

AN ABSTRACT OF THE DISSERTATION OF

Susan L. Goff for the degree of Doctor of Philosophy in Education presented on August 24, 2012.

Title: Temps at the Top: Factors Related to the Appointment of Interim Community College Presidents.

Abstract approved:

Darlene F. Russ-Eft

The appointment of interim community college presidents, the topic of this study, is a little understood phenomenon. A growing shortage of community college presidents coupled with a lack of replacements suggests the appointment of interims will continue well into the future. This study, with a purpose of looking at the factors related to the appointment of interim community college presidents, was needed to inform the practice of those considering hiring or being an interim president.

Data for the study were collected from online announcements of presidential appointments. Potential relationships between the type of presidential appointment (interim or permanent) and several factors were examined: (a) institutional characteristics (state, geographic region, size, locale), (b) the reason for the transition, (c) personal characteristics of the appointee (gender, origin, prior presidential experience, prior presidential interim experience, prior type of institution, previous position held, and retirement status), and (d) the time of year of the transition.

Additional research questions looked at the relationship between the titles *interim* and *acting* and the length of the appointment; and compared interim presidents who were subsequently appointed to the permanent presidency to those who were not.

Statistically significant associations were found between: the reason for the transition and the type of appointment; the origin of the appointee and the type of appointment; prior interim president experience and the type of appointment; retirement status and the type of appointment; time of year and the type of appointment; and the titles *interim* or *acting* and the length of appointment. The study also found interims who were appointed to the subsequent permanent position were unlikely to have previous presidential experience, and it was infrequent for insiders other than the interim to obtain the subsequent permanent position.

This study implied college boards of trustees should create succession plans and have hiring policies in place that address issues related to the appointment of interims. Individuals seeking a permanent presidency should be aware that accepting an interim position could be an advantageous career step, but should also carefully assess the specific situation before accepting an interim position.

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Temps at the Top: Factors Related to the Appointment of Interim Community College
Presidents

by
Susan L. Goff

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APPROVED:

Major Professor, representing Education

Dean of the College of Education

Dean of the Graduate School

I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my dissertation to any reader upon request.

Susan L. Goff, Author

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DEDICATION

I dedicate this dissertation to my husband Matt who has been my greatest cheerleader. His love and support shored me up when I doubted myself and got me through the most difficult times. I cannot fully express my appreciation for all the extra duties he has undertaken during this long process and the sacrifices made in order for me to achieve my goals.

Temps at the Top: Factors Related to the Appointment of Interim Community College Presidents

CHAPTER ONE: FOCUS AND SIGNIFICANCE

Hired gun, pinch hitter, and healer are among the many metaphors used to describe the role of interim community college presidents. Such metaphors evoke powerful, perhaps larger than life images that speak to varied expectations of the role. There may be different expectations depending on what prompted the decision to fill an open presidential position on an interim basis. Institutional need for an interim president ranges from maintaining the status quo to leading transformational change (Farquhar, 1995; Gilmore, 1988; Goss & Bridson, 1998; Inkson, Heising, & Rousseau, 2001; Martin, 2006). Eighty-four percent of community college presidents are expected to have retired by 2016 (Duree, 2008). Considering the average presidential turnover is every five to seven years (Shults, 2001), hiring an interim president during a leadership transition period has become a regular occurrence for community colleges (Thompson, Cooper, & Ebbers, 2012).

There are many potential reasons for employing an interim president, but there is little known about the individuals serving as interims, their origins, their experience levels, or their effectiveness in these short-term leadership roles. The literature debates whether or not interim administration is *real* administration that purposively meets an institutional need (Farquhar, 1995, Hall, 1995), or is simply *accidental*, without any clear expectations, serving as a placeholder between permanent appointments (Powers & Maghroori, 2006; Weingart, 2003). Interims have been viewed as actors taking on new roles or assuming multiple, conflicting, and changing roles or identities (Hall,

1995; McWilliam, Bridgstock, Lawson, Evans, & Taylor, 2008; Mundt, 2004). It is unknown how such potential role conflict and ambiguity may influence the overall interim experience or the effectiveness of those serving as interims. What is known is that people who fill interim roles in community colleges bring their own motives, capabilities, and perceptions with them (Goss & Bridson, 1998).

There seem to be many factors that may influence the selection of interim presidents and their success at temporary leadership within community colleges. Interims can come from either inside or outside the institution, be existing administrators who take on additional duties, be returning retirees, or come directly from the faculty ranks (Cauchon, 2008; Cooper & Pagotto, 2003; Powers & Maghroori, 2006). Gilmore (1988) and Farquhar (1995) posited the type of interim leadership that is needed is situational and dependent upon the circumstance in which the predecessor left; a crisis may call for a seasoned outsider, while a delayed hiring may result in an insider familiar with the institution. Additionally, the anticipated length of the interim period and whether or not the individual is allowed candidacy for the permanent position may also influence the institutional outcomes for the interim period (Chapman, Chapman, & Lostetter, 1988; Dowling, 1997; Farquhar, 1995; Martin, 2006). The purpose of this study was to examine such factors related to the appointment of interim community college presidents. The study collected data from online announcements of interim presidential appointments.

Finding the right match in a temporary leader is a reoccurring theme in the literature (Chapman, et al., 1988; Farquhar, 1995; Goss & Bridson, 1998; Gilmore,

1988). Balancing the needs of an institution in transition with the skills and leadership abilities of a temporary leader seems to be crucial in realizing successful outcomes for the interim period. Preparing the way for the permanent leader, assessing institutional needs, providing breathing room, and taking away excess baggage are all potential outcomes of interim work that provide value to the institution (Martin, 2006).

Additionally, an interim presidency may align with succession planning by providing an important professional development opportunity for those wanting to move up the career ladder (Chapman, et al., 1988). Although this study was not be able to ascertain *why* community colleges appoint the types of interim presidents they do, its aim was to reveal *what* choices are being made and how often.

This study is just a start of filling in a large literature gap. It provides important information to community college leaders, policy makers, and future researchers. A better understanding of the appointment of interim presidents was warranted in order for community colleges to increase their decision making ability around creating an effective leadership transition. The findings of this study indicate interim presidencies are a nationwide phenomenon and a potentially important developmental career step for aspiring presidents. The prevalence of interim appointments found in this study indicates community college boards of trustees should be aware of the significant factors involved and have policies in place for the likelihood of the need for a temporary leader.

Research Purpose and Questions

The purpose of this study was to examine factors related to the appointment of interim community college presidents. Specifically, the study aimed to describe the frequency of and relationships between key variables associated with appointing interim presidents. For the purpose of this study, an *interim president* is defined as a person who fills an open presidential position within a community college between permanent appointments. The term *acting president* is also used for someone serving in a temporary role but may be tied to a shorter duration (Dowling, 1997; Farquhar 1995; Langevin & Koenig, 2004, Martin, 2006, Ondercin, 2009). This study will generally use the term *interim* to refer to all temporary presidents except when explicitly noted. The term *type of presidential appointment* is used to represent the dichotomy between an interim and permanent presidential appointment. The term *transition* refers to any change in president (i.e. a change in personnel or a title change).

The decision to hire an interim president is complex and multifaceted. Interim community college presidents are employed for a variety of reasons, but the extent and characteristics of interim appointments within community colleges as compared to permanent presidencies had not been captured prior to this study.

The study research questions and their hypotheses are as follows:

1. Is there an association between institutional characteristics (state, geographic region, size, and locale) and the type of presidential appointment?

H_{o1} There is no significant association between institutional characteristics (state, geographic region, size, and locale) and the type of presidential appointment.

H_{a1} There is a significant association between institutional characteristics (state, geographic region, size, and locale) and the type of presidential appointment.

2. Is there an association between the reason for the presidential transition and the type of appointment?

H_{o2} There is no significant association between the reason for the presidential transition and the type of appointment.

H_{a2} There is a significant association between the reason for the presidential transition and the type of appointment.

3. Is there an association between the personal characteristics of the appointee (gender, origin, prior presidential experience, prior interim experience, prior type of institution, previous position held, and retirement status) and the type of presidential appointment?

H_{o3} There is no significant association between personal characteristics of the appointee (gender, origin, prior presidential experience, prior interim experience, prior community college experience, previous position held, and retirement status) and the type of presidential appointment.

H_{a3} There is a significant association between personal characteristics of the appointee (gender, origin, prior presidential experience, prior interim experience, prior community college experience, previous position held, and retirement status) and the type of presidential appointment.

4. Is there an association between the time of year of the presidential transition and the type of appointment?

H_{o4} There is no significant association between the time of the year of the presidential transition and the type of appointment.

H_{a4} There is a significant association between the time of the year of the presidential transition and the type of appointment.

5. Is there an association between the length of the appointment and the use of the titles *interim* and *acting*?

H_{o5} There is no significant association between the length of the appointment and the use of the titles *interim* and *acting*

H_{a5} There is a significant association between the length of the appointment and the use of the titles *interim* and *acting*.

6. Is there an association between institutional characteristics (state, geographic region, size, and locale) and an interim being appointed or not being appointed to the subsequent permanent position?

H_{o6} There is no significant association between institutional characteristics and an interim being appointed or not being appointed to the subsequent permanent position.

H_{a6} There is a significant association between institutional characteristics and an interim being appointed or not being appointed to the subsequent permanent position.

7. Is there an association between the personal characteristics of the interim (gender, origin, prior presidential experience, prior interim experience, prior type of institution, previous position held, and retirement status) and being appointed or not being appointed to the subsequent permanent position?

H_{o7} There is no significant association between the personal characteristics of the interim and being appointed or not being appointed to the subsequent permanent position.

H_{a7} There is a significant association between the personal characteristics of the interim and being appointed or not being appointed to the subsequent permanent position.

This study provides both scholarly and practical significance by creating a basis for further inquiry and informing the apparently growing practice of interim appointments from both the institutional and individual viewpoint. A review of the literature revealed a void on the topic of interim presidencies within community colleges, justifying the need to gather descriptive data on this phenomenon (Creswell,

2008). Although there is very little literature specific to interim community college presidents, the questions for this study were drawn from related literature and are relevant to the community college setting. From a practical standpoint, it is likely that community college governing boards will be routinely faced with making the decision about appointing an interim president now and into the future due to the continuing leadership gap in community colleges. This study also informs the decision making process of those individuals considering becoming an interim president.

Research Significance

The purpose of this study was to describe factors related to the appointment of interim community college presidents. There are four reasons for the significance of the proposed research study: (a) the need for interim presidents, (b) the need for effective educational leadership, (c) practical and personal significance, and (d) a literature gap.

