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Development and Psychopathology strongly encourages contributions from a wide array of disciplines because an effective developmental approach to psychopathology necessitates a broad synthesis of knowledge. Manuscripts will be considered that address, for example, the causes and effects of genetic, neurobiological, biochemical, cognitive, or socioemotional factors in developmental processes with relevance to various risk or psychopathological conditions. The journal also seeks articles on the processes underlying the adaptive and maladaptive outcomes in populations at risk for psychopathology.

Manuscript Review Policy

Manuscripts will have a blind review by at least two scholars. Every effort will be made to notify authors within 90 days of submission concerning the reviewers' recommendations and comments. *Development and Psychopathology* has no page charges.

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General. All manuscripts must be provided in MSWord format in 12-point type with 1-in. margins on all sides. The entire manuscript must be double-spaced and numbered consecutively. The language of publication is English.

Style and Manuscript Order. Follow the general style guidelines set forth in the *Publication Manual of the American Psychological Association* (6th ed.). The Editor may find it necessary to return manuscripts for reworking or retyping that do not conform to requirements. Do not use embedded references, end notes, or bookmarks. Manuscripts must be arranged in the following order:

Title Page. To facilitate blind review, all indication of authorship must be limited to this page, which should be submitted as a separate file. Other pages must only show the short title plus page number at the top right. The title page should include the (a) full article title; (b) name and affiliations of all authors; (c) acknowledgments; (d) mailing address and telephone number of the corresponding author; (e) address of where to send offprints, if different from the corresponding author; and (f) a short title of less than 50 characters.

Acknowledgments. These should be placed below the affiliations. Use this section to indicate grant support, substantial assistance in the preparation of the article, or other author notes.

Abstract Page. Include (a) a full article title, (b) an abstract of no more than 200 words, and (c) up to five keywords for indexing and information retrieval.

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Book

Buss, A., & Plomin, R. (1984). *Temperament: Early developing personality traits*. Hillsdale, NJ: Erlbaum.

Chapter in an Edited Book

Gottlieb, G., & Willoughby, M. T. (2006). Probabilistic epigenesis of psychopathology. In D. Cicchetti & D. Cohen (Eds.), *Developmental psychopathology* (Vol. 1, 2nd ed., pp. 673–700). Hoboken, NJ: Wiley.

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Director, Institute of Child Development (ICD)
College of Education and Human Development (CEHD)
University of Minnesota

Position Overview

The Institute of Child Development at the University of Minnesota seeks an outstanding candidate to serve as Director. This position, a tenured faculty line in the department, provides leadership both as an active high-impact scholar and by supporting scholarship at ICD. The Director should be a thought leader in the field and formulates a vision for the department, in collaboration with the faculty and staff. The Director nurtures the professional growth of faculty, including encouraging their nomination for promotion and tenure, as well as awards and honors; works to improve the quality of instruction, disciplined inquiry, and outreach/community engagement; and is responsible for creating a welcoming environment for all individuals. The Director provides academic leadership to ICD with support from an Associate Director and Chief of Staff, in consultation with the College Dean and Associate Deans. The Director has general administrative authority over the Institute, including budget oversight. The Director represents the Institute in college-wide administrative planning and is a member of the CEHD Academic Leadership Team. The Director of the Institute is an important face of the Institute state-wide, nationally, and internationally. All applicants are expected to have strong and fundable research programs and to contribute to both graduate and undergraduate supervision and instruction. A strong developmental orientation to research and teaching is required. ICD is committed to building a culturally diverse faculty and welcomes applications from minority candidates and other under-represented groups.

This position is supported by a Chief of Staff who effectively manages the day-to-day administrative operations of ICD, provides supervision and oversight to staff who provide support to the Institute and the Director, and handles projects as assigned. The Institute is comprised of 15-18 tenured faculty, 18 department staff, and over 50 research staff funded by sponsored projects.

Key Responsibilities

- Serve as the Institute's chief administrative officer, with authority and responsibility for programs and resources, personnel, budget development and oversight, development and fundraising, and administrative planning.
- Promote excellence in research, teaching, and community engagement that is consistent with the Institute's and College's missions and goals.
- Provide leadership for strategic short-term and long-range goals, objectives, and plans.
- Provide leadership and guidance through the design and building stage of the planned new ICD building, which has an anticipated ground breaking date of fall 2020, pending funding.
- Provide leadership in faculty and staff development: orient new faculty, conduct annual reviews, determine merit-based salary increases for faculty, manage the tenure and promotion process consistent with CEHD and University policies, nurture the professional development of faculty and staff to sustain the Institute's high ranking in the field.
- Maintain one's own scholarship and visibility in the field.
- Promote professional commitments to diversity, and equity, including diversity and equity in the student body and workforce.
- Delegate authority appropriately to other leadership in the department.
- Working with the Institute's Chief of Staff, prioritize and monitor budget requests and expenditures.
- Oversee the agenda for and preside at faculty meetings, and appoint ad hoc committees as necessary.
- Represent ICD in its internal and external affairs.

