Adjunct Associate Professor, Psychology

Graduate School Status: Full Member Neuroscience, Psychology
Associate Member Psychiatry

Education: Ph.D., Florida State University, 1975
M.S., Florida State University, 1973

Selected Publications:

Carroll M.E., Krattiger K.L., Gieske D., Sadoff D.A. Cocaine-base smoking in rhesus monkeys: Reinforcing and physiological effects, Psychopharmacology, 1990, 102, 443-450.

Carroll, M.E. Behavioral and pharmacological strategies for reducing drug abuse. Clinical Neuropharmacology, 1990, 13, 456-457.

Carroll, M.E., Lac, S.T., Asencio, M. & Kragh, R. Fluoxetine reduces intravenous cocaine self-administration in rats. Pharmacology Biochemistry and Behavior, 1990, 35, 237-244.

Carroll, M.E. & Carmona, G. Phencyclidine dependence measured by disruptions in food-maintained behavior: Effects of food FR and food deprivation. Psychopharmacology, in press, 1990.

Carroll, M.E., Carmona, G.G. & May, S.A. Buprenorphine effects on self-administration of smoked cocaine-base and orally-delivered phencyclidine, ethanol and saccharin in rhesus monkeys. Submitted, 1/91.

Neil E. Kay, Professor, Medicine

Graduate School Status: Assoc. Member Biomedical Science, Pathobiology

Education: M.D., Manitoba Medical College, 1968
B.S., University of Manitoba, 1964

Selected Publications:

Kay, N.E., Morley, J.E., Allen, J.I.: Interaction between endogenous opioids and IL-2 on PHA-stimulated human lymphocytes. Immunology, 70:485-491, 1990.

Kay, N.E.: Immune regulation of myeloma cells: Clinical Immunology Newsletter 10(6):79, 1990.

Oken, M.M., Kyle, R.A., Kay N.E., Greipp, P.R., and O'Connell, M.J.: Interferon in the treatment of refractory multiple myeloma: An Eastern Cooperative Oncology Group study. Leukemia and Lymphoma 1:95-100, 1990.

Verfaille, C., Kay, N., Miller, W. and McGlave, P.: Diminished A-LAK cytotoxicity and proliferation accompany disease progression in chronic myelogenous leukemia. Blood 76(2): 401-408, 1990.

Zaknoen, S.L. and Kay, N.E. Immunoregulatory cell dysfunction in chronic B-cell leukemias. Blood Reviews 4:165-174, 1990.

Thomas W. Molitor, Associate Professor, Clinical and Population Sciences

Graduate School Status: Full Member Veterinary Medicine, Vet. Microbiology

Education: Ph.D., University of Minnesota, 1983
M.S., North Dakota State University, 1978

Selected Publications:

- Chinsakchai, S. & Molitor, T.W. Replication and immunosuppressive effects of pseudorabies virus on swine peripheral blood mononuclear cells. Veterinary Immunology and Immunopathology. In press. 1991
- Chao, C.C., Gekker, G., Molitor, T.W., Murtaugh, M.P., & Peterson, P.K. Cocaine-mediated suppression of superoxide production by human peripheral blood mononuclear cells. JPET, 1991, 256, 255-258.
- Lokensgard, J., Thawley, D.G., & Molitor, T.W. Pseudorabies virus latency: Restricted transcription. Arch. Virol., 1990, 110, 129-136.
- Iglesias, G., Pijoan, C., & Molitor, T.W. Interactions of Aujeszky's disease virus with swine alveolar macrophages: I. Virus Replication. Arch. Virol., 1989, 104, 107-115.
- Iglesias, G., Pijoan, C., & Molitor, T.W. Interactions of pseudorabies virus with swine alveolar macrophages. II. Effects of Virus Infection on Cell Function. J. Leuk. Biol., 1989, 45, 410-415.

