

Chapter 12

The Explosive Growth of Psychology, 1960-1981: The Graduate Program and the Bumpy Road to the Unification of the Psychology Department

This chapter is divided into three numbered sections. Section I is concerned with the evolution of the Graduate Faculty — an organizational entity created to develop and administer the graduate program. The section describes the success of the Graduate Faculty in creating a strong graduate program, albeit with numerous conflicts among the autonomous academic units who provided the faculty for the graduate program. Section II describes the establishment of specialty areas within the graduate program and how funding by the university and by Federal granting agencies provided financial support for a sizeable cadre of graduate students within each of the graduate areas. Section III tracks the establishment, under the aegis of the university's Federated College Plan, of the New Brunswick Psychology Department with a chairman who would co-ordinate the academic activities of the discipline. The plan, which gradually tilted toward giving the department chairman increasing authority in the governance of the department, created a bumpy road toward the unification of psychology on the New Brunswick Campus.

I. The Graduate Faculty in Psychology

The Graduate Faculty as a creature of the Psychology Section (1960-1967)

The postwar efforts by the university's psychologists to revive the nascent graduate program, which were often met with frustration in the 1950's, began to pay off in the 1960's. The university-wide Psychology Section, composed primarily of the psychology faculty of the colleges as well as a handful of psychologists from the Graduate School of Education (GSE) and the Psychological Clinic, created the Graduate Faculty in psychology in 1960.

Members of the Graduate Faculty consisted of members of the section who taught one or more graduate courses. The Graduate Faculty planned and staffed graduate courses, and secured funds (albeit very modest) from the university for financial support of graduate students, and for teaching and research laboratories.

The Graduate Faculty agreed to work first on the development of two specialty areas: Experimental Psychology and Clinical Psychology.

Experimental Psychology, staffed mainly but not exclusively by faculty from the men's college, lacked senior professors to provide leadership in shaping the program. Coincidentally, a pressing need existed for senior appointments at the men's college to lead the department in its aspirations for major growth — a need met by Don Lewis's arrival as professor and chairman in 1961, and followed shortly thereafter with other senior-level appointments in comparative and experimental psychology.

As for Clinical Psychology, the Graduate Committee (the predecessor of the Graduate Faculty) of the section recognized the importance of reviving the graduate program in clinical psychology, essentially dormant following Henry Starr's death in 1935. The committee recognized that the post-war period was an auspicious time for the revival of graduate training in clinical psychology what with extensive grants by the Veterans Administration and the Public Health Service to support clinical training and research in American universities. In 1960 Hanawalt, then chairman of the Psychology Department at Douglass College, obtained a small Clinical Psychology Training Grant from NIMH. However, it was clear that a senior research-oriented clinical psychologist with national stature was needed to rebuild the clinical program so that it could be accredited by the American Psychological Association (APA), with all the federal funding that would flow to psychology from such accreditation. The Graduate Committee was successful in convincing the Rutgers administration to hire such a person.



Bert Cohen came to Rutgers in 1962 as Director of Clinical Training. Under his leadership, the Rutgers clinical program obtained APA approval within three years of his arrival. (Photo courtesy of his wife, Betty Cohen.)

Bert Cohen (1923-2004) was hired as Director of Clinical Training in 1962 with a joint appointment in the Graduate School and in Douglass College. Cohen came with strong credentials for the position. He had been Chief Psychologist at Iowa City's research-oriented VA hospital and then Head of the Psychology Division of the Lafayette Clinic in Detroit. He had established himself as one of the leading researchers in the experimental analysis of basic psychological processes in schizophrenic patients. Within three years after Cohen's arrival the clinical program had APA's formal approval. In the ensuing years, the Graduate School and the colleges all hired a number of additional clinical psychologists, some with a national reputation in academia, which eventuated in a clinical program of national prominence.

When the section was formed in the late 1950's its members, eager to develop a strong graduate program, agreed to have the section review prospective hiring within the separate academic units, even though these units actually retained the authority to hire. Although this spirit of co-operation was important in reviving the graduate program, strains soon began to emerge among the constituent academic units of both the section and the Graduate Faculty.