Need for interim presidents. Shults (2001) estimated 45% of current presidents and 52% of full-time faculty members were planning to retire by 2007. A more recent study (Duree, 2008) of 415 community college presidents found that 79% will retire by 2012, and 84% by 2016. In addition to retirement, abrupt departures and an increase in mobility are also attributed to a high turnover rate for community college presidents (Thompson, et al., 2012; Weisman & Vaughan, 2007).

Traditional pipelines for community college presidents are also drying up. Duree (2008) found the average age of community college vice presidents to be 57, only a year less than presidents, and reported that the number of degrees awarded to

graduates of community college leadership programs decreased by 78% between 1983 and 1997. Paralleling the shortage of community college presidents is the potential need for interims. The growing shortage of qualified people to fill open presidential positions coupled with the relatively frequent presidential turnover rate is likely to lead to an increase in the number and types of interim positions within community colleges (Thompson, et al., 2012).

Frequent presidential turnover in community colleges may be attributed to poor hiring practices and lengthy or failed search processes (Jones-Kavalier & Flannigan, 2008). In such cases, community colleges often opt to use an interim due to a shortened recruitment time span and perceived lack of quantity or quality of the candidate pool (Chapman, et al., 1988). The largest potential pool of interim administrators is the faculty; a population who may not be prepared for these short-term leadership roles (Cooper & Pagotto, 2003; Powers & Maghroori, 2006). On the positive side of the leadership gap, retirees may be a growing resource for filling interim positions (Cauchon, 2008). This study described the characteristics of interim president employment in terms of the situation prompting the interim appointment, when they were hired, characteristics of the person filling the interim role, and the characteristics of the subsequent permanent leader.

Need for effective leadership. In an environment of heightened accountability and challenges for educational institutions, it is important for community colleges to have practices in place that lead to “effective educational leadership and management” (Northwest Commission on Colleges and Universities, 2003, p. 73). Effective

administrators need technical and contextual competence, as well as high level communication and interpersonal skills (Townsend & Bassoppo-Moyo, 1997). Underprepared students, reduced state and federal funding, increasing competition from proprietary schools, pressures to expand mission, and low graduation rates are examples of current issues facing community college administrators (Bailey & Morest, 2006). According to the American Association of Community Colleges (AACC, 2005), effective community college leadership requires skill in organizational strategy, resource management, and communication, as well as community college advocacy and professionalism.

Interim presidents often operate under crisis and heightened ambiguity (Theus, 1995). Montez, Wolverton, and Gmelch (2003) studied how role conflict and ambiguity affects academic deans and found that unclear relationships between roles, positions, and institutional expectations result in stress, dissatisfaction, and decreased effectiveness. Role conflict and ambiguity may be magnified for interim presidents. An effective interim presidency may also be contingent on a good match with the motivation and capabilities of those selected for such positions (Goss & Bridson, 1998). This study provides some indication as to the types of matches that are being made by documenting the characteristics of the institutions employing interim presidents and the individuals serving in interim capacities.

Practical and personal significance. As a current dean within a community college, understanding the experience common to interim presidents is of professional interest to me. As dean, gaining insight into the interim experience has informed my

decision-making and strengthened my administrative ability around when and how to employ interim presidents to the best advantage in meeting institutional outcomes. Additionally, I was originally drawn to this topic for personal reasons. I am intrigued by this phenomenon that seems commonplace within my network of community college acquaintances. I have served briefly in an interim administrator capacity in the past and seek to be better informed if I am presented with another opportunity in the future.

This study has informed my own decision making process and may assist anyone considering an interim position, developing hiring policies, or faced with hiring an interim president. This study may benefit the career planning of aspiring presidents as it found a significant relationship between having interim experience and being a permanent president. This study found widespread instances of interim appointments across the United States indicating community college boards of trustees could benefit from planning for the likelihood of an interim presidency. The study also discussed the factors boards that should consider when reviewing or forming presidential hiring policies and procedures.

Literature gap. The topic of interim presidencies within higher education has rarely been researched. The literature found is mainly focused on interim university presidents (Dowling, 1997; Everley, 1993; Martin, 2006; Sidoti, 1997; Trudeau, 2001; Waddington, 2001; Zenger, 1996). Although there are some similarities with universities, community colleges are unique, dynamic institutions with their own set of problems, challenges, and demands (Piland & Wolf, 2003). As espoused by Boggs

(2011), some of the characteristics that set community colleges apart from universities are their comprehensive mission, open access, community responsiveness, smaller classes sizes, and a focus on teaching rather than research. With the exception of a recent case study (Thompson, et al., 2012), there is virtually no literature that examines the phenomenon of interim presidencies in community colleges, and there have been no quantitative studies to date. This study described and analyzed interim community college president employment as captured by online news media and provides a basis for further inquiry on this little studied topic.

Summary

As a temporary alternative to a permanent position, community colleges routinely choose to use interim presidents to fill a short-term leadership gap. Prior to this study, there were no existing data that aligned any of the key concepts found in the literature to what is occurring in practice. The purpose of this study was to examine key factors contributing to the employment of interim presidents within community colleges by collecting and analyzing data from online news media announcing presidential appointments. The research questions were developed through a review of the literature:

1. Is there an association between institutional characteristics (state, geographic region, size, and locale) and the type of presidential appointment?
2. Is there an association between the reason for the presidential transition and the type of appointment?

3. Is there an association between the personal characteristics of the appointee (gender, origin, prior presidential experience, prior interim experience, prior type of institution, previous position held, and retirement status) and the type of presidential appointment?
4. Is there an association between the time of year of the presidential transition and the type of appointment?
5. Is there an association between the length of the appointment and the use of the titles *interim* and *acting*?
6. Is there an association between institutional characteristics (state, geographic region, size, and locale) and an interim being appointed or not being appointed to the subsequent permanent position?
7. Is there an association between the personal characteristics of the interim (gender, origin, prior presidential experience, prior interim experience, prior type of institution, previous position held, and retirement status) and being appointed or not being appointed to the subsequent permanent position?

This study was warranted for a number of reasons. There is a growing shortage of community college presidents that links to an increase in the use of interims. There is a clear need for effective community college administration that encompasses the interim experience. There is a practical need to build administrative skill and informed decision making ability for those considering hiring or being an interim president. Lastly, there was a scarcity of community college literature on the topic of interim

presidencies. By answering the research questions, this study added to the literature and provides a solid foundation for further research on the topic of interim presidencies in community colleges.

CHAPTER TWO: REVIEW OF THE LITERATURE

The purpose of this literature review was to search out, integrate, synthesize, and critique what is known about interim community college presidents. What was learned from the literature review served to guide the design of this study, specifically to inform the development of the research questions and pertinent variables to include (Creswell, 2008).

Approach to Review of Literature

The Oregon State University library databases were primarily used to search for research related to the topic of interim community college presidencies. Additionally, Google Scholar was helpful for broad initial searching and Dissertation Abstracts International was used to locate related dissertations. Keywords used alone and in combination with the term community college were: interim, temporary, contract work, change agent, organizational career structures, contingent employment, job satisfaction, transition, hiring practices, personnel, internal hiring, internal promotion, internal labor market, acting dean, faculty and administration, leadership, administrative professional development, failed search, career advancement, strategic workforce planning, succession planning, leadership gap, nonstandard employment, stop gap resourcing, human resources, and interim ministry. Such a broad keyword approach to the literature was used once it was evident there was very little to be found via the most directly related terms. Many of the search terms used proved unfruitful in finding scholarly or other material.

My search approach entailed first trying to find materials that directly linked to interim presidents, administration, or management in any form, but particularly associated with education. Determining what literature to include in this review was difficult due to the lack of sources directly related to the topic of the employment of interim presidents in community colleges, in higher education, and education in general. I established a priority system outlined by Creswell (2008) in which refereed journal articles from national publications such as the *Community College Journal of Research and Practice* were considered the highest quality. Following the priority system, nonrefereed journal articles, books, dissertations, newspaper articles, and internet sites were also considered. Regardless of the priority, each source was evaluated on criteria such as being a primary or secondary source, currency, methodology, authorship, and overall relevance to the topic (Glatthorn & Joyner, 2005). Sources selling interim management services were interesting but mostly discounted as to scholarly value and not included. Several articles were located via references of other articles. One article also provided the search phrase *non-routine executive transition* within the text which then was used for further searching.

Because of the lack of directly related literature, peer reviewed journal articles about interim management from a business perspective were also included, but articles specific to low skilled, temporary employment were excluded because of dissimilarity in education and experience levels to community college administrators. A great deal of material on CEO turnover and hiring from inside compared to hiring from outside

was found in the business literature. A few of the turnover articles were included, although none of them spoke directly to the issue of interim CEO's.

The literature on interim ministry was scanned and provided a few sources that have been included for a historical perspective. There was also a small body of work found around interim school superintendents. The higher education material found primarily focused on university deans or interim university presidents and included some dissertations. The dissertations found provided the most useful reference lists in yielding pertinent articles to review, though again, not directly related to community colleges.

As I broadened my searches to incorporate and analyze materials related to interim community college presidencies, the themes that I have used to organize the literature emerged. As this study evolved, I returned to the literature to maintain currency and as a reference during the analysis stage.

Definition of Key Terms

The term *interim* can be used in a variety of ways as well as other terms found in this chapter. Definitions are provided to guide the reader through the literature review:

1. *Interim* or *Interregnum*. The lapse in time resulting from an open, unfilled position. The term *acting* is sometimes used to distinguish a shorter (i.e., a few months) duration of time (Farquhar, 1995).
2. *Interim Management*. A term primarily used within a business context meaning the temporary provision of management resources and skills. Interim Managers typically have previous executive experience that are contracted to manage

transition, crisis, or change within an organization or may lead specific short-term projects (Farquhar, 1995).

3. *Interim President.* A college or university president designated by the trustees with the responsibilities and authority of the presidency during an interim period between permanent appointments. An interim president can be either external or internal to the institution (Everley, 1993).
4. *Acting President.* The term acting president is sometimes used interchangeably with the term interim president and is used for someone serving in a temporary role, but may be tied to a shorter or undefined duration (Farquhar, 1995).
5. *Turnover.* An individual presidential departure from the position to which he or she was appointed (Demougeot, 2008).
6. *Transition.* A passing or passage from one condition, action, or (rarely) place, to another; change (Oxford English Dictionary Online, 2012). In the case of this study, the term *transition* is used to designate any change in presidential leadership including a title change (i.e. acting to interim or interim to permanent) or change in personnel due to turnover as defined above.
7. *Internal Labor Market.* The term ‘internal labor market’ was initiated by Doeringer and Piore (1971) to describe the jobs that are filled by promotion or transfer of workers who have already gained entry into an organization or industry.