Michael P. Murtaugh, Assistant Professor, Veterinary Pathobiology

Graduate School Status: Full Member Vet. Microbiology
Assoc. Member Vet. Biology

Education: Ph.D., Ohio State University, 1980
BS., University of Notre Dame, 1973

Selected Publications:

- Williams, F.G., Murtaugh, M.P. & Beitz, A.J. The effect of acute haloperidol treatment on brain proneurotensin mRNA: *in situ* hybridization analysis using a novel fluorescence detection procedure. Molecular Brain Research, 1990, 7, 347-358.
- Gebhart, C.J., Lin, G.-F., Ward, G.E. & Murtaugh, M.P. Species-specific DNA probes for *Campylobacter* species isolated from pigs with proliferative enteritis. Veterinary Microbiology, 1990. In Press.
- Lin, G.-F., Gebhart, C.J. & Murtaugh, M.P. Southern blot analysis of strain variation in *Campylobacter mucosalis*. Veterinary Microbiology, 1990. In Press.
- Weiss, D.J. & Murtaugh, M.P. Activated neutrophils induce erythrocyte immunoglobulin binding and membrane protein degradation. Journal of Leukocyte Biology, 1990, 48, 438-444.
- Choi, C., Molitor, T.W. & Murtaugh, M.P. Establishment of transformed swine fibroblast cell lines using SV40 large T antigen. Archives of Virology, 1990. 115, 227-237

Susan E. Nicol, Assistant Professor, Psychology

Graduate School Status: Associate Member Psychology
Education: Ph.D., University of Minnesota, 1972
M.A., Columbia University, 1966

Selected Publications:

- Nicol S.E., Hampton, K.R. The family in the treatment of schizophrenia. Contemporary Psychology, 1988, 33(2), 154-155.
- Sharp, G.M., Nicol S., Cummings, S., Seybold, V. Distribution of nicotinic binding sites with respect to CRF and neurophysin immunoreactive perikarya within the rat hypothalamus. Brain Research, 1987, 422, 361-366.
- Nicol S., Sharp, B., Cummings, S., Seybold, V. Relationship of nicotinic binding sites to chemically identified neurons in supraoptic and paraventricular nuclei of the rat. Society of Neuroscience Abstracts, 1986, 12(1), 446.
- Nicol, S.E., Erlenmeyer-Kimling, L. Genetic factors in psychopathology: Implications for prevention. In: Handbook of Prevention, 1986, B. Edelstein and L. Michelson (Eds.), Plenum Publishing Corporation, 21-41.

Nicol, S.E., Gottesman, I.I. Clues to the genetics of neurobiology of schizophrenia. American Scientists, 1983, 71, 398-404.

Bruce J. Overmier, Professor, Psychology, Neuroscience
Graduate School Status: Full Member Neuroscience, Psychology
Examining Member, Cognitive Science
Education: Ph.D., University of Pennsylvania, 1965
M.S., Bowling Green State University, 1962

Selected Publications:

- Overmier, J.B. & Murison, R. (In press). Juvenile and adult footshock stress modulate later adult gastric pathophysiological reactions to restraint stress in rats. Behavioral Neuroscience.
- Williams, D.A., LoLordo, V.M. & Overmier, J.B. Signaling the unconditioned stimulus and backward conditioned inhibition: Prior conditioning of signal and context. Learning & Motivation, 1990, 21, 32-58.
- Williams, D.A., Butler, M.A. & Overmier, J.B. Expectancies of reinforcer location as cues for a conditional discrimination in pigeons. Journal of Experimental Psychology: Animal Behavior Processes, 1990, 16, 3-13.
- Overmier, J.B. & Hollis, K.L. Fish in the think tank: Learning, memory & integrated behavior. In Olton & R. Kesner (Eds.), The Neurobiology of Comparative Cognition. Hillsdale: Erlbaum. 1990, 205-236.
- Murison, R. & Overmier, J.B. Proactive actions of psychological stress on gastric ulcerations in rats - real psychobiology. In D.E. Hernandez & G.B. Glavin (Eds.), "Neurobiology of Stress Ulcers". Annals of the New York Academy of Sciences, 1990, 597, 191-200.