In 1962, Scott (from GSE) proposed to the Psychology Section that it not be involved in deliberations concerning GSE faculty appointments and that GSE members would likewise not be involved in appointments to the other constituents of the Section. Scott argued that “the problems [GSE faculty] face [in GSE, a professional school] and the administrative setting of their employment are all unique.” (section minutes 2/16/62) However, the GSE faculty would continue as members of the Psychology Section for its deliberations on other matters. The university administration added its voice of endorsement to Scott’s proposal.

Within the Graduate Faculty, there was a growing split between the New Brunswick experimentalists and the Newark group headed by Daniel Lehrman, an eminent psychobiologist and head of the Institute for Animal Behavior on the Newark Campus. Lehrman wanted to establish his own interdisciplinary graduate program in psychobiology and animal behavior on the Newark Campus and by 1964 had done so, with the concurrence of the Graduate Faculty. (Dissertations supervised by faculty in Newark are listed along side those from New Brunswick in Appendix A through 1965, after which the Graduate Faculty in New Brunswick no longer processed them.)

The geographic and administrative separation of the Newark and New Brunswick campuses effectively severed the connection between the two faculties in psychology. Under Lehrman’s leadership, psychology at Newark added a prominent group of cognitive psychologists to its faculty, including such luminaries in Gestalt psychology as Solomon Asch in social psychology, Howard Gruber in creativity, and Irvin Rock in perception and learning. (Rock later moved to the New Brunswick Department of Psychology.) Newark was the only place in all of Rutgers University in which Gestalt psychology was adequately represented, and it did so here with distinction. Indeed, Gestalt psychology never really established more than a foothold in American psychology, despite its ability to give coherent theoretical meaning to psychological phenomena that had eluded American Functionalism and Behaviorism. In any case, the university fostered an almost complete separation of the New Brunswick and Newark campuses beginning with the Federated College Plan, which was intended to cover only the colleges on the New Brunswick Campus. In effect, Newark’s development diverged from that in New Brunswick — seemingly into a university of its own. For this reason the history of Newark psychology are not dealt with in this and other chapters.

Another source of strain that emerged within the Graduate Faculty was the role of GSE in psychology's graduate program. In 1962, Lewis now chairman of the Graduate Faculty, proposed an important amendment to the section's constitution that would make membership in the important standing committees of the Graduate Faculty representative of each of the graduate specialties rather than of the constituent academic units, as it had been. At this point the graduate specialties consisted of Clinical, Comparative-Physiological, General Experimental, and Social-Industrial. In Lewis's amendment, membership in one (or more) of these specialties was granted only to faculty members who taught and conducted research in one (or more) of these specialties. The purpose and effect of this amendment, approved by a large majority of the Graduate Faculty, was to remove most of GSE faculty from participating in the graduate program since they were not associated with any of the four specialties.

It is interesting to recall at this point the 1959 meeting of the section with Dean Meder, the university's Dean of Administration, in which he urged the section "to clarify the relation of the Section to GSE." (Dean Meder's admonition is described at end of Chapter 5.) The relationship was indeed clarified both by Scott's proposal to the section to remove itself from deliberations of the section in faculty appointments and by Lewis's amendment to the governance of the Graduate Faculty. The relationship was now reduced to a minimum much to the consternation among some GSE faculty who saw themselves as psychologists with much to contribute to the graduate program in psychology. The rejection by Lewis and others of GSE's influence on psychology's graduate program may have also reflected the then prevalent view in American psychology departments that schools of education lacked scientific rigor and a research orientation, and hence had no place in a psychology graduate program.

Even with GSE out of the picture, the problem of coordinating the activities and resources of the college departments within a discipline remained. The section was not up to the task as long as the colleges retained their autonomy in faculty hiring and promotion, in college curriculum, and in control of their resources. Still, the provost in his Statement on University Sections (10/19/62) explicitly endorsed college autonomy, and viewed the section's functions as limited primarily to "carrying on the graduate program and for some research purposes."

In 1964 the Psychology Section met to consider the role of the section. Hanawalt, who expressed the feeling "that the section idea

has disintegrated in all departments” and that “integration on the New Brunswick campus is tied up by the existence of separate budgets”, perhaps best summarized the sentiment of the faculty. (section minutes 4/2/64) Indeed, the section was soon to meet only once a year and its function limited to endorsing (or not) the tenure decisions presented to it by the different academic units of the discipline. Many saw the perpetuation of university-wide sections as an attempt by the university administration to assure that standards for promotion would be maintained in the outlying campuses (Newark and Camden) and other small research and academic units by the New Brunswick faculty who constituted the majority in each of the sections.