Organization of Review of Literature

The first part of the literature review is a short historical overview of interim work. The remainder of the literature is organized around themes of: (a) presidential

turnover (b) the role of an interim president, and (c) appointing an interim president. Each theme will be introduced and summarized as to how they contributed to this study. Additionally, an overall summary of the literature review is provided that pointed to the need for this study of factors associated with the employment of interim community college presidents.

Historical overview of interim work. Even though the origin of the term *interim* dates back to 1580 (Oxford English Dictionary Online, 2012), the literature on the history of interim positions in general is quite limited, while being primarily absent for community colleges. This brief historical overview of interim work is provided to orient the reader as to the evolving nature of such positions.

Interim ministry. Interim pastors have been a part of the Presbyterian Church since its inception, and the role was formalized in the 1970's with the development of specialized training known as intentional interim ministry (Gripe, 1997). Interim pastors are often required between permanent appointments to provide the congregation a time to recover and transition (Farquhar, 1995). Coming to terms with history, discovering a new identity, facilitating shifts of power, rethinking denominational ties, and building commitment to new leadership are the five developmental tasks common to congregations in transition (Evangelical Presbyterian Church, 2003).

Interim management. From a business viewpoint, the Dutch are generally credited with inventing the concept of interim management in the late 1970's as a way of bypassing Holland's strict labor laws through the use of third party agencies

(Feltham & Hughes, 1999). Today, the use of interim management in business is widespread in Europe and growing in the United States. Handy (1989) forecasted this type of outsourcing movement and coined the phrase “portfolio worker” for those who choose to provide contracted temporary work to organizations. In business, interim managers are often employed to work on specific short-term projects or to lead transformational change providing either highly specialized skills, experience, or both (Farquhar, 1995; Russell, 1998). Inkson, et al. (2001) sampled 50 interim managers and concluded a potential “career-capitalist” may eventually emerge who remains flexible to notions of transactional, relational, or hybrid contracts.

Interims in education. In the education arena, a 1993 study of public research universities found 93% of the 86 surveyed had employed at least one interim president on or since January 1, 1900, 67% since 1980, and 7% were currently headed by an interim (Everley, 1993). Everley also found that 91% of the presidential interims were internal, i.e., those who came from within the institution. Everley’s study provides good data on interim university presidents, but the findings may not be transferable to interim community college presidents.

Summary. A historical overview was included to provide background on interim work outside of the community college setting. The brevity of this section reflects the lack of scholarly literature generally found on the topic of interim work either within or outside the community college context. For longitudinal and trending purposes, a study that captures baseline data on the characteristics of interim presidents would be useful.

Presidential turnover. The theme of presidential turnover was included to provide background for this study. Few institutions are prepared for presidential turnover (Fretwell, 2004). This section will discuss presidential retirements, presidential tenure, and the pipeline for new presidents.

Retirements. The anticipated wave of retirements has created a recognized leadership crisis in community colleges (Amey, Vanderlinden, & Brown, 2002; Boggs, 2003; Duree, 2008; Duvall, 2003; Piland & Wolf, 2003; Shults, 2001; Watts & Hammons, 2002; Weisman & Vaughan, 2007). Duree (2008) found an astounding 84% of existing community college presidents are expected to retire by 2016, confirming and extending earlier studies (Shults, 2001; Weisman & Vaughan, 2007). The problem is exacerbated by those who traditionally move into presidencies, community college vice presidents, being an average age of 57, just one year younger on average than the presidents (Duree, 2008, Shults, 2001). Additionally, an estimated 25 to 50% of faculty were set to retire by 2011 (Boggs, 2003; Shults, 2001) and those that remain may be less willing to move into administrative roles than in the past (Rosenthal, 2008).

Of the recent studies documenting the presidential leadership gap in community colleges (Amey, et al., 2002; Boggs, 2003; Duree, 2008; Duvall, 2003; Piland & Wolf, 2003; Shults, 2001; Watts & Hammons, 2002; Weisman & Vaughan, 2007), only Weisman and Vaughan (2007) noted interims were included, but only when meeting all of the following three conditions: (a) they identified themselves as interims, (b) they had been an interim for more than a year, and (c) they had been in a

regular presidency prior to being an interim. There was no disaggregation of data for the interims meeting the three limiting conditions for selection so there is no indication as to how many individuals met those specific criteria. There was also no rationale provided for selection of the limiting conditions.

Presidential tenure. As a result of a ten college case study, Eddy (2010) noted pending retirements, severe cuts in state funding, multiple missions, demands for accountability, needs for student remediation, and diverse student demographics have resulted in leadership changes and challenges for community colleges not experienced since the 1960's. In addition to a burgeoning number of presidential retirements, presidential tenures have also grown shorter with an average length of five to seven years (Shults, 2001). Weisman and Vaughan (2007) also found mobility among community college presidents on the rise, from 25% in 1984 to 33% in 2006. Padilla (2004) states presidents leave office in one of four ways: death or serious illness, retirement, resignation (either forced or voluntary), and firing. Additionally, Padilla posits that firing would occur due to (a) personal misconduct, (b) institutional failure, or (c) continued conflict with one or more board members. In all cases of firing, it is the board of trustees who ultimately decide the issue of presidential failure.

Using stratified sampling consisting of urban, suburban, and rural settings, Demougeot (2008) surveyed 16 community colleges in one Mid-Atlantic state on the topic of factors related to presidential turnover. Although limited in generalizability, the study found college size, degree of diversity, institutional culture, board of trustee relationships, and faculty relationships were significant factors that contributed to the

turnover of community college presidents. In terms of university presidencies, Padilla (2004) found increased turnover, growing size and complexity, complicated search processes, and general aging of presidents suggested an increase in the number of interims appointed, all of which are true of community colleges as well.

The presidential pipeline. Amey, et al. (2002) replicated a 1985 national survey (Moore, Twombly, & Martorana, 1985) study looking at career advancement within community colleges. Using a stratified random sample of 1700 community college administrators across 14 position codes and by geographic location and single and multi-campus sites, the study yielded a 54% response rate and found 65% of sitting presidents were hired externally from other community colleges, 22% came from the inside, and the remaining 13% to the presidency from other sectors. Amey, et al. (2002) also noted that, although there appears to be a strong internal labor market for leader succession in community colleges, presidents and chief academic officers were mixed in terms of an internal/external labor market. Cejda and McKenney (2000) also conducted a national survey that yielded 368 responses and concluded that state lines and movement within like institutions (K-12, 2-year, 4-year) were found to be the strongest organizational boundaries of an internal labor market within education. There was no indication in any of the national studies that interim positions were considered as part of the presidential career path.

A decline in the number of degrees awarded to graduates of community college leadership programs is problematic in terms of creating a pipeline for new presidents to replace the wave of retirees (Duvall, 2003; Shults, 2001). In a follow-up

study using the same participants as Amey, et al. (2002), Vanderlinden (2003) found lack of advancement opportunities within their current institution and unwillingness to relocate to be barriers to promotion for midlevel community college administrators. Timing relative to child and spousal considerations can also be problematic for individuals seeking to move up the career ladder to a presidency, particularly for women or dual academic-career families (Eddy, 2010). Additionally, Dowdall (2004) noted that many qualified applicants do not apply for presidencies to avoid the stress of highly visible search processes.

To mitigate the effects of the leadership gap, Amey, et al. (2002) recommended rethinking administrative search processes to assist in diversifying and strengthening the labor pool for potential community college presidents. Jones-Kavalier and Flannigan (2008) administered a national survey of community college hiring practices and like Amey, et al. (2002) also called for the need to move beyond traditional methods and recruitment populations. Along these lines, Basham, Stader, and Bishop (2009) advocated for community colleges to position themselves to attract, retain, and recruit from the shrinking talent pool by including leadership assessments in the hiring process.

In terms of finding a long term solution, Wallin, Cameron, and Sharples (2005) contended the answer to the community college leadership gap is through comprehensive succession planning that provides meaningful and targeted leadership development to motivated individuals. Lutzebek (2010) concurred and conducted a mixed methods study focused on rural Illinois community colleges finding women and

other traditionally underrepresented populations are often overlooked as part of the succession planning pool in terms of considering how they might benefit from specific training, development, and mentoring opportunities. In a two phase action research study, Reille and Kezar (2010) first collected data through a national sample of colleges seeking to understand how they had customized and developed “Grow Your Own” (GYO) programs to address the leadership gap. The second phase involved an analysis of the creation of a program design at a specific college. Reille and Kezar found evaluation in the form of local needs assessment and assessment of the program effectiveness to be missing from most GYO programs. Again, none of the studies concerned with succession planning in community colleges specifically mentioned the inclusion of interim positions.

Summary. The literature found the high rate of turnover of community college presidents to be well documented and expected to continue. A high number of expected retirements coupled with an average tenure of five to seven years, and a shrinking number of traditional replacements suggests a parallel high need for interim presidents.

Because interim presidents seem to be routinely excluded from studies of community college leadership, this study looked specifically at interim presidents to provide a more complete picture of what is going on in terms of community college leadership.

The role of an interim president. The theme of the role of an interim president has been included to provide the context for what it means to be an interim

community college president, what the job entails, and how potentially difficult the job is. Discussion of community college leadership, previous studies of interim university presidents, personal experiences, and the metaphors and paradoxes associated with being an interim provide insight into the role of an interim community college president.

Community college leadership. Community colleges are a unique American invention with core values of open access, community responsiveness, resourcefulness, and a clear focus on teaching and learning (Boggs, 2003). Originally community colleges were called junior colleges limiting their missions to the "transfer function." Over time, the mission of a comprehensive community college has expanded to include vocational education, remedial skills, continuing adult education, and workforce, economic and community development programs (Cohen & Brawer, 2008). They provide a relatively affordable education compared to universities and provide local access to the communities in which they are located (Mendoza, et al., 2009).

Community college leaders are challenged to balance multiple missions while being criticized that their institutions try to be all things to all people (AACCC, 2009). Results of an extensive field study with fifteen community college among six states confirmed leadership challenges such as a high percentage of incoming students needing remediation, declining state and federal funding, increasing accountability for achieving educational outcomes, an increasingly diverse student body, competition from for-profit schools, and keeping up with technology (Bailey & Morest, 2006).

Such challenges threaten community college equity outcomes of preparation, access, and college success. Furthermore, with over half of community colleges located in rural areas, Eddy (2007) conducted a two-site case study and found presidents are further challenged by the personal scrutiny they receive in a rural setting. Difficulty in recruiting and retaining quality staff and faculty has also been identified as a challenge for community colleges serving rural areas (Cejda, 2010; Hicks & Jones, 2011).