Phillip K. Peterson, Professor of Medicine
Graduate School Status: Associate Member Veterinary Microbiology
Education: M.D., Columbia University, 1970

Selected Publications:

- Peterson, P.K., Sharp, B., Gekker, G., Brummitt, C., & Keane, W.F. Opioidmediated suppression of cultural peripheral blood mononuclear cell respiratory burst activity. Journal of Immunology, 1987, 138, 3907-3912.
- Peterson, P.K., Sharp, B., Gekker, G., Brummitt, C., and Keane, W.F. Opioid-mediated suppression of interferon- production by cultured peripheral blood mononuclear cells. Journal of Clinical Investigation, 1987, 80, 824-831.
- Peterson, P.K., Sharp, B.M., Gekker, G., Portoghesi, P.S., Sannerud, K., & Balfour, H.H., Jr. Morphine promotes the growth of HIV-1 in human peripheral blood mononuclear cell cocultures. AIDS, 1990, 4, 869-873.
- Peterson, P.K., Chao, C.C., Molitor, T., Murtaugh, M., Strgar, F. & Sharp, B.M. Stress and the pathogenesis of infectious diseases. Review of Infectious Disease, in press.
- Peterson, P.K., Gekker, G., Chao, C.C., Schut, R., Molitor, T., & Balfour, H.H., Jr. Cocaine potentiates HIV-1 replication in human PBMC cocultures: involvement of transforming growth factor-B. Journal of Immunology, 1991, 146, 81-84.

Phillip S. Portoghesi, Professor of Medicinal Chemistry
Graduate School Status: Full Member, Medicinal Chemistry, Pharmacology
Education: Ph.D., University of Wisconsin, 1961
M.S., Columbia University, 1958

Selected Publications:

- Peterson, P.K., Sharp, B.M., Gekker, G., Portoghese, P.S., Sannerud, K., & Balfour, H.H. Morphine enhances the growth of HIV-1 in human peripheral blood monocellular cell cultures. AIDS, 1990, 4, 869.
- Larson, D.L., Sultana, M., Takemori, A.E., & Portoghese, P.S. Highly selective nonpeptide delta-opioid agonists related to naltrindole. New Leads in Opioid Research, 1990. J.M. van Ree, A.H. Mulder, V.M. Wiegant, T.B. van Winersma Greidanus, Eds., Excerpta Medica, Amsterdam, 220.
- Takemori, A.E., Sofuooglu, M., Sultana, M., Nagase, H., & Portoghese, P.S. Pharmacology of highly selective non-peptide Opioid Receptor Antagonists. New Leads in Opioid Research. J.M. van Ree, A.H. Mulder, V.M. Wiegant, T.B. van Wimersma Greidanus, Eds., Excerpta Medica, Amsterdam, 1990, 227.
- Portoghese, P.S. The bivalent ligand approach in the design of highly selective opioid receptor antagonists, Drugs of Abuse: Chemistry, Pharmacology, Immunology and AIDS, NIDA, Research Monograph, 1990, 26, 3-19.
- P.T.K. Pham and K. Rice, (Eds.)
- Takemori, A.E., Yim, C.B., Larson, D.L. & Portoghese, P.S. Long-acting agonist and antagonist activities of naltrexamine bivalent ligands in mice. European Journal of Pharmacology, 1990, 186, 285.