By 1964 the Psychology Section had little to do with graduate training. Responsibility for coordinating the contributions of the New Brunswick college departments to the graduate program had already devolved exclusively onto the Graduate Faculty. Now, the conflicts and antagonisms that had been growing between the College of Arts and Sciences and the other two undergraduate colleges (Douglass College and University College) surfaced with a vengeance with regard to membership on the Graduate Faculty — membership being the *sine qua non* for participation in the graduate program. The Graduate Faculty was dominated by the College of Arts and Sciences faculty because of its size relative to that of the other two colleges, and a number of decisions regarding membership offended the leadership in the other two colleges.

In a letter (5/29/63) to Lewis, Berrien of University College expressed the irritation he felt regarding Lewis’s apparently arbitrary support for certain faculty to teach graduate courses (and rejection of one of Berrien’s recommendations). The letter goes beyond specific examples to declare, “The way in which the graduate psychology section is now working under your chairmanship does not help in the development of the total resources in psychology but instead appears to feather only one nest.”

There also emerged sharp differences between Berrien and Lewis in the way they envisioned the Social Psychology specialty of the graduate program. It may be for these reasons that in 1965 Berrien proposed an interdisciplinary graduate program in Social Relations encompassing the departments of Political Science, Sociology, and Psychology with Psychology represented, with one exception, by University College psychologists. The exception was a Douglass College social psychologist who failed to obtain a majority vote for membership in psychology’s Graduate Faculty — most negative votes

having come from Lewis's college department. Hanawalt, then the chairman of the Psychology Section, and the dean of the Graduate School both strongly endorsed Berrien's proposal. However, the proposal was never activated.

Lewis believed that the Graduate Faculty needed to have a determining voice in faculty hiring by a college department, particularly to assure that such faculty would be active researchers and thereby strengthen New Brunswick's graduate program. To formalize the authority of the Graduate Faculty in influencing college hiring, Lewis presented an important proposal to the Graduate Faculty. In his proposal, Lewis articulated the two levels of membership for faculty: Associate Member and Full Member. These two levels would not correspond to the academic rank of the faculty member but rather to his/her level of research experience and productivity. After reviewing the credentials of a prospective member, the Personnel Committee of the Graduate Faculty would make its recommendations to the members of the Graduate Faculty for their approval. Lewis's proposal was accepted by an overwhelming vote (10 to 1). (GF minutes 10/29/65)

What was, however, a source of contention was whether faculty members already in one of the colleges, but not yet a member of the Graduate Faculty, would be subjected to a review by the Personnel Committee and to a vote by the Graduate Faculty. By a somewhat slimmer majority, the Graduate Faculty approved the idea of requiring extant faculty to satisfy the qualifications in Lewis's proposal. The net effect of this decision was a subsequent vote by the Graduate Faculty not to accept one faculty member on the Douglass faculty for membership on the Graduate Faculty — a vote that was essentially carried by members of Lewis's faculty in the men's college — much to the dismay of the Douglass department.

There was another provision of Lewis's proposal intended to reduce the autonomy of the college departments in their hiring practices, at least with respect to the role of the candidate in the graduate program. The proposal stipulated that the Personnel Committee of the Graduate Faculty "search for and negotiate with all prospective Associate and Full Members" and that "[p]rospective members of the separate faculties who are being sought independently of [this Committee] must be informed that they are being sought only for undergraduate responsibilities." In effect, unless this committee recommended a candidate, such a candidate would have no role in the graduate program.

This provision led to several flashpoints over hiring practices between Neimark, then chair of the Douglass department and Lewis in his role as chairman of the Graduate Faculty. Within two years, Lewis announced his resignation as chairman of the Graduate Faculty, citing a situation that "has continued in Psychology that permits many sources to initiate personnel inquiries in a most diverse and uncoordinated fashion" and that this "does not work to the best interests of the Department." He cited, in particular, a chronic problem in the conflicting approaches between him and the chair at Douglass. (GF minutes 10/5/67)

The Graduate Faculty as a unit of the New Brunswick Psychology Department (1967-1981)

The New Brunswick Psychology Department was established in 1967 in conformance with the university's Federated College Plan. The plan called for a New Brunswick chair for each discipline to co-ordinate the academic activities of the discipline, including the graduate program.