As a result of a series of four, day-long leadership summits with different constituent groups building consensus around key knowledge, values, and skills needed by community college leaders, the American Association of Community Colleges (AACC, 2005) developed a *Competency Framework for Community College Leaders*. The competencies identified as being critical to community college leadership were organizational strategy, resource management, communication, collaboration, community college advocacy, and professionalism. The AACC framework does not make any distinction between interim and non-interim leadership.

Thompson, et al. (2012) conducted a two site case study, one rural and one urban community college, consisting of in-depth interviews and a review of related institutional documents. Recommendations for future interim presidents were: (a) address the institution's perceived greatest needs; (b) establish an effective relationship with the Board of Directors; (c) make strategic decisions to move the college forward; (d) repair external relationships; (e) promote openness, inclusiveness, and transparency; (f) practice servant leadership; and (g) practice AACC Leadership Competencies. Additionally, Thompson, et al. advocated for boards to use internal

candidates, select interims with a lot of relevant experience, select an interim who exhibits AACC Leadership Competencies, establish an effective relationship with the interim, and allow the interim to make strategic decisions to move the college forward. As with any case studies, these findings are limited in their ability to be generalized to a larger population of interim presidencies (Yin, 2009). There was no other literature besides Thompson et al. found that was specific to the interim community college president context.

Studies of interim university presidents. Martin (2006) interviewed five individuals who had been a university president at least once and an interim president multiple times. Martin recommended hiring an experienced external interim president to provide a psychological buffer between leaders. An effective interim allows the institution a time to breathe, conduct a thorough needs assessment, foster a culture of change, remove excess baggage, and get prepared for the next permanent leader. Martin further posited that interims add institutional value by building trust, developing talent, building networks, and being transparent in their decisions. Martin studied a unique population of external experienced interims, all of whom were males, which only captured a narrow view of the overall interim experience.

Sidoti (1997) and Zenger (1996) focused their research on single individuals who had been an interim university president multiple times and looked at leadership styles and challenges faced by interims. Key overlapping findings were the use of highly collaborative leadership styles, excellent communication skills, and balancing continued momentum and progress with sensitivity to the past when making decisions.

Sidoti (1997) presented perhaps the strongest research of the two qualitative studies by using an in-depth cross-case comparative method and multiple data sources for triangulation, whereas Zenger (1996) relied primarily on interviews of a single individual. Both studies, although similar in findings, were limited in transferability to other interim leaders in dissimilar contexts.

Trudeau (2001) interviewed eight individuals who had served as interim university presidents in Minnesota and Wisconsin, eight individuals who served on the search committee for the permanent replacement to the interim presidents, and three top system administrators. Trudeau created a conceptual framework of elements that could influence an interim university president's experience. The four main elements used by Trudeau were: (a) leadership style, (b) pre-arrival and arrival factors, (c) internal versus external interim, and (d) whether or not the interim is a candidate for the permanent position. Key findings were: (a) the best preparation for an interim presidency is to have exposure to top administration; (b) interim presidents most commonly use a consensus-building style of leadership; (c) campus support and prior experience were the most helpful to the interim experience; (d) female presidents found receiving campus support more helpful than the males; (e) new interim presidents should have structured training; and (f) challenges faced by interim presidents are primarily structural and political in nature. All of the interim presidents studied by Trudeau were appointed as a result of routine transition which limits the applicability of the study to transitions resulting from crisis situations.

Personal experiences. Hall (1995) reflected on his personal experience of becoming an acting university dean following a sudden resignation. He compared his interim experience with the theories of sub-identity change and executive succession. The term “virtual permanence” was used to describe the feeling of simultaneously engaging in the dean role and observing himself in the role of dean. Development of practical guidelines for acting administrators and more research on the interaction between supervisor and faculty perceptions and those of the acting administrators was a finding of the study.

Mundt (2004) created an acting analogy to describe the interim period as a play, with rules and guidelines for actors based on her own experience as an interim dean. The interim administrator is challenged to take on new “acting” roles or identities for each different time period or scenes of the play. Mundt noted that interim administrators are key players in maintaining stability, facilitating change, and providing transition to the permanent leader. Gilmore (1988) also commented on the interim president as an actor, with someone else writing the script; the interim leader is viewed as not having strategic decision making authority and is placed in a difficult situation because of complex institutional dynamics. Additionally, Gilmore put forth the reason the original leader left may greatly influence how staff perceives the role of the interim leader, oftentimes creating unrealistic expectations. Chapman et al. (1988) described interim leadership as having five phases: (a) high hopes for the interim, (b) unrealistic expectations, (c) a focus on solving minor problems, (d) realistic expectations setting in, and (e) finally working together to look at alternatives and

solve significant problems. A significant limitation to all of these findings is that they are based primarily on opinion and personal experience rather than through systematic inquiry.

Metaphors and paradoxes. Multiple roles, metaphors, and paradoxes found in the literature exemplify the complexities of interim work. Role conflict is significant to individuals serving in interim positions because of the multiple and oftentimes changing roles. Table 1 summarizes the various metaphors used to describe interim work. According to Schmitt (2005), systematic metaphor analysis methodology is a good way to represent the results of qualitative research, but one particular phenomenon can be represented in many, sometimes contradictory metaphors.

Table 1

Metaphors for Interim Work

Researcher(s)	Year	Metaphor(s)
Everley	1993	Backup player, pinch hitter, utility player, bridge, keep the car in the middle of the road, keep speed up, not turn a sharp corner
Farquhar	1995	Caretaker, healer, clean house, don't rock the boat, hold the fort, keep the trains running, stay on even keel
Inkson, Heising, & Rouseau	2001	Warehouse, displaced person, dating agency, hired gun, loner, bee, portfolio worker
Martin	2006	Caretaker, strategic leader, consultant, preparer, breathing room, tool in the toolbox

Bruns and Kabst (2005) and McWilliam, et al. (2008) both analyzed survey data and disagreed on interim management as a leadership paradox. Paradox can be useful for developing theory by resolving opposing or contradictory assumptions and worldviews, resulting in a rich understanding of complex phenomena that is not possible otherwise (Toracco, 2005). While Bruns and Kabst (2005) found interim management is explained by established organization theory, McWilliam, et al. (2008) described interim management in paradoxical terms as being: both present and absent; both a job application and not a job application; both a pathway and a slippery slope, and both entitled and not entitled to make decisions. McWilliam et al. concluded interim management is not a problem to be fixed but rather a condition to be understood and managed. Bruns and Kabst (2005) also concluded the use of interims needs further study and is not well understood.

Summary. The range of metaphors used to describe interim work may be indicative of unrealistic expectations for those assuming interim positions. It is unknown how multiple and conflicting roles, unrealistic expectations and the potential for paradox plays out in the interim experience. This section of the literature review, the role of an interim, served to provide context for interim work and underscored the importance of beginning to document this phenomenon to provide a foundation for future study of the complexities inherent in the job of an interim president.

Appointing an interim president. The theme of appointing an interim president has been included to delineate what is known in the literature specifically that may lead a community college to choose a certain type of interim president over

another. As the purpose of this study was to examine factors contributing to the appointment of interim community college presidents, it was important to draw upon existing literature to establish an appropriate framework and variables for the design of the study. The theme of appointing an interim president is further delineated by (a) determining need, (b) internal versus external, (c) chief academic officers, (d) faculty, (e) retirees, (f) gender, (g) candidacy, and (h) choice of titles.

Determining need. Farquhar (1991) explored internal organizational processes operating during interim administrations by interviewing a sample of 43 legal services program staff supervised by an interim administrator. Farquhar found a high degree of negativity towards the departing executive, whereas the interim administrator was well received. Farquhar (1995) subsequently conducted a single case study and developed a framework around the organizational dynamics of interim management that included a classification of circumstances precipitating the need for an interim ranging from low to high crisis situations as illustrated in Figure 1.

Farquhar's model was based on a single case which limits the findings to similar settings and circumstances (Yin, 2009). There was also nothing indicative in the literature that Farquhar's model has been empirically tested. Additionally, Farquhar concentrated much of her work on interim management at the Chief Executive Officer (CEO) level reporting directly to corporate or non-profit boards. Although a community college president who reports to a board of trustees is roughly an equivalent position to CEO, there may be significant differences within an educational setting such as community colleges.

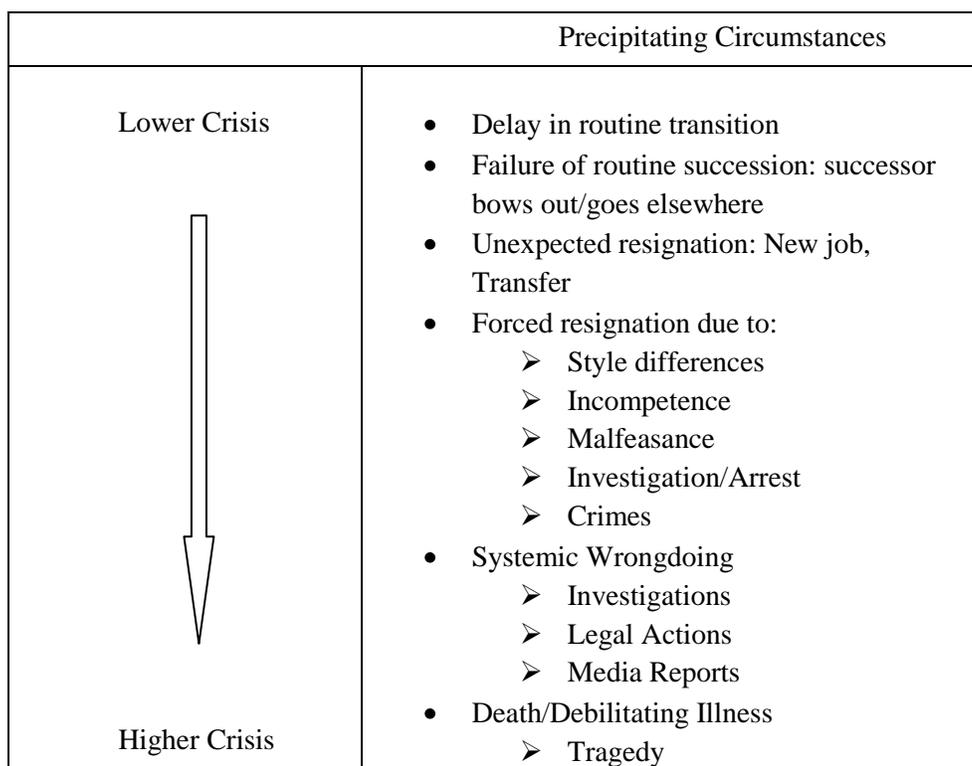


Figure 1 Farquhar's Precipitating Circumstances

Mouly and Sankaran (1999) argued the literature on interim administration is too biased toward crisis-induced departures (Everley, 1993; Farquhar, 1995; Hall, 1995; Theus, 1995) and stressed the importance of context in their study. Ironically, Mouly and Sankaran's case study (1999) was perhaps just as biased toward the opposite extreme by studying an organization with an interim director in place for 14 years. Weingart (2003) added yet another viewpoint to the literature and stressed the need to avoid burnout by overburdening existing administrators with additional interim duties.

