



# ON STAFF

*A Practical Guide to  
Starting Your Career  
in a University  
Music Department*

**DONALD L. HAMANN**

ON STAFF

*This page intentionally left blank*

---

# On Staff

A PRACTICAL GUIDE TO STARTING YOUR CAREER  
IN A UNIVERSITY MUSIC DEPARTMENT

Donald L. Hamann

---

OXFORD  
UNIVERSITY PRESS

Oxford University Press is a department of the University of Oxford.  
It furthers the University's objective of excellence in research, scholarship,  
and education by publishing worldwide.

Oxford New York  
Auckland Cape Town Dar es Salaam Hong Kong Karachi  
Kuala Lumpur Madrid Melbourne Mexico City Nairobi  
New Delhi Shanghai Taipei Toronto

With offices in  
Argentina Austria Brazil Chile Czech Republic France Greece  
Guatemala Hungary Italy Japan Poland Portugal Singapore  
South Korea Switzerland Thailand Turkey Ukraine Vietnam

Oxford is a registered trademark of Oxford University Press in the UK and certain other  
countries.

Published in the United States of America by  
Oxford University Press  
198 Madison Avenue, New York, NY 10016

© Oxford University Press 2013

All rights reserved. No part of this publication may be reproduced, stored in a  
retrieval system, or transmitted, in any form or by any means, without the prior  
permission in writing of Oxford University Press, or as expressly permitted by law,  
by license, or under terms agreed with the appropriate reproduction rights organization.  
Inquiries concerning reproduction outside the scope of the above should be sent to the  
Rights Department, Oxford University Press, at the address above.

You must not circulate this work in any other form  
and you must impose this same condition on any acquirer.

Library of Congress Cataloging-in-Publication Data  
Hamann, Donald L.

On staff : a practical guide to starting your career in a university music department /  
Donald L. Hamann.

pages cm

Includes bibliographical references and index.

ISBN 978-0-19-994704-1 (alk. paper)—ISBN 978-0-19-994702-7 (alk. paper)  
1. Music in universities and colleges—Vocational guidance. 2. College teaching—  
Vocational guidance. I. Title.