Virginia S. Seybold, Professor of Neuroscience
 Graduate School Status: Full Member, Neuroscience, Psychology
 Associate Member, Psychiatry

Education: Ph.D., University of Minnesota, 1977
 B.S., College of William and Mary, 1972

Selected Publications:

- Seybold, V.A., Treder, B.G., Aanonsen, L.M., and Brown, D.R. Neurotensin binding sites in porcine jejunum: Biochemical characterization and intramural localization. Synapse, 1990, 6, 81-90.
- Krumins, S.A., Kim, D.C., Seybold, V.S., & Larson, A.A. Modulation of [³H]DAGO binding by substance P (SP) and SP fragments in the mouse brain and spinal cord via mu₁ interactions. Neuropeptides, 1989, 13, 225-233.
- Seybold, V.S., Parsons, A., L.M., Aanonsen, & D.R. Brown. Characterization and localization of gastrin-releasing peptide receptors in porcine gut. Peptides, 1990, 11, 779-787.
- Igwe, O.J., Kim, D.C., Seybold, V.S. & Larson, A.A. Specific binding of substance P aminoterminal heptapeptide to mouse brain and spinal cord membranes. Journal of Neuroscience, 1990, 10, 3653-3663.
- Aanonsen, L.M. & Seybold, V.S. Phencyclidine and a-receptors in rat spinal cord: Binding characterization and quantitative autoradiography. Synapse, 1989, 4, 1-10.

Burt M. Sharp, Associate Professor, Medicine, Neuroscience
 Graduate School Status: Full Member, Neuroscience
 Education: Ph.D., UCLA, 1980

M.D., University of Cincinnati, 1975

Selected Publications:

- Chao, C.C., Peterson, P.K., Filice, G.A., Pomeroy, C. & Sharp, B.M. Effects of immobilization stress on the pathogenesis of acute toxoplasmosis. Brain, Behavior and Immunity, 1990, 4, 162-169.

- Shahabi, N.A., Peterson, P.K. & Sharp, B.M. B-Endorphin binding to naloxone-insensitive sites on a human mononuclear cell line (U937): effects of cations and GTP. Endocrinology, 1990, 126, 3006-3015.
- Chao, C.C., Sharp, B.M., Pomeroy C., Filice, G.A. & Peterson, P.K. Lethality of morphine in mice infected with Toxoplasma Gondii. Journal of Pharmacological Exp. Ther., 1990, 252, 605-609.
- Shahabi, N., Linner, K. & Sharp, B. Murine splenocytes express a naloxone-insensitive binding site for B-endorphine. Endocrinology, 1990, 126, 1442-1448.
- Matta, S.G., McAllen, K. & Sharp, B.M. Role of the fourth cerebroventricle in mediating rat plasma ACTH responses to intravenous nicotine. Journal of Pharmacological Exp. Ther., 1990, 252, 623-630.

FEB 1 1991

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of Psychology

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College of Liberal Arts

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January 30, 1991

Associate Dean Ken Zimmerman
Graduate School
325 Johnston Hall

Dear Ken,

This letter is in reference to the new graduate minor in Psychoneuroimmunology currently under consideration by the Graduate School.

I have discussed this program with Professor Overmier, a key player, and looked over the course requirements. It is a very impressive array of courses and I am very supportive of this new minor. This field deals directly with the mechanisms that mediate psychological influences on physical processes. There is no question that the interdisciplinary opportunities provided by the program will open up new domains of research and scholarship. In addition, they will have immediate and direct impact on issues of health and health care.

Sincerely,



Thomas J. Bouchard, Jr.
Chairman, Department of Psychology

TJB/kr



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Associate Dean

FEB 12 1991

College of Veterinary Medicine
Research
443 Veterinary Teaching Hospitals
1365 Gortner Avenue
St. Paul, Minnesota 55108
(612) 624-2744
Fax: (612) 624-8753

February 11, 1991

Dean Ken Zimmerman
Graduate School
325 Johnston Hall

Dear Dean Zimmerman:

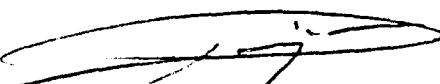
The purpose of this letter is to inform you of our college's support for the proposed minor in Psychoneuroimmunology.