Thus, the Graduate Faculty now became a unit of the New Brunswick Department of Psychology. Incorporating the Graduate Faculty within the department did not solve the problem of adequately funding the graduate program, since the program still depended on the resources controlled by the undergraduate colleges and the very limited resources of the dean of the Graduate Faculty. Competition for resources commonly found in unified departments of other universities were reified at Rutgers by the continuing autonomy of the college departments, and faculty who were members of an undergraduate college and the Graduate Faculty lived in the two organizational entities, sometimes with conflicting loyalties.

Also, exacerbated by the autonomy of the college departments were personality and ideological conflicts among faculty factions commonly found in other universities even in unified departments. A documented example of this was a major flashpoint at one of the meetings of the Graduate Faculty between Neimark (Douglass College) and D'Amato (Rutgers College), then head of the Personnel Committee. (GF minutes 12/8/67) Their conflict, aired during the meeting and fully described in the minutes concerned a candidate for the Douglass department. The issue was not about the desirability of the candidate (both agreed he was acceptable) but about differences in their understanding of the role of the Graduate Faculty in the hiring

process if the candidate was to be a member of the Graduate Faculty. Given the persistent problem between him and Neimark, D'Amato resigned as head of the Personnel Committee and asked Neimark to relinquish her chair at Douglass. She did not resign nor was the candidate hired.

These incidents of conflict are worth recounting because they reflect the problems inherent in the organizational structure in place at the time. The antagonisms that developed among college departments as a consequence, lasted for more than a decade.

An interesting contrast to the highly charged issue over which faculty could be members of the Graduate Faculty was the faculty's ready acceptance in 1969 of graduate student representatives at meetings of the Graduate Faculty and several of its committees — with voting privileges except where student evaluations and faculty membership were on the agenda. Their participation in meetings of the Graduate Faculty was part of the student activism of the late 60's and early 70's, and gradually waned within a decade.

In 1968 Carlton replaced Lewis as chairman of the Graduate Faculty, and in 1971 Cohen, now at the Medical School and not a member of any college faculty, took over from Carlton. The conflict between Douglass and Rutgers was replaced with a guarded cooperation helped undoubtedly by these changes in the Graduate Faculty:

- There was new leadership of the Graduate Faculty and its standing committees with less of a history of conflict.
- Faculty from Livingston, the newest college, now participated in the Graduate Faculty, with less of a history of the conflicts that had occurred between Douglass College and Rutgers College.
- The Graduate Executive Committee was established consisting of the area coordinators of the graduate specialties (areas). The conduct and direction of the graduate program were firmly in the hands of this committee and the graduate chair — all of whom generally held the same values about graduate training. College chairs were present at meetings of this committee when it dealt with department-wide issues.
- The Personnel Committee of the Graduate Faculty was now under the purview of the Graduate Executive Committee, i.e.,

the area coordinators — a constructive buffer between the recommendations of the committee and the Graduate Faculty at large. The Personnel Committee had the authority to approve a prospective candidate for Associate Member without consulting the full Graduate Faculty (but did need the concurrence of the candidate's relevant area coordinator) and to recommend (or not) to the Graduate Faculty for their vote a person — new hires or faculty already in place — for Full Member.

The requirement that a college department follow the ground rules *before* hiring a new faculty member who would expect to have a role in the graduate program was now generally accepted. There was still an occasional reminder by the chair of the Graduate Faculty about the process of becoming a member of the Graduate Faculty, in part because of the new role given to area coordinators and the Executive Committee but these reminders were not linked to any particular candidate or to their violation by any college department. There were no longer any "showdowns" during Graduate Faculty meetings.

II. The Growth and Diversity of the Graduate Program

The graduate program in 1960 consisted of two areas: Experimental Psychology and Clinical Psychology, both rather incompletely staffed. By 1962 and 1963, a banner period for psychology's budding graduate program, the Graduate Faculty enunciated four graduate areas. Two of the areas were Comparative-Physiological and General Experimental (a bifurcation of Experimental Psychology). A third, new area was Social-Industrial, established by Berrien and Bellows of University College. Clinical remained as one of the four areas, a specialty now firmly grounded with Cohen as its director. Ten new courses were added to the graduate curriculum to flesh out these specialties, and significant additions were made to the Graduate Faculty. Of the ten new hires in psychology in these two years, six were also appointed as members of the Graduate Faculty.