Lavengin and Koenig (2004) advocated for the use of interims at times of crisis and during a routine presidential turnover when following a long-standing "legend." A

professionally trained interim may address the social and psychological barriers in such situations that inadvertently set a successor up for failure.

It is not unusual for presidential searches to take up to two years, sustaining the need for someone to serve in the position temporarily as an interim (Boylston & Peters, 2004). An improvement in hiring practices may ultimately reduce the need for interim presidents by reducing turnovers and failed searches. Conversely, improved hiring practices may not offset the inability of community colleges to compete financially for administrative talent or allay the anticipated continued wave of president retirements.

Goss and Bridson (1998) synthesized the interim management literature into a typology of the categories of interim management. In order for an effective interim period to occur, there must be a match between the characteristics of individuals and organizational requirements. For example, according to Goss and Bridson, an organization may want an interim to fill an instrumental, functional, or transitional need taking on the respective roles of a managerial temp, applied consultant, or transformational leader. Individuals, on the other hand, may decide to become an interim to secure the permanent position, explore their options, or be committed to interim management as a career. Goss and Bridson further stated that is necessary to examine human resource policies in relationship to how an organization understands and reacts to change when considering the use of interim management. There appeared to be no original empirical investigation used by Goss and Bridson although they called for further study of specific interim situations.

Internal versus external. There is much debate throughout the literature concerning the value of appointing internal versus external interims (DeZonia, 1979; Farquhar, 1995; Gilmore, 1988; Langevin & Koenig, 2004; Martin, 2006; Perry, 2003, Thompson et al., 2012). Outsiders may be preferred during times of crisis, primarily to mitigate political concerns but also to bring in someone experienced in the role of a president (Chapman, et al., 1988; Farquhar, 1995; Fenwick, 1996; Gilmore, 1988; Martin, 2006; Theus, 1995). In disagreement with this position, Thompson, et al. (2012) advocated for utilizing experienced internal interims whenever possible, particularly following abrupt departure or derailment. In such cases internal interims may be preferred due to their ability to respond quickly based on their depth of knowledge of the internal and external institutional challenges.

Farquhar (1995) offered that outsiders may have the greatest impact on organizational outcomes at the end of the interregnum. Additionally, Fenwick (1996) achieved a 65% return rate on a national survey on interim school superintendents and found outside individuals with skills specialized to the tasks of transitional leadership were emerging as preferred interims. Furthermore, filling an interim presidency from within may lead to domino effect of interim positions below the presidency needing to be filled (Draper & McMichael, 2002; Gilmore, 1988; Riggs 2009).

The size and location of the institution may also be a factor in considering internal versus external interim presidents. For example, small rural colleges without a lot of administrative bench depth will have limited options for an internal interim

president (Fretwell, 1995). Conversely, large colleges or those in a multi-college district may have several internal choices.

Mundt (2004) and Ondercin (2009) stressed those being asked to serve as internal interims should be careful to properly assess the situation, negotiate the terms of service, and craft a strategy for returning to their regular position. Martin (2006) interviewed interim university presidents who had been a permanent president as well as an interim president multiple times at different institutions. These individuals were identified through the Registry, a specialized firm that maintains a database of former college and university presidents interested in serving as interims. Martin recommended the use of external experienced interims but based his recommendation on five males, a limited representation of the interim population.

Chief Academic Officers. The traditional line of succession to presidency within community colleges comes from the ranks of the Chief Academic Officer (Amey et al., 2002; Cejda & McKenny, 2000; Duree, 2008; Moore, et al., 1985; Shults, 2001; Vaughan, 1986; Weltsch, 2009), but it is unknown how often they are appointed to the interim presidency during times of leadership transition or how often they are candidates for or secure the subsequent permanent position. In 1993, Everley found that nearly one-third of internal interim presidents in public research institutions later secured a permanent presidency; indicating that becoming an interim could be a good career move. Everley also found the majority of interims were hired from the inside and from the Chief Academic Officer position, mirroring the traditional career

path to the presidency. The same may not apply in the community college context close to two decades later.

Faculty. As the administrative career path in community colleges often starts at the faculty level (Amey, et al., 2002, Weltsch, 2009), it is appropriate to review the literature around faculty moving into or trying out administration by assuming an interim position.

According to Cooper and Pagotto (2003), leadership opportunities often come to faculty by default as a result of a leadership void, a welcomed career path, or a desire to make a difference in service to their institution. Some faculty members assume leadership positions through faculty governance or by being a department chair. Such leadership experience can create an interest to move into academic administration (Bright & Richards, 2001). The opportunity to serve in an interim position could be a way for faculty to try out administration if there were no negative consequences due to institutional policies or union contracts that affect seniority during the interim period (Cooper & Pagotto, 2003).

Unfortunately, faculty who possess little to no management education or experience are sometimes asked to assume administrative duties based on their general competence and good relationship with upper administration (Powers & Maghroori, 2006). Faculty who have assumed administrative roles by filling in during an interim period have been referred to as “accidental administrators” (Powers & Maghroori, 2006; Weingart, 2003). Riggs (2009) cautioned against such faculty “trying out”

administration by being an interim because they are likely to be underprepared for such a challenging position.

Land (2003) acknowledged administrators have traditionally come from the faculty but recommended expanding the labor pool for administrators by looking beyond the faculty to address the leadership gap. Townsend and Twombly (1998) found previous administrative experience was the most significant factor when evaluating a career path, not teaching experience. It seems unlikely that many faculty would be appointed as an interim president, but there was nothing found in the literature to rule out such an occurrence.

Retirees. It is logical to assume that with the retirements forecasted by Shults (2001) and Duree (2008), there will be a large pool of experienced presidents available for and interested in interim assignments. Langevin and Koenig (2004) stress the importance of an interim president having previous presidential experience to be successful. At the presidential level, the Association of Community College Trustees (ACCT, 2009) provides a registry service for potential interim presidents or chancellors. The ACCT maintains records of retired presidents who are willing to serve as an interim for up to 12 months.

There are also private, third party agencies that provide interim placement services from a pool of retired community college personnel, which has been referred to as “rent a president” (Lively, 1999). A recent interview with the president of such a third party agency found there is currently strong demand for interim placements and at all administration levels in community colleges (Frost, 2009).

At and below the presidential level, some retirees choose to “double dip,” staying on as an interim in the same position and collecting pension benefits at the same time. An advantage to using a retiree to fill in as an interim within the same institution is the continuation of regular, customary leadership, but that can also be a disadvantage if there was dissatisfaction with the retiree and a change is needed (Chapman, et al., 1988). Another disadvantage for appointing an out-going president as interim is the tendency to view them as a lame duck, which can be very ineffective for the organization (Everley, 1993; Farquhar, 1995; Martin, 2006). Additionally, some states are considering new legislation barring the use of the controversial practice of rehiring retirees to address taxpayers’ concerns (Cauchon, 2008), although the use of a third party agency can provide a work around to rehiring retirees (Beem, 2003). Retired presidents are probably the biggest and growing pool of potential interims, but it is unknown how often or under what circumstances they are being employed as transitional leaders.

With a growing number of experienced retirees it is certainly imaginable that a group of highly respected professional community college interim presidents may emerge. One aspect of this study was to gather data on how often individuals have served as interim presidents over the period of July 2006 to June 2011.

Gender. Ondercin (2009) administered a Web survey to student affairs professionals who were members of a student affairs professional organization in the eastern Midwest and ascertained that the majority of those survey respondents had served in an interim capacity. Although Ondercin found no interaction between gender

and being appointed as an interim, she recommended that future research should be conducted on a national scale to test if the proportion of women serving in an interim position is significantly higher than the proportion of men serving in such roles. Ondercin also suggested that there may be gender bias in terms of obtaining the permanent position but did not offer any evidence in this regard. Gender was included as a variable of interest to this study.

Candidacy. A key decision an institution must make is whether or not to allow the interim president candidacy for the permanent position (Chapman, et al., 1988; Farquhar, 1995; Gilmore, 1988; Martin, 2006; Ondercin, 2009). Other viable candidates may be reluctant to apply if an interim is allowed candidacy for the permanent position due to the appearance of having the inside track and access to key decision makers (Dowling, 1997). Other potential disadvantages of allowing interim presidents to apply for the permanent job are an inability to make tough or unpopular decisions, undue political influence during the search process, and the potential for negative repercussions when returning to a previous position after not getting the job (Ondercin, 2009). Farquhar (1995) hypothesized that candidate short-term leaders will be more risk-averse than will other temporary leaders. On the flip side, a possible advantage for allowing an interim to apply includes having the opportunity to take an extended look at the person applying in terms of the permanent position (Alley, 2005; Chapman, et al., 1998; Dowdall, 2004; Dowling, 1997). Leske (2009) offered an unsubstantiated opinion that during tough economic times, appointing an internal interim, then considering them first for the permanent presidential position would be

the most prudent approach. Martin (2006) espoused that whether or not there are institutional or state policies prohibiting interims as candidates, an institution should by practice not allow it. At a minimum, the potential for candidacy should be made clear to a person considering an interim position (Martin, 2006).

Rud (2004) identified three types of internal interims: aspiring, beguiled, and reluctant. An aspiring interim is interested in the permanent position and can use the experience to try out for the permanent position; a beguiled interim is viewed as being on the fence and using the experience to clarify if he or she really wants the job; and a reluctant interim has been persuaded to fill in until the permanent replacement is found and may either gain valuable insights into the role or confirm an aversion to it. Minner (2004) posited there are also three different types of interims from the viewpoint of subsequent permanent replacement: the happy interim, the angry interim, and the stealth interim. The happy interim is content with not having the permanent job, the angry interim is openly hostile about not getting the permanent job, and the stealth interim did not formally apply for the job but had secret aspirations for it. According to Minner, the worst case for a college is not the loss of a disgruntled angry or stealth interim, but rather having them stay and looking for ways to undermine the permanent president. Although interesting, the conclusions made by Rud (2004) and Minner (2004) are purely based on their own experiences rather than through empirical investigation and have limited application to this study.