ML3795.H26 2013

780.23—dc23

2012043306

1 3 5 7 9 8 6 4 2

Printed in the United States of America  
on acid-free paper

---

# Contents

About the Companion Website xi

Preface xiii

1. *Position Announcement Descriptions* 1

Introduction 1

Position Announcements 2

Type of Position 3

*Tenure-track Positions* 3

*Non-Tenure-track Positions* 5

Adjunct Positions 5

Renewal or Term Appointments 6

*Special Hire Appointments* 7

*Replacement Positions* 7

*Visiting Professors or Visiting Artists* 8

*Artists in Residence or Distinguished Professor Appointments* 8

*Research Appointments* 9

*Targets of Opportunity and Endowed Positions* 9

Rank 10

*Duties, Responsibilities, and Qualifications* 12

*Other Duties and Responsibilities* 13

Qualifications 13

Materials Requested and How to Apply 15

Type of Institution 16

Summary of Position Announcement Descriptions 20

References 22

Additional Job Listing Resources 23

2. *Preparing Your Application Materials: Applying for the Job* 24

Curriculum Vitae 24

*CV Preparation Appearance* 25

*Creating Your CV: General Document Construction* 26

*CV Categories* 29

Personal Information and Contact Details 29

Educational Background or Experience 30

Employment History or Professional Career Experience 33

*Academic Positions* 33

*Performance Positions* 36

*Non-Music- and/or Music-related Experiences* 38

Research and Creative Activity: An Academically Oriented CV 40

Research and Creative Activity: A Performance-oriented CV 42

Grants 47

Service 50

Honors and Awards 51

References 51

*Other CV Inclusions* 55

*Summary: CV Preparation and Appearance* 61

Other Application Materials 61

*Cover Letter, or Letter of Application* 61

*Teaching or Educational Philosophy and Research Statement* 69

*Research Statement* 71

Background 71

Research Agenda 72

Relevance 73

*Transcripts* 74

*Letters of Reference* 74

*Selecting Individuals to Serve as Referees* 74

*Your Responsibility to Your Referees* 77

*Additional Reference Consideration Items* 78

*Audio or Audiovisual Recordings* 79

*Articles, Performance Reviews, Works Performed or Ready to*

*Perform, and Other* 81

*Teaching Portfolio* 82

*Sending Unsolicited Materials* 84

*Electronically Shared Information Systems* 85

Making Application for a University Position 87

References 88

- 
3. *Applying for the Job: The Process* 90
- The Application Submission and Review Process 90
  - Consideration To Make Application 90
  - The Application: The Clock Begins 92
    - Formation of a Search Committee* 93
    - The Committee's Review of Applicants' Materials* 95
    - Getting to the Final Pool* 95
    - The Telephone or Skype Interview* 98
      - Physical Preparation 99
      - Mental Preparation 99
      - Additional Preparation 100
    - Procedures Following Telephone or Skype Interviews and Recommendation Calls* 101
    - The Interviews* 103
    - Final Meeting* 103
4. *Preparing for the Campus Interview* 105
- Preparing for the Interview 105
  - Gathering Information 106
  - Travel Plans 109
  - Interview Apparel 110
  - Presentation Preparation 110
  - Additional Considerations or Interview Preparation Sessions 112
    - Posture and Proximity* 114
    - Eye Contact, Gestures, and Facial Expression* 115
    - Vocal Production* 116
    - Elements of Your Presentation* 118
    - Energy Needs* 119
  - References 120
5. *The Interview* 121
- The Interview 122
  - Potential Interview Questions and Focus Areas 125
    - The Teaching and Learning Process* 125
    - Ideals and Philosophy* 128
    - Yourself and the Position* 129
    - Research and Creative Activity* 130
  - Directors and Deans 131
    - What Are They Looking for? Ability, Potential, Charisma?* 131

- What Qualities Are Valued by Administrators in Faculty Hires?* 136
- What Questions Should a Candidate Be Prepared to Answer?* 138
- Questions You Can or Should Ask* 141
  - Interest Questions 142
  - Questions Pertaining to the Student Population 142
  - Questions Relating to the Stability of the Setting* 143
  - Questions Pertaining to Faculty Benefits* 144
  - Summary of Your Interview with the Director and Dean* 145
- Interview Attire and Punctuality 146
- Interviewing and Dining 147
- Post-interview Questions and Inquiries 151
- Summary: The Interview 151
- References 152
  
- 6. *The Offer and the Negotiation* 153
  - Questions You Should Ask upon Receiving an Offer 156
  - Teaching Load Assignment or Reduction in Teaching Load 159
  - Start-Up Package and Research, Creative Activity, or Teaching Support 162
    - The Offer and the Negotiation* 164
    - Negotiation Steps* 165
  - The Hire Letter 171
  - Summary 174
  - References 175
  
- 7. *Your First Days on Campus and Beyond* 176
  - Your First Days On Campus 176
    - What You Need to Know and Do before Classes Begin* 177
    - Documents* 177
    - Parking* 177
    - University Identification Cards* 178
    - Keys, Access to Office, Classrooms, Buildings* 179
    - Your Office* 180
    - Classes* 181
    - Advising* 183
    - Orientations, Retreats, and Meetings* 184
      - Other 185
      - Summary 186
    - Tasks, Responsibilities, To-do List 186

---

Beyond Your First Days on Campus	187
<i>Guiding Thoughts</i>	188
<i>Workload</i>	188
<i>Salary</i>	190
<i>Tenure</i>	190
What Counts?	192
How Much of “What Counts” Do I Need to Be Tenured?	193
How Do I Know if I’m “On Track” Toward Tenure?	193
Where Can I Look for Tenure Guidance?	194
What Is the Process for Getting Tenure?	194
How Do I Prepare a Tenure Package? What’s Included, What Should I Be Doing to Assemble Such a Package?	195
What Happens if I Don’t Get Tenure?	196
If I Get Tenure at One Institution and then Take a Position at Another Institution Can My Tenure Transfer?	197
A Summary of the Tenure Process	197
<i>Promotion</i>	198
<i>Research or Creative Activity</i>	198
<i>Teaching</i>	199
<i>Service</i>	200
<i>Politics</i>	200
<i>Collegiality</i>	201
<i>Communications</i>	202
<i>Work Ethic</i>	202
<i>Budgets</i>	203
<i>The Perfect Job</i>	204
<i>Summary</i>	205
Developing Your Career	205
Academia and You	210
References	211