The College of Veterinary Medicine is very interested in this minor for a variety of reasons. Psychoneuroimmunology is a new discipline of great concern to veterinary medicine. It addresses issues related to environmental and psychological stresses in animals and their impact on their immune homeostasis. As a discipline, it gives a clear groundwork of basic science that supports trends in animal production. By understanding the brain-immune axis, we will be able to design systems that minimize psychological problems in production animals and maximize their immunity and therefore their productivity.

The program is also of great interest to us because it is a multi-institutional endeavor and because it involves some of our most productive and brilliant young faculty.

This is a very important step in the right direction for veterinary basic sciences. We sincerely hope that this program will be approved.

Sincerely,


Carlos Pijoan
Associate Dean for Research
and Graduate Education

cc: D. Thawley, Dean
T. Molitor

FEB 14 1991

UNIVERSITY OF MINNESOTA
TWIN CITIES

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6-255 Millard Hall
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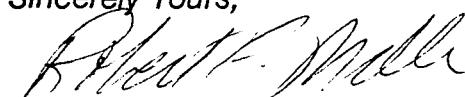
Dean Ken Zimmerman
Graduate School
325 Johnston Hall

February 12, 1991

Dear Dean Zimmerman:

Burt Sharp has asked me to write in support of his proposal for a Ph.D. minor in Psychoneuroimmunology (PNI). I reviewed the proposal he submitted to the graduate school, which I feel, establishes a good case for the minor, as well as pointing out the growing importance of this field. This minor will enhance the training capabilities of the PNI group, and provide a focus for faculty participation. In addition, the minor will broaden the educational opportunities for our Neuroscience Graduate Trainees, many of whom may seek out this area for Ph.D. training. A number of the faculty participants in this minor are also members of our interdisciplinary Neuroscience Graduate Group. This proposal is a natural outcome of the growing importance of this field and its representation here in Minnesota. I strongly support the minor proposed by Burt Sharp and his colleagues.

Sincerely Yours,



Robert F. Miller, MD
3M Cross Professor,
Head of Physiology and
Director of Graduate Studies
in Neuroscience

cc: Burt Sharp

UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean
College of Veterinary Medicine
1365 Gortner Avenue
St. Paul, Minnesota 55108
(612) 624-9227
FAX: (612) 624-8753

February 13, 1991

TO: Dean Ken Zimmerman
Graduate School

FROM: David G. Thawley, Dean
College of Veterinary Medicine

A handwritten signature in black ink, appearing to read "David G. Thawley".

SUBJECT: Proposed Psychoneuroimmunology Minor

I am writing to assure you that the College of Veterinary Medicine supports the proposed minor in Psychoneuroimmunology. The College is particularly interested in this proposed minor since it addresses issues which relate to environmental and psychological stresses and their impact on animal immune homeostasis. Psychoneuroimmunology provides a clear groundwork of basic science which supports trends in animal production. Understanding the brain-immune axis will enable us to design systems that minimize psychological problems in production animals thus maximizing their immunity and productivity.

I hope that this program will be approved since it is a multi-institutional effort which would involve some of the College's most productive and brilliant young faculty. This kind of endeavor is in accordance with the College's Strategic Plan which promotes inter-institutional effort.

DGT:am

Professional Master's Degree in Engineering

A number of engineering departments offer programs, with emphasis on design methods, leading to a designated professional master of engineering degree. The design emphasis of the program is on engineering applications rather than on engineering methods or material behavior, and on application of knowledge and methods of the physical and social sciences as well as of engineering. The programs are designed primarily for students who have already earned a bachelor's degree in a related engineering field. The course of study for the design master's programs is targeted at both full-time and part-time students. Only under exceptional circumstances will the Graduate School and the participating programs permit students to transfer from this program to an M.S. program.

Fields in Which the Program is Available

Refer to the appropriate engineering department sections under Fields of Instruction for information about the majors in which the professional master of engineering program is offered.

Regular Graduate School application procedures should be followed. Applicants should designate the master of engineering as their degree objective, to distinguish it from the master of science degree also available in the engineering fields.