Internal interims who are not selected for the permanent position may decide to look elsewhere (Chapman et al., 1988). Although it would be a blow to the institution

losing an experienced administrator, in terms of the recognized community college leadership gap, another institution may gain an experienced administrator or president. Collecting and analyzing data on who is hired as the permanent president subsequent to the interim may provide some insight into what is actually occurring in practice, or at a minimum, providing the basis for further research.

Choice of titles. Dowling (1997), Farquhar (1995), and Langevin and Koenig (2004) all noted a distinction between the titles *acting* and *interim*, with the difference being that an acting president is one who has assumed the presidency for an indefinite, though typically very short-term period, whereas an interim president has been given a definite time period, typically up to a year. Farquhar (1995) proposed that the title used is indicative of the type of transitional leader needed for the institution, with an acting president having limited decision making authority and only empowered to maintain the status quo. Both titles designate a temporary capacity, and Ondercin (2009) offered that they really have been used interchangeable in practice. An analysis of data gathered from announcements of interim and acting presidents could provide clarity as to what the differences actually are, if any.

Summary. There are many factors to consider when hiring an interim president and making a match between the needs of the institution and the characteristics of individual is theme common to this section of the literature. While there is little in the literature specific to community colleges, situational factors pertaining to interim periods seem to be universal across other organizational settings.

It is clear from the literature that there is a strong internal labor market into administrative positions from the faculty, but the same does not seem to hold true for presidential positions. Absent from the literature is any indication as to the labor market for interim presidents as far as whether they typically come from the inside or outside the college. Presidents hired from the inside most likely come from the rank of Chief Academic Officer, but it is unknown what positions are routinely held by interims before assuming the presidency. It is also unknown how often such internal interims apply for candidacy or obtain the subsequent permanent position.

A source for external interims is the growing population of retired community college presidents, some of who may opt for a second career as interim specialists. Changes in retirement laws and the influence of third party agencies may also influence how often retirees are employed in interim positions.

The literature related to selecting an interim president indicated several variables of interest. This section confirmed insider/outsider status as a key variable for this study that may correlate with other variables. Additionally, candidacy status of the interim, the title used, gender, retirement status, past presidential experience, and college setting emerged as variables for the study.

Summary of Literature Review

The literature was organized around a brief historical overview and the themes of (a) presidential turnover, (b) the role of an interim president, and (c) appointing an interim president. The literature contributes to this study by introducing key terminology and concepts associated with interim leadership and points to the need to

capture data as to how interim positions are currently being filled. The literature was full of personal accounts from individuals who have served as interims, providing interesting commentary and opinion, but little in findings based on sound research practices.

Historically, there have been no quantitative studies to date that provide any kind of baseline data on the topic of interim community college presidents. This study captures the data that are useful to describe the current situation and provide a comparison for future research.

Literature on the community college labor market depicted from where interim presidents potentially come. The growing shortage of community college presidents indicates a parallel growth in interim positions which magnifies the significance of this study. Community colleges are likely to employ interim presidents now and in to the future due to significant vacancies and turnover. Finding out from where interim administrators actually do come, in terms of the previous position and insider/outsider status, was of key interest to this study. Presidential or lack of presidential experience prior to an interim period will also likely shape the interim experience; so it was important to this study to capture such data through the use of appropriate variables.

In general, the largest pool for any potential community college president, interim or otherwise, comes from existing faculty members. Retirees and educators from K-12 and universities also add to the recruitment pool for interims. Additionally, community colleges could move towards using third party agencies exclusively for a pool of interim presidents in the future, but it is unknown how often such third party

agencies are currently used. The potential of a small recruitment pool may limit the diversity of the individuals serving as interim presidents. The literature indicates that an interim president position could lead to a permanent appointment, but it is unknown how often this occurs or if there are differences between genders. There was a need to capture data associated with the individuals serving as interim president in order to analyze patterns of employment.

The literature uncovered the dynamics pertinent to interim work. For example, the circumstances in which the predecessor left may lead to an individual being hired who fits the level of crisis the institution is experiencing. Bringing in someone from outside the institution with previous presidential experience may be a better fit in a crisis situation than someone who is internal or inexperienced. The level of crisis that predates the arrival of an interim president is an example of a variable that was considered for this study. The origin of the interim president, i.e. insider or outsider, was another variable of interest to this study. The data that were collected and analyzed indicate the types of matches community colleges are making in terms of the specific types of interim presidents appointed.

Being an interim community college president seems to be a multidimensional and complex phenomenon. The challenges faced by community college presidents coupled with the role conflict and ambiguity inherent in interim work along with unclear institutional expectations can result in stress, dissatisfaction, and decreased effectiveness for all involved. Additionally, the prevalence of metaphors and paradoxes used to describe interim leadership indicates a wide spectrum of possible

situations and expectations may be present for this type of work. The literature characterized an interim through extreme opposites—a hired gun or a healer, an empowered decision maker or a lame duck, a routine transition or a crisis induced turnover.

The literature revealed that a successful interim period begins with effective hiring practices that align institutional needs with the knowledge, skills, and abilities of the interim president selected. The current study provides the data needed to begin to analyze patterns of interim presidencies in terms of the situations prompting the need for an interim president, individuals selected, from where they come, and their experience levels. This study also captured the frequency in which interims are subsequently hired as the permanent president, which may be important for individuals considering interim presidencies as a career move or for institutions interested in succession planning. There was a clear need for this study that examines factors contributing to the appointment of interim community college presidents.

CHAPTER THREE: DESIGN OF STUDY

The purpose of this study was to examine factors related to the appointment of interim community college presidents. This chapter outlines the design of the study including a discussion of (a) the research approach used, (b) the research method used, (c) the population and sample, (d) instrumentation, (e) data collection procedures, (f) measures used to ensure soundness of data, and (g) data analysis procedures.

Research Approach

By nature and training, I am a logical, linear thinker, and a problem solver. I spent the first 12 years of my professional life as a computer programmer and analyst, followed by another 11 years teaching about computers and computer programming. As a trained programmer, my natural tendency is to go into debug mode, a logical and structured approach to solving problems, which has served me well as a community college administrator for the last six years. I also believe in “cutting to the chase” and getting things done, which can sometimes be problematic in a community college environment that highly values process and consensus. I believe some things are absolute, yet I also believe that life is messy, with many competing viewpoints and interpretations of reality, particularly when applied to social situations. As such, pragmatism is the worldview that resonates with and appeals the most to me. Pragmatists believe that every situation is unique and requires interpretation and judgment. Inquiry is tested not only by the current situation but must hold when acted upon in the future (Bredo, 2006). According to Tashakkori and Teddlie (1998), pragmatists embrace both quantitative and qualitative methods, often using both

within a single research project. The use of mixed methods seems practical and allows for a large spectrum of divergent views to be examined (Schulenberg, 2007). While I have described myself as a pragmatist, I have not chosen mixed methods for this study. Although pragmatists often use both quantitative and qualitative methods, the use of mixed methods is not a requirement to hold a pragmatic point of view. From a practical standpoint, I am interpreting this study as a solely quantitative endeavor, but coming to that interpretation has been a frustrating, yet rewarding process.

When I first started researching the topic of interim community college administration, I was struck by the lack of directly related literature on the topic. Settling on a research approach has been a journey for me, one that has stretched my worldview in new directions. I have considered a variety of philosophical approaches, methods, and sampling approaches for this study. My thinking has run the gamut from quantitative to qualitative, from survey to phenomenology, from a small to large sample, and it has come full circle back to a quantitative, yet post-positivistic approach. The research questions have also changed through the iterative back and forth process of reviewing the literature (Swanson, 2005). As I reflect on this journey to date, it has been my personal pragmatic worldview that has brought me to the choices made for this study. I have carefully considered and learned about each approach and have settled on the one most practical to the topic and problem at hand—there is a need to document the current condition of interim community college presidencies in order to inform practice, policy, and future research. Additionally, a quantitative approach fits best with my psychological attributes, as I am most

comfortable with structured and clear guidelines, rather than unstructured, ambiguous tasks, and I enjoy statistical analysis (Nasser, 2001).

Post-positivism. I chose the post-positivism philosophical approach from a practical standpoint. It provides a framework that is congruent with the quantitatively based research questions sought to be answered by this study and goes beyond strict positivism as outlined by Comte (Neuman, 2003). Regarded as the founder of positivism, Comte (1798-1857) believed that knowledge should be based on what is “positively” and directly observed. Positivism was later developed into a more powerful and formal logic in the 1920’s by a group of Viennese philosophers known as the “Vienna Circle.” Logical positivists believed meaning only comes from either pure observation or inferences about future observations, which can be captured quantitatively (Bredo, 2006). While logical positivism is still an often held philosophical viewpoint today, there are four main criticisms that led to the development of post-positivism: (a) observational facts are not logically independent of the theories they test (Quine, 1951); (b) there is no logical reason to assume what has happened in the past will be similar in the future (Popper, 1959); (c) science is a collective rather than an individual enterprise (Kuhn, 1962); and (d) there is no value-neutral language (Howe, 1985).

Post-positivists believe knowledge is conjectural and changeable based on the best information at the time (Phillips & Burbules, 2000). In essence, a knowledge claim is circumstantially formed by the current evidence available. Unlike positivists,

post-positivists hold that, while there is only one reality, it may not be possible to know reality with absolute certainty.

The post-positivist seeks to discover a truth about a situation but also takes the view that there are multiple truths, rather than a single truth about a particular situation, which are all valid and dependent on perspective. Post-positivism does not seek to find the total reality or truth about a situation, only the relevant reality. The post-positivist uses the scientific method as a way to establish procedures and criteria to develop relevant true statements that serve to explain the situation or describe casual relationships of interest (Phillips & Burbules, 2000).

From a pragmatic viewpoint, post-positivism suggests that purpose and preference of the researcher affect not only the problems selected for study but also the concepts used to study them. Additionally, most researchers who describe themselves as post-positivists favor a model of research based on the natural sciences and are not concerned with social consequences of adopting a particular approach (Bredo, 2006). One of the main differences between positivism and post-positivism is that post-positivism recognizes that, as humans, researchers cannot be completely value-free and unbiased.

Criteria for truth. Post-positivists hold, that for an explanation to be true, it is consistent with observable facts, is logical, and must be replicable (Neuman, 2003). Because all measurement is fallible, the post-positivist emphasizes the importance of multiple measures and observations, each of which may possess different types of error, and the need to use triangulation across these multiple error sources to attempt a

better, though not complete, understanding of reality (Trochim, 2006a). In order to meet the post-positivist standards of truth, it was important for this study to use strategies and methods that are sound in terms of validity and reliability and that were reviewed by others. All procedures were also thoroughly documented so that the study results may be replicated by other researchers.