*This page intentionally left blank*

---

## About the Companion Website

**[www.oup.com/us/onstaff](http://www.oup.com/us/onstaff)**

The materials contained in the OUP companion website are offered as additional resources to assist you in the preparation of your documents. While you will find individual variation among the documents, you will also find commonality through the use of accepted, recognizable organizational ideas and models. It is my hope that these ideas and models will stimulate your creative process, help clarify and focus your thoughts, and enable you to produce original, meaningful, and distinct documents that exemplify your strengths and attributes. If you are preparing for a job search, you may find the examples of academic and performance-oriented curricula vitae, cover letters, and philosophy statements useful as you prepare your documents. For those institutions preparing to fill a music position, a step-by-step job preparation checklist is available that should assist both search committee members and administrative personnel in this task.

The examples presented on the website are actual materials from individuals in the profession. Many of the names and most of the contact information have been changed to maintain anonymity, but the documents have not been altered. Some of these documents may resonate with you, others may not, but the process of

finding that ideal forum in which you choose to present yourself is the goal of this book and subsequently this website. May this website and book enable you to be as successful as the individuals represented through these examples.

You may access the website using the following:

Username: Music3

Password: Book3234

---

## Preface

YOUR HIGHER EDUCATION music career begins with your first post. In order to qualify for a higher education music post, you need years of educational training. To secure that post, you must convince a search committee that you are the most appropriate choice for that position through the application and interviewing processes. To that end, the contents of this book will prepare you for those processes. Additionally, they will prepare you for what lies beyond the application and interview—tenure, promotion, and career advice. Whether you are just beginning or an established music professor, you will find that *On Staff: A Practical Guide to Starting Your Career in a University Music Department* provides detailed, step-by-step information that will assist you or your graduate advisees in securing that first higher education music post.

### What's In This Book?

---

*On Staff: A Practical Guide to Starting Your Career in a University Music Department* will guide you through the steps to applying for, acquiring, and holding a position in higher education. Each chapter is designed to assist you in one or more of the following:

- locating and understanding position announcements,
- preparing dynamic and clearly articulated application materials,

- understanding the process of the job search committee in relation to your application,
- planning and preparing for your interview,
- learning what questions you could be asked in an interview,
- discovering what search committee members and administrators are looking for in candidates,
- completing a successful interview,
- negotiating a contract,
- getting started and succeeding in your position,
- becoming tenured and being promoted, and
- developing your career.

### How Is This Book Organized?

---

The book is organized in a sequential manner. You will first discover how university music jobs are created, advertised, and listed. *On Staff* will show you how to:

- prepare and construct a successful curriculum vitae (CV),
- create appealing letters of application,
- develop a teaching philosophy statement,
- write innovative research statements, and
- select your reference providers.

You will be apprised of the steps needed to apply for a university position, including the time lines associated with that process. Have you ever wondered:

- what's important to search committee members and administrators,
- how you prepare for a telephone or Skype interview or an on-site interview,
- what you would do and whom you would meet in an interview,
- what questions you might be asked during your interview, or
- what you should wear and what you can eat at your interview?

*On Staff* will provide that information. After a successful on-campus interview and a job offer, discover what one might typically ask for in the negotiation process. And finally, *On Staff* will discuss your first days in your new position and present the blueprint for the development of a successful higher education music career.

---

## Why Should I Read This Book?

---

If you are just now planning to enter the university job market, have recently become a university music professor, are a university music faculty advisor, or are serving on a search committee, either as a chair or member, you will want to read this book. *On Staff* will enhance or supplement your knowledge of the university application and interview process. For those who are entering or have recently entered higher education, *On Staff* provides information to help you succeed in the field. If you are an established professor and graduate student adviser, this book will supplement information you provide to your students. As the chair or member of a search committee, *On Staff* will refresh or provide you with information relevant to successfully conducting a higher education music position search.

---

## Where Do the Musician Examples Come from?

---

Music educators, theorists, composers, performers, and others have contributed to these examples. While names, addresses, and other such information may have been altered to protect the anonymity of the individuals, the basic information provided in those examples remains unchanged.

The illustrations in the text and Oxford companion website provide you with various examples of CVs, cover letters, and so forth. While these illustrations conform to a structured and accepted or common framework, you will also see how each author has creatively and effectively individualized his or her materials. From these examples, you will develop your own unique approach to “selling” yourself through your originally created documents.