Qualifications

Required:

- Doctoral-level degree in Psychology or related field.
- Evidence of a well-established national and international reputation.
- Administrative experience in positions such as director or department chair/head, program coordinator, director of graduate or undergraduate studies, center director, or director of a large research laboratory.
- Evidence of effectiveness in teaching, advising, and outreach/service.
- Candidates must be qualified and acceptable to the faculty in the Institute for appointment at the rank of tenured Full Professor.

Preferred:

- Thought leader in developmental science.
- Demonstrated successful skills in interpersonal communication, administrative leadership, supervision, and team-building.
- Demonstrated experience in increasing the ethnic diversity of students/faculty/staff in an academic department, including positive retention.
- Demonstrated success in procuring external funding for programmatic initiatives or research.
- Demonstrated success in mentoring and developing faculty or staff.

Appointment Details: This is a full-time, 12-month position, and the initial appointment will be for a three-year term. Renewals of the Director appointment are contingent upon a formal performance evaluation. Regardless of reappointment status, however, the individual will retain a 9-month tenured faculty position in the Institute of Child Development.

Application Process: The search committee will begin its review of applications on December 15, 2018 with the position open until filled. An online application is required for this position. Please access the University of Minnesota Employment System at <https://humanresources.umn.edu/jobs> and search for Job Opening ID: 327232.

Complete applications will include a Curriculum Vitae and a letter (please limit to 2 pages) addressing the following: 1) What excites you about this position and what, given your leadership style and experience, would you bring to ICD and to the Director role? 2) Share your vision of where the field is heading and explain how you see ICD's place in the future of the field. 3) Related to your vision, where do you see growth potential in ICD and what types of hires would be needed to fulfill this vision?

Finalists will be asked for a list of individuals who could be contacted for references. All supporting materials should be attached electronically to the online application.

Address questions to Frank Symons, Ph.D., Search Committee Chair, c/o Delores Mordorski, Institute of Child Development, 51 East River Road, University of Minnesota, Minneapolis, Minnesota 55455 or email symon007@umn.edu and mordo001@umn.edu

To request an accommodation during the application process, please e-mail employ@umn.edu or call (612) 624-UOHR (8647).

About the Department:

The Institute of Child Development is experiencing an exciting time of growth with plans for a new building underway and new faculty hires on the horizon. The incoming Director will have the opportunity to shape ICD's future vision. The Institute has long been a premier center for scholarship, teaching, and outreach in child psychology. Coursework and research activities focus on the cognitive, social, emotional, and psychobiological/neuroscience processes underlying the development of infants,

children, and youth, with some faculty pursuing lifespan research as well. ICD collaborates with the Department of Psychology to offer a specialty track in Developmental Psychopathology and Clinical Science. One component of ICD is the Shirley G. Moore Laboratory School which provides a preschool for 2 through 5 year old children and a training site for university students majoring in Early Childhood Education. An additional component of ICD is the Center for Early Education and Development (CEED) which conducts applied research, professional development and policy education and community outreach to effect positive change in early education, child care, and public policy. Founded in 1925, the Institute is one of the most highly ranked departments for the study of children's development in the United States. From its inception, a key tenet of the department has been to "give away" developmental science. This philosophy has created an environment rich with collaborations, new ideas, and exciting interdisciplinary work.

The University of Minnesota is rich in resources available to ICD faculty, including the Institute for Translational Research in Children's Mental Health (ITR), with both treatment and research rooms, the Center for Neurobehavioral Development (CNBD), with both low and high density EEG/ERP facilities and complete autonomic laboratory, the Center for Magnetic Resonance Research (CMRR) with three research-dedicated 3T Siemens Prisma scanners, and the many additional resources afforded in a large metropolitan area. The University of Minnesota's Academic Health Center is at the hub of innovation in healthcare, with geographical access to world-class hospitals and clinics. Located in the culturally diverse cities of Minneapolis and St. Paul, the University offers unique opportunities for research and participation in varied cultural communities.

Further information about the U of M can be found at <https://twin-cities.umn.edu/about-us> and on the Relocation Assistance Program site <http://www1.umn.edu/ohr/rap/>. Additional information about the college and the department can be found on at: <http://www.cehd.umn.edu>.



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