The size and quality of the graduate program in psychology also grew apace with the recruitment of a research-oriented faculty who were able to obtain research grants that funded their research programs and that supported a cadre of bright and committed graduate students. By 1959 research funds from the Department of Defense, the National Science Foundation and the Department of Health, Education, and Welfare (HEW) to American universities had tripled over what it was at the beginning of the 1950's, with HEW accounting for most of the increase (Capshe, 1999). This level of

federal support continued for almost two decades. Whatever the wrangling about hiring practices and membership on the Graduate Faculty, the graduate program itself continued to grow and prosper, in part from the research support the psychology faculty was able to attract from the federal government.

Developmental Psychology became a fifth graduate specialty in 1967 with Douglass as its primary locus. The Developmental Disability Center on the Douglass Campus in the 1970's also linked the developmental program with the clinical program.

There were also a number of shifts in emphasis within the five graduate areas during the 60's and 70's:

- The Social-Industrial program underwent a metamorphosis in the late 1960's. The industrial-psychology component of the area waned with Bellows retirement. The primary locus of the area also shifted from University College to Livingston College with its relatively larger contingent of social psychologists. Personality psychology, the other traditional link to social psychology, took the place of industrial psychology, this as personality psychology established a strong presence at Livingston College. By the end of the decade this area changed its name to Personality-Social Psychology. At the end of the 1970's, members of the Personality-Social area voted to shed Personality from its title, citing the need to give the area a clear identity.
- Comparative-Physiological changed its title to Biopsychology/Behavioral Neuroscience to reflect the growing research interest in American psychology of the role of the brain and nervous system in behavior.
- The General Experimental area relabeled itself Human Experimental. Then, Human Experimental gradually transformed its emphasis and title to Cognitive Psychology, in line with a strong shift in American psychology.

The colleges, and hence the academic departments at the colleges, were relatively autonomous during the 1960's and 1970's — an organizational structure that did not in general auger well for a graduate program that needed discipline-wide balance. However, the differences among the college departments in psychology in what areas they chose to emphasize when recruiting faculty actually

provided the necessary diversity for the Rutgers graduate program as a whole. While each of these colleges staffed most of the graduate courses in their respective area, not all of the graduate offerings in an area came exclusively from a single college. Clinical psychology had no concentrated strength in any of the colleges, although the Psychological Clinic, financially supported by the university's Graduate School, was located at Douglass College.

Psychologists in the Rutgers Medical School (since renamed Robert Wood Johnson Medical University) and in the Graduate School of Applied and Professional Psychology (GSAPP) strengthened the clinical program and also contributed to psychology's graduate program by serving on student theses and dissertation committees, and by providing a number of research assistantships to graduate students. (The Psychological Clinic came under the aegis of GSAPP although it also continued to be used in the training of clinical graduate students in the PhD program of the New Brunswick Psychology Department.) These two academic institutions were themselves founded during this explosive period of growth of Rutgers University, the Medical School in 1966 and GSAPP in 1974. A number of their psychologists already had ties to the department's graduate program, having been recruited from the ranks of the clinical faculty in the New Brunswick Psychology Department. With GSAPP training their graduate students for a professional career in clinical psychology and a PsyD degree, the PhD program in clinical psychology more clearly identified itself as a research-oriented program (although, in fact, four out of five of their PhD's went into clinical practice).

The clinical program also drew from clinical psychologists outside the university. Psychologists at the Center of Alcohol Studies, which had moved to Rutgers from Yale in 1962, also contributed to the graduate program in clinical psychology and other areas.

A handful of researchers and research-oriented clinical psychologists outside the university community were admitted as Associate or Full Members. There was little to fear from the diverse constituencies of the Graduate Faculty with the Executive Committee, composed of the five area coordinators, serving as the gatekeepers of the graduate program. There were even a few members from GSE faculty — a faculty whose participation in psychology's graduate program was of such concern to Lewis less than a decade before. It was now the university's Graduate School that balked at their full membership.

The growth of the graduate program is reflected in the number of PhD's awarded over the two decades. The average number of PhD's in the early 1960's was about 2 a year; gradually increasing to about 25 a year by the end of the 1970's. The dissertations in the 1960's were mostly in experimental psychology, and there, mostly in learning, a favored research topic in the experimental psychology of that era. By the late 1970's the dissertations reflected five different areas within the graduate program — Biopsychology/Behavioral Neuroscience, Clinical Psychology, Cognitive Psychology, Developmental Psychology, Personality-Social Psychology. (Appendix A lists the dissertations from all areas.)