Course of Study Tracks Available Within the Degree

Two course of study tracks serve this degree: a design project track and a coursework only track. The design project track requires 20 quarter credits in the major field, a minimum of 8 credits in one or more related fields outside the major, and a design project measured as a minimum of 16 project credits. The design project stresses problem solving based on engineering design criteria extant in industry. Performance of professional caliber is expected which can be subjected to the scrutiny and critique of senior design engineers in industry as well as engineering faculty members. The coursework only track requires a minimum of 44 quarter credits distributed to include 20 credits in the major field, a minimum of 8 credits in one or more related fields outside the major, and the remaining credits to be determined by student and advisor subject to whatever guidelines the graduate faculty in the major field may place on such elective choices. No projects or papers specific to this track are required.

Examination Expectations for the Two Course of Study Tracks

The design project track requires a final oral examination focused on the design project itself and involving a three-person faculty committee. The coursework only track requires a written or oral examination focused on completed coursework and each participating major field will opt for one examination or the other.

(OVER)

Admissions Requirements and Restrictions

In both tracks each major field participant will establish field oriented criteria subject to Graduate School minimum standards, with special consideration to be given to letters of recommendation, work experience, and post-baccalaureate coursework performance in addition to the undergraduate record. Full-time and part-time students are welcome to either track.

PROPOSED RESOLUTION TO THE BOARD OF REGENTS

"Whereas the Graduate School Executive Committee represents 3,000 graduate faculty members and 8,500 graduate students in 175 Master's and Ph.D. programs on the Twin Cities and Duluth campuses, and

"Whereas the Executive Committee strongly supports the administration's efforts to follow academic priorities in strengthening the core of the University of Minnesota, and

"Whereas the Executive Committee believes that in the current fiscal climate programmatic reallocation is the only responsible manner of maintaining the University's strength, then

"Therefore, be it resolved that the Graduate School Executive Committee gives the administration its wholehearted and unqualified support for the current programmatic reallocation proposal in its entirety."

2/19/91

GRADUATE SCHOOL

1. Unit Mission: To serve the State, region and nation by enhancing the quality of graduate education and the research enterprise at the University of Minnesota.

2. Unit Vision: To become one of the top ten graduate schools in the country.

3. Major strategic objectives for the unit:

a. To support financially the new and challenging research ideas of the faculty, to facilitate the acquisition of shared research equipment, and to provide the faculty with research support to help cope with temporary cutoffs of outside funding.

b. To develop along with the Research Executive Council the policies needed to facilitate and enhance the research undertaking of the University.

c. To foster the continuing growth of an environment in which collaborative research activities, particularly across collegiate lines, will flourish.

d. To recruit a talented, dedicated and diverse body of graduate students to the University with competitive financial aid packages.

e. To facilitate the steady progress of graduate students through their curriculum and research programs.

f. To monitor the quality of graduate programs and the research to which they are related, and if problems are discovered to work with the academic Vice Presidents and collegiate Deans to take necessary action.

g. To stimulate and facilitate the development of new high quality graduate programs in areas of significant research at the University and of societal needs, while eliminating weak and outmoded programs.

4. Reallocation strategy for the unit:

Internal reallocation --

a. To reallocate every year about 90% of the funds used to support faculty research and faculty and program development (0100:\$405,531; 03XX: \$1,548,450; 095X:\$461,518; 07XX:\$191,921).

b. To reallocate every year about 80% of all fellowship funds (0100:\$4,216,773; 03XX:\$63,622).

c. To reallocate approximately \$30,000 from the Space Science Center.

Funds reallocated to central administration --

d. To reallocate funds from the Water Resources Research Center (\$93,346) to central administration for FY92. Additional funds will be reallocated in FY93-96.

5. Request for central reallocation funds to meet system-wide initiatives:

General research funds --

The legitimate demands on general research funds are exceeding the monies available. The now withdrawn biennial request asked for an elimination of the indirect cost offset. Two million dollars of the thirteen million gained by that action was to go into the general research funds. Since that money will not be available we are asking for \$500,000 in FY 92 and FY 93 in recurring funds.