Strengths and limitations. Critics of positivism argue that it reduces people to numbers and that its concerns with abstract laws or formulas are not relevant to the actual lives of real people. This criticism applies to post-positivism as well when applied to quantitative studies (Neuman, 2003). As compared to qualitative research, quantitative research is generally limited in the depth of rich description that it can provide about social situations. Conversely, quantitative research possesses a strong ability to provide a description of trends or to explain relationships among variables (Creswell, 2008).

Rationale for post-positivism. As provided by Gall, Gall, and Borg (1999), descriptive research design involves collecting and analyzing quantitative data in order to develop precise description of what is being studied. As a pragmatist, I view quantitative and qualitative research as complementary and equally valid traditions, but this study is more suited to a quantitative approach. The literature review revealed quantifiable and measureable variables associated with the appointment of community college presidencies that were useful to this study. Taking a funnel approach, within the quantitative tradition, the most logical choices for research philosophies were positivism and post-positivism. I chose post-positivism, because the study fits within

the guidelines of post-positivistic research and is more suited to my personal philosophy than strict positivism. Adhering to the post-positivistic research philosophy, I believe the researcher cannot completely separate out their own biases. This is routinely evidenced by how a researcher's inherent experience and preferences influence the problems they choose to study, the questions that are asked, and the methods they employ. As the researcher and author of this study, I am also subtly influenced by the biases I have accumulated over my lifetime, and I strived to mitigate those biases as much as possible through sound research procedures.

Research Method

The purpose of this study was to examine factors related to the appointment of interim community college presidents informed by a post-positivistic approach. An unobtrusive method of collecting and coding data from online news announcements of presidential appointments was used.

Unobtrusive methods. The term *unobtrusive measures*, as first used by Webb, Campbell, Schwartz, and Sechrest (1966), means to gather data by techniques that do not involve directly obtaining information from those being researched. The use of unobtrusive measures is non-reactive, rather than reactive in terms of avoiding problems that may be caused by the known presence of a researcher (Webb, et al., 1966, Webb, Campbell, Schwartz, Sechrest, & Grove, 1981). Unobtrusive methods align with the logic of quantitative measurement through conceptualization of constructs, operational definition of variables, and detailed procedures for data collection (Neuman, 2003).

Advantages of using unobtrusive methods include avoidance of reactive effects common in surveys and interviews, ability to complement other methods, and adaptability to new sources of data such as the Internet (Lee, 2000). Unobtrusive methods are used for sources of data such as physical traces left by people interacting with their environment, non-participant observation, and archives (Webb, et al., 1966, 1981). Such data sources are also referred to as found, captured, or retrieved data respectively (Lee, 2000). Additionally, unobtrusive methods are varied and allow researchers to be creative in inventing indirect ways to measure social phenomena (Neuman, 2003). Ethical concerns are typically minimal when using unobtrusive methods, because the people being studied are not directly involved (Neuman, 2003).

This study employed a modern approach to unobtrusive methods by incorporating the use of the Internet. Advocates for unobtrusive methods stress envisioning data beyond its original purpose (Lee, 2000). The Internet has created many new possibilities for data collection that do not involve direct observation. For example, data have been collected through search engines, computer-mediated communication, or network analysis. The advent of search engines has opened up a vast array of easily obtained data, but the researcher must also have the skills to find relevant sources (Lee, 2000). And, as with any other kind of research, measures must be taken to ensure the validity and reliability of the data when using unobtrusive methods (Neuman, 2003).

A possible disadvantage to using unobtrusive methods is the inability to infer causality or test a theory (Lee, 2000; Neuman, 2003), although neither was the aim of

this study. Additionally, the availability of existing information may limit the types of research questions that can be addressed, because for some constructs there may not be any available unobtrusive measures (Trochim, 2006b). For example, the data contained within online announcements of president appointments were limited in capturing the full range of circumstances which caused the presidential opening to occur.

Rationale for use of unobtrusive measures. The purpose of this study, to examine factors related to the appointment of interim community college presidents, was well suited to the use of unobtrusive methods. The objectivity inherent in using unobtrusive methods minimized researcher bias, which fit well with the post-positivistic worldview chosen for this study. Additionally, when compared to conducting a survey, using data already readily available on the Internet made sense in terms of efficient use of time and expertise of the researcher. According to Salant and Dillman (1994) there are four alternatives that should be evaluated when considering survey research: (a) using existing or secondary data, (b) conducting an in-depth case study, (c) doing content analysis; and (d) interviewing people who are not selected randomly. I chose using existing data available through online announcements of president appointments. Such an unobtrusive approach was the most logical choice to use for this study.

Population and Sample

The purpose of this study was to examine factors related to appointment of interim community college presidents. The population included 978 public two-year

institutions (excluding military and tribal) as defined by the Integrated Postsecondary Education Data System (IPEDS). IPEDS contains information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. Such information is obtained through surveys conducted annually by the U.S. Department's National Center for Education Statistics (n.d.).

Taking a census approach, data were collected for 961, or 98%, of the institutions contained in the population. The census approach was appropriate due to the entire population being well documented and the data readily accessible. The researcher conducted Internet searches on each college to determine if there had been at least one presidential transition within the five-year period of July 2006 to June 2011. All presidential transitions, resulting in either an interim or regular appointment, were included for comparison purposes. The time period was selected to mesh with the academic calendar used within community colleges. As a result, it was found that 497 (51%), of the institutions experienced at least one presidential transition during the study time period. Among the 497 institutions, there were 807 individual presidential transitions captured, with many institutions experiencing transition more than once. Of the 807 presidential transitions captured through online announcements, 797 (99%) contained sufficient information to code and include in the study dataset.

Instrumentation

Unobtrusive or nonreactive research such as used in this study aligns with the logic of quantitative measurement. According to Neuman (2003) the first step in

collecting nonreactive data is to conceptualize a construct, then link the construct to nonreactive empirical evidence. In unobtrusive research, variables are operationalized through detailed coding rules, systematic notes, and recorded observations. This section discusses the data that were needed for the study, the variables used, and the way in which the coding documents were tested and fine-tuned through a pilot study.

Data needed. The data needed for this study were guided by the following research questions and associated hypotheses:

1. Is there an association between institutional characteristics (state, geographic region, size, and locale) and the type of presidential appointment?

H_{o1} There is no significant association between institutional characteristics (state, geographic region, size, and locale) and the type of presidential appointment.

H_{a1} There is a significant association between institutional characteristics (state, geographic region, size, and locale) and the type of presidential appointment.

2. Is there an association between the reason for the presidential transition and the type of appointment?

H_{o2} There is no significant association between the reason for the presidential transition and the type of appointment.

H_{a2} There is a significant association between the reason for the presidential transition and the type of appointment.

3. Is there an association between the personal characteristics of the appointee (gender, origin, prior presidential experience, prior interim experience, prior type of institution, previous position held, and retirement status) and the type of presidential appointment?

H_{o3} There is no significant association between personal characteristics of the appointee (gender, origin, prior presidential experience, prior interim experience, prior community college experience, previous position held, and retirement status) and the type of presidential appointment.

H_{a3} There is a significant association between personal characteristics of the appointee (gender, origin, prior presidential experience, prior interim experience, prior community college experience, previous position held, and retirement status) and the type of presidential appointment.

4. Is there an association between the time of year of the presidential transition and the type of appointment?

H_{o4} There is no significant association between the time of the year of the presidential transition and the type of appointment.

H_{a4} There is a significant association between the time of the year of the presidential transition and the type of appointment.

5. Is there an association between the length of the appointment and the use of the titles *interim* and *acting*?

- H_{o5} There is no significant association between the length of the appointment and the use of the titles *interim* and *acting*
- H_{a5} There is a significant association between the length of the appointment and the use of the titles *interim* and *acting*.
6. Is there an association between institutional characteristics (state, geographic region, size, and locale) and an interim being appointed or not being appointed to the subsequent permanent position?
- H_{o6} There is no significant association between institutional characteristics and an interim being appointed or not being appointed to the subsequent permanent position.
- H_{a6} There is a significant association between institutional characteristics and an interim being appointed or not being appointed to the subsequent permanent position.
7. Is there an association between the personal characteristics of the interim (gender, origin, prior presidential experience, prior interim experience, prior type of institution, previous position held, and retirement status) and being appointed or not being appointed to the subsequent permanent position?
- H_{o7} There is no significant association between the personal characteristics of the interim and being appointed or not being appointed to the subsequent permanent position.

- H_{a7} There is a significant association between the personal characteristics of the interim and being appointed or not being appointed to the subsequent permanent position.

Data were collected on public two-year associate degree granting institutions in the United States announcing presidential appointments in order to examine factors related to the appointment of community college presidents. All of the variables identified for this study represent mutual exclusive categorical data. The variables and the operational definition of each are provided in Table 2.

Table 2

Variable Operational Definitions

Variable	Operational Definition	Related Literature
College ID	The IPED numeric identifier associated with the college	
College State	The state in which the college is located	
College Region	The geographical region in which the college is located	
College Size	The size as measured by student enrollments divided into categories of small, medium-small, medium-large, and large	Demougeot, 2008; Fretwell, 1995
College Locale	Urban, Suburban, or Rural as specified in the Carnegie Basic Classification for the college	Cejda, 2010 ; Demougeot, 2008; Eddy, 2007; Fretwell, 1995; Thompson, et al, 2012
Reason for Transition	The reason for the presidential transition (i.e. retirement, death, wrongdoing, resignation, etc.)	Everley, 1993; Farquhar, 1995; Hall, 1995; Langevin & Koenig, 2004; Mouly & Sankaran, 1999; Theus, 1995

Type of Appt	The type of appointment (i.e. Regular, Interim, Acting, Other)	Dowling, 1997; Farquhar, 1995; Langevin & Koenig, 2004; Ondercin, 2009
ID of Individual	The unique numeric identifier assigned to each individual appointee	
Gender	The gender of the individual appointee (Male or Female)	Eddy, 2010; Lutzebek, 2010; Ondercin, 2009
Origin	The origin of the person being appointed (i.e. inside or outside the institution, inside the state, etc.)	Chapman, et al., 1988; DeZonia, 1979; Farquhar, 1995; Fenwick, 1996; Gilmore, 1988; Langevin & Koenig, 2004; Martin, 2006; Perry, 2003; Thompson, et al., 2012; Theus, 1995
Appointment Month	The month the president started	
Appointment Year	The year the president started	Duree, 2008; Shults, 2001
Retired Indicator	The retirement status of the individual (i.e. not retired, retired from same institution, retired from different institution)	Cauchon, 2008; Chapman, et al., 1988; Frost, 2009; Lively, 1999
Last Position Held	The title of the last position held by the appointee prior to the appointment	Amey, et al., 2002; Cejda & McKenney, 2000; Duree, 2008; Moore, et al., 1985; Shults, 2001; Vaughn, 1986; Weltsch, 2009
Last Type of Organization	The last type of organization for which the appointee worked (i.e. community college, K-12, university, private industry, etc.)	Amey, et al., 2002; Cejda & McKenney, 2000
Previous Interim Experience	Whether or not the appointee had prior experience as a community college interim president	Fenwick, 1996; Martin, 2006; Sidoti, 1997; Zenger, 1996
Previous Pres Experience	Whether or not the appointee had prior community college presidential experience	Langevin and Koenig, 2004; Martin, 2006

Table 3 shows the variables used to collect the data along with their dependency type—dependent or independent. In addition to specifying the variables and their operational definitions, identifying the data required to answer each research question was necessary to meet the objectives of this study seeking to examine the appointment of interim community college presidents.