Graduate applications, enrollments, and student support also reflected the growth of the graduate program. In 1969 there were 97 students in the graduate program and 328 applicants to the program. In 1970 the number of students doubled to 197 and the number of applicants increased to 600. For student support there were research assistantships in faculty research grants, teaching assistantships, fellowships (supported by Federal training grants and by the university's Graduate School), totaling 73 in 1969 and 90 in 1970. In 1973 there were 900 applicants (two thirds of them in clinical).

This growth in the early 70's was followed by a reduction in graduate enrollments during the second half of the decade. One reason was a budget crunch faced by the university during the mid 1970's resulting, in turn, in reduced funding for the Graduate School (not very generous at any time). This was coupled with a gradual reduction in the once abundant number of fellowships for graduate students funded by the National Science Foundation and by Public Health. Teaching assistantships sometimes made up for the decrease in fellowships for supporting graduate students — sometimes not. Except for the clinical program, there was also a decrease in the number of promising applicants to the several areas.

Core courses that needed to be taught to incoming classes sometimes had unacceptably low enrollment, and led to some commonality in the core curriculum for Developmental, Human Experimental, and Personality-Social. A plan, perhaps motivated in part to harness the graduate teaching resources of the faculty (and their desire to have their graduate teaching load maintained) was the idea of offering a terminal Masters Degree in several areas: General Experimental, Applied Child Psychology, Industrial-Organizational Psychology, and Applied Measurement. This proposal appeared with some regularity on the Graduate Executive Committee agenda for

several years, including the prospect of selective hiring to staff aspects of these programs. Nothing ever came of it.

III. The Bumpy Road to Unification of the Department under the Federated College Plan

Beginning in 1967, the Personnel Committee of the Graduate Faculty set about recruiting a person of national standing to come to Rutgers as chairman of the New Brunswick Psychology Department *and* chairman of psychology's Graduate Faculty in New Brunswick. The Personnel Committee contacted a number of prominent psychologists, and the recruiting process went on for several years but with no success. In the meantime, the New Brunswick Psychology Department was functioning quite well with the chairman of the Graduate Faculty occasionally serving as an *ad hoc* overall chairman.

Even as psychology was recruiting a chairman, the university was enlarging the role and authority of a New Brunswick department chairman in a series of directives from Henry Winkler, Vice President for Academic Affairs. In response to one of these directives a subcommittee of psychology's Graduate Executive Committee expressed support for having a New Brunswick department chairman but argued for continuing college autonomy and against requiring that the chairman "be concerned actively in such diverse and variable individual college matters as curriculum planning, class sizes, teaching evaluations, recruitment, salaries and promotions or the assignment of teaching assistants," because "someone *not* in daily contact with the undergraduate needs will be empowered to make decisions about them." (memo to Winkler 5/24/72)

In 1972 psychology was one of a very few disciplines without a department chairman. Although the department's internal affairs were working well, psychology continued its active search for an "outside person" to fill the position because it was also apparent that a department chairman was needed to provide "a dependable communication link to many important components of the upper administration of the University." (letter of 4/27/72 from Cohen, chairman of the Graduate Faculty to a prospective candidate for chairman)

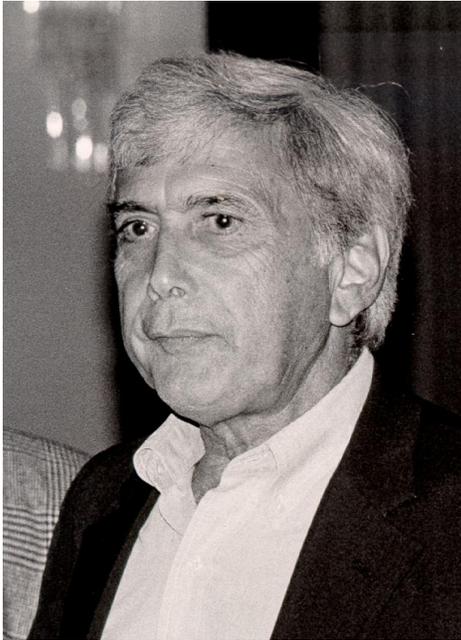
Filling the position of New Brunswick chairman for psychology became something of a drama over the next two years. By early 1973, the possibility of hiring an "outside person" as chairman was all but foreclosed by a budget crisis in the university. The provost urged

psychology to find a candidate from among the extant faculty, given "the extreme shortage of faculty resources [for] going outside the University for an appointment." (letter of 2/8/73 from Provost Wheeler to D'Amato) Psychology then spent the rest of the academic year formulating by-laws for the New Brunswick Department of Psychology and for the authority, term, and role of its chairman. There were still occasional debates about the necessity for a department chairman.