These funds are used to provide seed money to start up projects that can become competitive for outside grants, to provide emergency funds when high quality programs temporarily lose outside support, to acquire shared research equipment (on a matching basis) and to support some quality research in areas where outside funds are not available.

The quality is high as each request is thoroughly reviewed and many applications are not funded. The centrality is high because the faculty on all campuses and all colleges are eligible to apply. The comparative advantage is high because it supports the research activities of faculty that only go on at the University of Minnesota.

Multi-departmental programs and research centers --

Much of the cutting edge of modern research is across disciplinary lines and thus gives rise to graduate programs that have no departmental home. Neuroscience, Toxicology and Conservation Biology are examples. Logistical support for most of these programs comes from the Graduate School.

The programs are developed in areas where Minnesota has an enormous comparative advantage. Few universities, for example, can put together a Neuroscience program that can draw on such diverse departments as Physiology, Pharmacology, Cell Biology and Neuroanatomy, Psychology, Entomology and Veterinary Biology. The Conservation Biology program that is just coming on line is another area where Minnesota should be able to provide leadership for the entire country. The Graduate School's small budget to support these multi-disciplinary programs is not adequate to the task.

In addition to these multi-departmental programs, there are a number of multi-departmental research centers and proposed research centers which must be considered for financing. Of the longstanding centers the Center for Human Learning Perception and Cognition is an example of a unit that should be considered for Central support. Also, a decision has to be made soon on whether the University will put additional funds into the Hormel Institute. Of the newly established centers the Minnesota Building Research Center, which is presently on soft money, should be considered after an outside review for the possibility of some permanent support in 1993. The proposed Lake Superior

Research Institute for which there is \$400,000 in start-up money from LCMR is another example of a center, in this case a center which crosses not only college lines but campus lines, which should be considered for support. The money from the research initiatives should be made available for these important activities.

The Graduate School will undertake an external review of the Minnesota Building Research Center in FY92 and on the basis of the findings, decide on whether it should be supported after FY93.

Finally, the Graduate School will conduct an outside review of the Sea Grant College in FY93; plans for possible reallocation will emerge from that review.

Fellowship funds --

To remain vital, graduate programs must be able to attract outstanding students. Yet support for incoming students is stretched thin in some fields because research assistantships cannot be assigned to first-year students. This is a special problem in fields like genetics, neuroscience, and other biology-based fields where the designation of an adviser typically follows a year of lab rotations. The Graduate School needs funds for 25 new incoming fellows to these fields: \$350,000.

6. Total unit dollars reallocated to central administration:

Amount available for reallocation FY92	\$ 93,346
To be reallocated FY93-96	116,654
Total amount to be reallocated	\$210,000

7. Total dollars requested for system-wide initiatives:

(in priority order)

Research funds	\$ 500,000	added to the base in each of the next two biennial years
Interdisciplinary funds	200,000*	added to the base in the first year; second year?
Fellowship funds	350,000	added to the base first year
Total	\$1,050,000	added to the base first year
	\$1,550,000+	added to the base in second and succeeding years

*For support of multidisciplinary graduate programs only; additional funds will be needed for any new Centers.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

December 12, 1990

TO: Ms. Michelle Englund
 Professor Jean Kinsey
 Ms. Char Ryan
 Professor David E. Smith
 Ms. Anna L. Tonkovich

FROM: Ken Zimmerman, Associate Dean

SUBJECT: Ad Hoc Committee: Pricing the 37th Thesis Credit and Above

At the Graduate School Executive Committee meeting of November 15, Dean Holt determined that an ad hoc group was required to determine a lower tuition rate for doctoral students reaching the 37th thesis credit. This arrangement would be of particular benefit to students needing a credit registration device to comply with OSFA rules on maintenance of student loan deferments. The operating principle discussed in the Executive Committee was to set the rate such that a 7 credit registration would be roughly compatible with the present rate for the Student Status registration category that students typically used to meet OSFA rules prior to the change last summer. That rate is \$288.16.