---

## Academia and You

---

Your higher education career journey begins with your first university music position. For some, the academic journey also concludes with the first position, but for others, the first university music position becomes a stepping-stone to other posts. One of the most challenging tasks you will face in your career, as a university music professor, is staying current, motivated, and interested. Your continued professional and musical growth through teaching, research, and/or service will help insure your lifelong interest in the profession. I wish you success in your higher education music career and hope you find this book to be of continued service and enlightenment. Welcome to the world of higher education!

## Acknowledgments

---

I would like to thank all of those individuals, too numerous to list, who have contributed to this book. I would especially like to thank Oxford University Press for their support of *On Staff: A Practical Guide to Starting Your Career in a University Music Department*, with very special thanks to Todd Waldman, OUP Editor, Music Books, Professional and Applied. I would also like to thank Laura Mahoney and Michael Durnin for providing editorial support and Norman Hirschy and Jeff Iorio, who worked on the production of this of this book.

# 1

## POSITION ANNOUNCEMENT DESCRIPTIONS

### Introduction

---

Congratulations! You've decided to secure a position in higher education. Securing a position in higher education is a multistep procedure. Beginning with the identification of appropriate positions, one must next apply for those posts. After applying, and while patiently waiting as a job search committee considers your application materials, you must next begin your preparations for a telephone or Skype interview, followed, one hopes, by an on-campus visit. Assuming you've had a successful interview, your next step is to negotiate an amenable contract. After all of this you can finally begin the process of becoming a faculty member in your newly acquired position. You will be launching your higher education music career, and as a new faculty member there will be much to consider, such as securing tenure and promotion. Your first post will become your first foray into the development of your unique and successful career in higher education.

*On Staff: A Practical Guide to Starting Your Career in a University Music Department* will help guide you through the steps to acquiring and holding a position in higher education. Each chapter is designed to assist you in one or more of the following:

- locating and understanding position announcements,
- preparing your application materials,
- understanding the process of the job search committee in relation to your application,
- planning and preparing for your interview,

- completing an interview,
- negotiating a contract, and
- getting started and succeeding in your position and developing your career.

Welcome to the world of higher education!

## Position Announcements

---

To begin the journey of your higher education job search, you must first locate appropriate positions to which you would like to apply. There are several vehicles you may choose to use in your search for higher education openings. Some of the more common sources are the *Chronicle of Higher Education* ([www.chronicle.com/jobs](http://www.chronicle.com/jobs) or [www.chronicle.com/jobcategory/arts/2/](http://www.chronicle.com/jobcategory/arts/2/)); national accreditation or professional association exchange listings (such as the National Association of Schools of Music [NASM] and American Educational Research Association); and higher education position professional listing services provided through organizations such as the College Music Society, state websites, and university websites (many university postings are noted on *Jobs in Higher Education* at [www.academic360.com](http://www.academic360.com), *Diverse Issues in Higher Education* [www.diverseeducation.com](http://www.diverseeducation.com), and *Higher Education Jobs* <http://www.HigherEdJobs.com/>). Other sources are listed in “Additional Job Listing Resources” at the end of this chapter.

Once you have identified positions of interest, you will want to know what qualifications are being sought and what the requirements are for these positions. The components of job descriptions can vary from position to position. The majority of job descriptions have standard information pertaining to the position. National position advertisements may contain only limited information due to cost factors associated with publication or advertising costs, but lengthier position descriptions can often be found on an institution’s website, in distributed, printed announcements provided by the hiring department, and/or through such sources as the NASM position announcements. Information concerning the following is generally provided in job announcements:

- the type of position, music education, theory, performance/studio, and so forth,
- the rank at which the position is being supported and whether it is an adjunct, tenure track, non-tenure track, special hire, and so forth,
- the position’s duties and responsibilities,
- the minimum and maximum qualifications for hiring consideration

- the minimum and maximum qualifications for hiring consideration, additional preferred qualifications,
- a closing or review timeframe.

Additionally, job announcements may have the following:

- salary range, benefits, and so forth,
- the date the position begins,
- brief descriptions of the hiring institution,
- information on the department, school, or college,
- a depiction of the institution's locale.