A mail ballot in Fall 1973 resulted in the election of Charles Schmidt (currently Graduate Faculty chairman, having replaced Cohen) as New Brunswick chairman starting in Fall 1974. He was rejected for the position by the provost on grounds that he was not a full professor, much to the consternation of some faculty who could not find this requirement for Department chairman in university regulations and policies.

By Spring 1974, the provost did give psychology a faculty line reserved for minority candidates for hiring an outside person as chairman when he was presented with the possibility of filling it with Leslie Hicks, an Afro-American who was then chairman at Howard University. Hicks declined the offer and the department was again voting on an inside person. As one faculty member remarked, Hicks was the only candidate "who could step into this position without arousing the irrational fears of several contingents of the faculty." (Hamilton memo of 7/29/74)

Indeed, the ballot submitted to the New Brunswick Psychology Department faculty in 1975 consisted of D'Amato of Rutgers College and Burton of Douglass College — candidates who aroused the fears of one or the other contingent. D'Amato was elected by a very slim majority. The closeness of the vote led to its being challenged and after much deliberation the Executive Committee asked the provost to resolve the issue. The provost sustained the vote for D'Amato and the drama for finding a chairman was finally over.



Michael D'Amato of the Rutgers College Psychology Department was elected in 1975 as the first New Brunswick chairman of the Psychology Department under the university's Federated College Plan. (Photo from the Psychology Department Archives.)

D'Amato, as the first New Brunswick Chairman of the Psychology Department, now faced the task of setting precedents for the role and authority of a discipline-wide chairman in the everyday functioning of the department and its undergraduate components. He also needed to accustom the department to the increasing authority of the department chairman, as directed by the university administration.

During his three years as chairman, the authority of a New Brunswick chairman increased to include: final approval for hiring faculty at all of the colleges; signing off on all undergraduate offerings in the discipline; a separate voice in approving reappointments of assistant professors; a separate voice in approving promotions to associate professors along with a formal vote by all associate and full professors in the department; a separate voice in approving promotion recommendations to full professor with a formal vote by full professors of the department. D'Amato used his authority in concert with two new committees: the Undergraduate Executive Committee where college chairs could coordinate their undergraduate programs; the Joint Executive Committee consisting of both the Undergraduate and Graduate Executive Committees.

The college departments retained the responsibility of searching for candidates for new lines given by the college dean; initiating reappointment recommendations, as well as having a formal vote for promotions which they forwarded to their respective deans; overview

of the undergraduate curriculum; and setting requirements for the undergraduate major.

How did these various lines of authority work in practice? In 1976, the provost asked each discipline to submit a Five-Year Plan. D'Amato prefaced his written response (6/24/76) with strong reservations about articulating a long-range plan "at least not in any illuminating detail." His report was, however, quite articulate in describing the inherent weaknesses of the Federated College Plan. He noted:

After having served a year and a half as New Brunswick Chairman and Graduate Director, it is my view that the major weaknesses of the department arise not so much from extrinsic factors but from the Federated College System [Plan] itself, which fragments the faculty and graduate students, interferes with effective and rational planning, drains off a significant amount of scarce resources, and stands in the way of effective utilization of those resources that are available. There is an exasperating multiplicity of parallel controls in the system that lead to conflicting regulations and procedures and a diffusion of responsibility and accountability.

The multiplicity of parallel controls that exasperated D'Amato was a boon to at least one college chair. As he expressed it to me, "If I couldn't get something I wanted from D'Amato, I went to the college dean for it."

In 1978, when Richard Schiffman (1934-2006) replaced D'Amato as New Brunswick chairman, departmental governance was settling into a routine. On the horizon was the growing reality that the university administration would give the Federated College Plan one last chance to work during the late 1970's while considering plans for abandoning the plan, eliminating college departments, and unifying each of the disciplines both organizationally and geographically.

References

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