The Graduate School asked MPIS to determine how much the lower rate for thesis credit #37 and above would alter the overall reduction in tuition of 10.3% caused by the elimination of half-price tuition and the restriction that doctoral students can register for thesis credits only after they have passed preliminary examinations. We asked MPIS to do the calculations using \$40, \$50, \$60, and \$75 per credit for the 37th thesis credit. The results (taking 89.7% as the base; i.e. 100% minus 10.3%) were:

\$30	91.9	8.0%
\$40	91.8%	8.2% reduction
\$50	91.7%	8.3% reduction
\$60	91.6%	8.4% reduction
\$75	91.5%	8.5% reduction

Our meeting at 11:15 a.m. on December 20 is for the purpose of resolving this matter. Please come prepared to do so. (Aside to Char and Anna: since you can't attend the meeting give your views to Michelle to bring to the discussion.)

KZ:dk

cc: Dean Robert T. Holt

UNIVERSITY OF MINNESOTA
TWIN CITIES

Council of Graduate Students

409 Johnston Hall
101 Pleasant Street S. E.
Minneapolis, Minnesota 55455

(612) 626-1612

TO: Ken Zimmerman, Associate Dean
Professor Jean Kinsey
Professor Davis E. Smith
FROM: Michelle Englund, President, COGS
DATE: December 20, 1990
SUBJECT: Pricing the 37th Thesis Credit and Above

The following motion was passed unanimously by the COGS Executive Committee on December 17, 1990. This suggested policy will be sent to the COGS representatives and discussed at the next COGS General Assembly on January 23, 1991. The General Assembly does not always endorse the positions of the Executive Committee. The COGS General Assembly is the final authority for deciding COGS positions.

- a. Any registration policy implemented to monitor the progress of graduate students who have completed their degree credit requirements should be applied to all students equally.
- b. The total cost of registration and fees for students who have completed course work and thesis requirements should not exceed the current price of student status registration.

Background

Graduate students are required to register for 36 thesis credits to fulfil Graduate School requirements. Pursuant to recently adopted policies, there will be no student status registration beginning Fall Quarter 1991. Therefore, graduate students who must be registered in order to hold an assistantship or defer loans will register for thesis credits. However, if you are working on a thesis and do not hold an assistantship or wish to defer student loans, you are not required to pay for additional credits.

Rationale

If you are working on a graduate degree you should be registered in the Graduate School.

There should be no distinction among those who have assistantships, those who need loan deferments and those who have other means of support.

The cost of the 7 credit thesis registration should not exceed the student status registration that it replaces. The student services fee was not assessed under the student status registration. A student who registers for 7 credits must pay the student services fee of \$116.97 per quarter. The cost of 7 credits plus the \$116.97 should not exceed \$288.16.

What relief can be provided for the students who had to register for 37+ thesis credits at the per credit rate for Fall 1990 and Winter 1991? If this proposal is adopted, will it apply to Spring 1991?

Considerations:

1. All students who have completed coursework and a minimum of 36 thesis credits and require more time to complete the thesis will be required to register in the Graduate School.
2. The fee for 7 credits will be equal to the cost of the student status registration which was used to fulfil both the Grad Assistant and financial aid requirement.
3. These unregistered students are not part of the FTE student count used to determine the size of the grad student body. This has negative funding implications for the Graduate School.
4. Since these proposals are to be revenue neutral and more grads will be paying for these credits, it may be possible to reduce the cost of the proposed \$40 per credit.
5. Requiring all students to register may encourage some students to complete their degrees in a more timely manner. There will be a financial incentive for the student who is not a graduate assistant..
6. It is likely that the number of students who must register for more than 36 credits will be reduced due to the enforcement of rules regarding time limits and the timing of thesis credit registration.