As you view the job description, it would also be prudent to research the mission of the school to which you are considering application. While this topic will be discussed in further detail later in this chapter, it is very important to point out that your skills and interests must match those of the school you are considering. If there is not a good match between your goals, objectives, interests, and skills and those of the school's mission, neither you nor the school will be content with the "fit." Hence it is critical that you research the mission of the school to determine whether it is analogous with your skills and interests—that there is a good fit.

### Type of Position

The three most common categories of positions are tenure-track, non-tenure-track, and a group of individualized positions that shall be referred to as "special hire" positions, all of which will be discussed in this chapter. While other types of positions may be advertised, tenure-track, non-tenure-track, and "special hire" positions cover the majority of offerings. It would behoove the reader to understand what is commonly offered at institutions so that exceptions can more clearly be recognized and understood.

#### TENURE-TRACK POSITIONS

Tenure-track positions are the most common position offering. There has been considerable discussion concerning the system of tenure and creating/offering tenure-track positions. Some universities have attempted to implement programs in which tenure-track positions are not offered, due to budget constraints

or legislative or public pressures. Subsequently, part-time positions have become more prominent in the higher education teaching force (Wilson 2010). However, even though the tenure-track system has come under scrutiny in the academic world, many universities still offer a majority of their full-time positions as tenure-track appointments.

What then is a tenure-track position? According to the 1940 *Statement of Principles on Academic Freedom and Tenure* from the American Association of University Professors (AAUP) and the Association of American Colleges, “Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to me and women of ability” (American Association of University Professors 2012: 1). Tenure-track positions offer the individual the opportunity to gain “tenure” after a given period of time. Simply put, once tenure is granted, an individual is generally guaranteed a teaching position in the area of hire provided he or she continues to perform at an acceptable level and is not convicted of a felony or like offense, and provided the hiring institution does not declare financial exigency. While a more lengthy discussion of the tenure process is covered in Chapter 7, some discussion needs to be addressed here in terms of seeking appropriate positions for which to apply.

When deciding to which positions you might apply, it is important to keep the issue of attaining tenure in mind in relation to your higher educational interests and the interests of the institution to which you are considering application. Position responsibilities and expectations vary according to university structures. Universities with a heavily research-based focus will expect more research output from their faculty, while universities with a teaching-based focus will expect less research output and will place more emphasis on instruction. Attaining tenure is based on each university’s goals and guidelines. Thus, at a research-intensive university, you should expect tenure decisions to be heavily based on research and creative activity output. You need to ask yourself, “Do I want a position in which I need to produce numerous publications or establish a national or international performance venue?” Conversely, in a university where teaching would be valued above research and service in a tenure process, you might ask, “Do I want to work in an institution that places less value on research and creative endeavors?” Every individual has an interest area that is stronger than another. One of your first considerations in applying for any position is to ascertain the type of institution in which you would be employed and then determine whether the goals of that school align with your career and professional goals. Only if that relationship is compatible should you apply for the position.

Let's assume you are applying for positions that are compatible with your career and professional goals. When can you expect to obtain tenure? Individual tenure decisions are made after the completion of annual, two-, or three-year reviews or evaluations. Tenure-track positions, those positions in which tenure can eventually be gained, are offered at any rank from instructor to full professor.

In special cases, tenure can be granted at the time of hire if the individual is being hired at a senior level, has extensive experience, or has gained a national or international reputation in the field. If tenure can be granted at the time of hire, it is referred to as a "tenure eligible" position in the job description. Usually only individuals being considered for senior-level ranks are considered for tenure-eligible status at the time of hire. While there are some exceptions, tenure is generally not offered at the time of hire to individuals entering at the instructor or assistant professor level. Several years of reviews and evaluations will likely follow. Information concerning the various professorial ranks appears later in this chapter.

#### NON-TENURE-TRACK POSITIONS

Positions can also be offered on a non-tenured basis. Adjunct appointments, renewal or specified contractual positions, and many special appointments are often offered on a non-tenure basis. Adjunct appointments are offered by universities to augment full-time and/or tenure-track faculty. That said, it should be noted that even though adjunct positions are generally part-time appointments, they can be offered as full-time appointments.

#### Adjunct Positions

Adjunct positions are contractual and are usually offered on a semester-to-semester, quarter-to-quarter, or academic year-to-year basis. Unlike a tenure-track position, there is no guarantee of continued employment once a contract has been completed, nor is there any guarantee of continued employment regardless of the number of years an adjunct professor has held a position. Often adjunct positions are available because of a need to fill a short-term deficiency; however, numerous institutions have adjunct positions that continue year after year.

Adjunct positions can be offered at any rank, but are usually offered at an entry-level rank of instructor or assistant professor. Again, notable exceptions can be found where institutions offer adjunct positions at a senior-level rank. Thus, while adjunct positions are generally not long-term offerings at senior-level ranks, marked exceptions can be found.

## Renewal or Term Appointments

Another type of non-tenure-track position is common among institutions of higher education. These positions are “renewal” or “term” positions. These are designed to last for a set or period of time, with the possibility of being renewed each year until the specified period of the appointment has elapsed. Renewal or term appointments are commonly full-time positions, designed to last for a period of one to five years. Unlike an adjunct position, in which the need for the position may exist only for a semester or a year, renewal or term positions are intended to last for a longer period of time. Indeed, the period of time for which the position is to exist is advertised in the position announcement: “An assistant professor, five-year renewal position is being offered.” During that time the successful candidate is generally renewed each year, much like professors in tenure-track positions. The individual must perform in a satisfactory manner to continue in the position from year to year. If the renewal or term position were a five-year position, it would be common for the professor to be reviewed after the first year and each year thereafter until the appointment period ended. At that time, the institution would again advertise the position. It may again be offered as a renewal or term appointment, as an adjunct or tenure-track position, or it could be eliminated altogether. The important difference between an adjunct and renewal or term position is that in the latter case, the need for the appointment exists for a specified period of time. Given that there is adequate funding and that an individual’s performance is satisfactory, he can be assured of a position for a specific period of time. Adjunct positions do not offer as strong an assurance for continued employment, even though it may occur.

It is generally assumed that renewal or term appointments do not carry the possibility of tenure. However, the rank at which you are hired can differ. Many of these appointments are offered at the introductory level, instructor or assistant professor, but it is not uncommon for renewal or term appointments to be offered at senior-level—associate or full professor—positions. As will be discussed later, salary and work assignment are associated with rank, so it is important to consider the rank of the renewal or term appointment.

Some institutions may offer renewal or term appointments to fill a perceived need for a finite period of time, or until such time that a tenure-track appointment can be secured. Other institutions routinely offer such appointments to augment their faculty. Institutions offering renewal or term positions on a regular basis, especially in specific areas, often seek consistency and flexibility at the same time. By offering a position for a five-year period, for example, the institution receives the consistency an individual can provide by being in that position for five years.

Flexibility is achieved when, at the end of the contractual period, another individual is sought, theoretically bringing in new ideas and approaches to the position and to the department. Some institutions will not rehire an individual who has held a renewal or term position, regardless of how successful that individual has been during the term of appointment, in order to conceivably bring in new approaches, thoughts, and ideas through a “new” hire.

#### SPECIAL HIRE APPOINTMENTS

There are several types of positions which have not been discussed and which will be referred to as “special appointments.” Special appointments can include, but are not limited to, replacement positions, visiting professors or artists, artists in residence, research faculty, “targets of opportunity,” and/or distinguished professor appointments. Special appointments can be offered at any rank and can be tenure-eligible, tenure-track, or non-tenure positions.

#### REPLACEMENT POSITIONS

Replacement positions are most often term appointments, meaning they are contractual and limited to a specified period of time. Replacement positions are most commonly offered when an institution has the need to temporarily “fill in” for a faculty member who may be “on leave” or “on sabbatical,” or when there is a tenure-track position that has not been filled but is expected to be filled within a given period of time. Replacement positions are offered on a semester, quarter, or yearly basis. Once the need for the replacement position no longer exists—the faculty member returns from the sabbatical or leave or a tenure-track position is filled—the replacement position ceases to exist.

It is often argued that being in a replacement position can offer an individual a better chance of being offered a tenure-track position or another position in that institution. Being in a replacement position and being offered the “advertised” position is a common occurrence according to Vick and Furlong, who stated “There was a high probability at the outset that an offer would be made to someone who was already within the department.” (2008: 15). Given that the replacement hire holds all of the qualifications for the position and has performed in an exemplary manner during the replacement period, she may well have an advantage over other individuals in that the faculty will have had the chance to work with her over the course of a semester or year. The faculty can determine if she would be a good fit for their department or school. It could also be argued that such familiarity can work against a replacement. Because of the position requirements, some conflicts