Pilot testing. An initial codebook and coding form based on the variables of interest to the study was developed and pilot tested by the researcher. Prior to conducting the full study, a pilot of 10 online announcements from 2000-2004 was used to test the operational definitions of the variables; various search strategies, and the data collection procedures. Coding rules were tested in the pilot study by having the sample coded separately by me and another independent researcher, then compared. The pilot study results were compiled in an Excel spreadsheet then the web-based application ReCal2 was used to perform inter-rater reliability testing. Because there are no unambiguous standards available to judge reliability values, multiple coefficients were used to determine inter-rater reliability (De Wever, Schellens, Valcke, & Van Keer, 2006).

Table 4 shows the inter-rater reliability scores by variable obtained from the pilot test. Using a cutoff figure of 0.70 (Neuendorf, 2002), the two areas that were particularly troubling from the pilot test were lack of agreement about the appointment month and determination of prior interim experience.

Table 3

Data Needed by Research Question

Research Questions	Variable Type	Data Needed
Is there an association between institutional characteristics and the type of appointment?	Dependent Independent	<ul style="list-style-type: none"> • Appointment Type • College State, Region, College Size, College Locale
Is there an association between the reason for the transition and the appointment type?	Dependent Independent	<ul style="list-style-type: none"> • Appointment Type • Reason for Transition
Is there an association between the personal characteristics of the appointee and the appointment type?	Dependent Independent	<ul style="list-style-type: none"> • Appointment Type • Gender, Origin (i.e. inside/outside, etc), Prior Presidential experience, Prior Interim Experience, Prior Position, Prior type of Institution, Retirement Status
Is there an association between the time of year of the transition and the type of appointment?	Dependent Independent	<ul style="list-style-type: none"> • Appointment Type • Month of appointment
Is there an association between the use of the titles <i>interim</i> and <i>acting</i> and the length of the appointment?	Dependent Independent	<ul style="list-style-type: none"> • Title Used • Length of appointment
Is there an association between institutional characteristics and an interim being appointed or not being appointed to the subsequent permanent position?	Dependent Independent	<ul style="list-style-type: none"> • Subsequent Appointment • College State, Region, College Size, College Locale
Is there an association between the personal characteristics of the interim and being appointed or not being appointed to the subsequent permanent position?	Dependent Independent	<ul style="list-style-type: none"> • Subsequent Appointment • Gender, Origin (i.e. inside/outside, etc), Prior Presidential experience, Prior Interim Experience, Prior Position, Prior type of Institution, Retirement Status

Table 4

Inter-rater Reliability Scores from Pilot Test

	Percent Agreement	Scott's Pi	Cohen's Kappa	Krippendorff's Alpha (nominal)
Variable 1- Appt Type	100%	1	1	1
Variable 2-Appt Reason	90%	0.86	0.86	0.87
Variable 3-Instit. Status	100%	1	1	1
Variable 4-Appt. Month	50%	0.40	0.42	0.43
Variable 5-Retired	90%	0.70	0.71	0.72
Variable 6-Prior Inst. Type	100%	1	1	1
Variable 7-Prior Interim Experience	70%	0.12	0.17	0.16
Variable 8-Education Level	100%	1	1	1

Based on the results of the pilot test, the coding rules and form were updated to reflect where specific inter-rater disagreement occurred and the pilot set of data was re-coded. Specific changes that were made based on the results of the pilot test were:

- Appointment Reason – The description was updated in the code book
- Appointment Month – The code book was updated to distinguish between the appointment start date and the date the appointment was announced.
- Prior Interim Experience – An additional type was added to reflect current interim experience only.

In addition to the changes already identified, two additional changes were made after the initial pilot test: a *prior presidential experience* variable was added due

to being inadvertently left out and the variable titled *education level* was removed because of the majority of the values ended up being coded as *unable to determine*.

After the coding form and codebook were updated, the original 10 online announcements were re-coded and again compared for inter-rater reliability in order to achieve a final measure of reliability. The re-coding resulted in inter-rater reliability scores of at least 0.70 for each variable and 1 for half of the variables tested which meets generally accepted levels for the various tests (Neuendorf, 2002). Table 5 shows the inter-rater reliability scores after re-coding.

Table 5

Inter-rater Reliability Scores after Re-coding

	Percent Agreement	Scott's Pi	Cohen's Kappa	Krippendorff's Alpha (nominal)
Variable 1- Appt Type	100%	1	1	1
Variable 2-Appt Reason	100%	1	1	1
Variable 3-Instit. Status	100%	1	1	1
Variable 4-Appt. Month	100%	1	1	1
Variable 5-Retired	90%	0.70	0.71	0.72
Variable 6-Prior Inst. Type	100%	1	1	1
Variable 7-Prior Interim Experience	80%	0.72	0.73	0.74
Variable 8-Prior Presidential Experience	80%	0.72	0.73	0.74

Data Collection

The data for this study were collected in multiple phases. First, prior to starting collecting data on each presidential transition, a list of 1013 two-year associate degree granting public institutions was downloaded from IPEDS and was stored as a Microsoft Access table. This list was reduced to the population of interest to this study by removing colleges designated as tribal or military resulting in a list of 978 colleges.

After the initial loading of the population of colleges, online announcements of community college presidential appointments were subsequently used to collect presidential transition data. During phase two of data collection, using the Google search engine, each college was first searched using the name of the college with the keyword representing its chief executive officer (according to IPEDS) such as “president” or “chancellor” appended. The results were scanned to obtain the name of the current president which was then used in additional searches to determine whether or not there had been a transition during the sampling time period of July 2006 to June 2011. An indicator was added to the college table to capture whether or not a transition occurred during that time period. Additionally, each time an online announcement that met the sampling criteria was found, the source document was saved and indexed by college, the search engine used, and the date it was retrieved. According to McMillan (2009), these were essential steps to properly apply content analysis to the World Wide Web. Although the majority of announcements originated from local newspaper websites, other sources included college websites, state system

office websites, and online publications of *Inside Higher Education* and *Community College Week*.

During the third phase of coding, the individual presidents referenced in the source documents were put into a table that included an anonymous ID field and gender. As each presidential transition was subsequently coded, this table of presidents was used to lookup the ID.

The majority of the coding occurred during the fourth phase. Each of the saved source documents announcing a presidential appointment was coded using the study coding form (Appendix A) and referencing the code book (Appendix B). The original coding form was translated into a table within the Access database for data entry purposes.

The final phase of data collection consisted of first sorting the data by college and date, then reviewing the data for timeline gaps. Whenever a gap was found, an additional search was conducted with the resulting data collected and then coded using the previously described procedures.

In order to minimize coding errors due to coder fatigue, data were collected in multiple sessions, with a break of at least two hours between each (Neuendorf, 2002). Additionally, each source was locally archived in order to be easily accessible for recoding at any time if an error was identified (Krippendorff, 2009).

Because of the multiphase approach, a random sample of the data was re-coded as an additional reliability measure. Although Krippendorff (2009) cautions that this type of reliability testing is a weak form, Tinsley and Weiss (1975) recommend such

an approach. Twenty colleges were randomly selected then re-searched for online announcements of presidential transition within the study time period. The resulting pages were re-coded and compared to the original data set. There was 100% agreement with the original.

The following list is provided to summarize the data collection procedures used:

- Phase I -Capture IPEDS data for public two-year colleges in MS Access table
- Phase II – Search by College, save and index results
- Phase III – Create table of presidents
- Phase IV – Code each presidential transition
- Phase V – Fill in timeline gaps by college
- Phase VI - Random Re-search/Re-code

Measures to Ensure Soundness of Data

Because the data were collected through unobtrusive measures, a high degree of objectivity was realized. The use of unobtrusive measures mitigated measurement biases such as: data collection that produces real changes in what is being measured; awareness of being tested that causes abnormal behavior; and respondents reacting to the characteristics of an interviewer (Russ-Eft & Preskill, 2009).

There were a number of measures taken to ensure the validity and reliability of this study. The biggest threat to validity of this study was the possibility that the constructs found in the literature have been misinterpreted and conceptualized in ways that were inappropriate to the research questions (Webb, et al., 1966, 1981). The study

concepts were observable and somewhat concrete rather than abstract, so construct validity was not a major concern (Gloeckner, Gliner, Tochtermann, & Morgan, 2001; Russ-Eft & Preskill, 2009). Additionally pilot testing was used to confirm the validity of the constructs and further develop the coding scheme before conducting the full study (Neuendorf, 2002).

Content validity speaks to the extent to which the instrument used measures the full range of concepts that are of interest (Russ-Eft & Preskill, 2009). The variables of interest to this study were derived from the literature, which implies a level of content validity. Additionally, for this study, the variables were categorically based, and there were no theories to be tested or generalizations required, mitigating the need for extensive statistical testing for content validity (Creswell, 2008). Besides the issues of content and construct validity, other issues of internal validity such as history, maturation, testing, and mortality did not apply given the type of data being collected and the nature of the study (Russ-Eft & Preskill, 2009).

An important measure of reliability this study strived for was the ability for others to replicate it. The study used exhaustive categories and detailed coding rules, which makes replication a possibility (Krippendorff, 2009, Neuendorf, 2002, Neuman, 2003). A limitation for others attempting to replicate this study may be that over time, the data that were collected online may be difficult to access due to the changing nature of the Internet. For this reason, all the data collected were archived locally (McMillan, 2009).

Additional reliability measures that were used included: pilot testing, and then recoding that achieved inter-rater reliability of at least .7 for all variables; random recoding of data with 100% agreement to the original; and coding data in relatively small chunks of time to avoid data entry errors.

Data Analysis Procedures

The data collected for this study were based on discrete, categorical variables which lead to fairly straightforward data analysis (Gall, et al., 1999). Microsoft Access 2007 was used to sort and query the data in a variety of ways as well as to create cross tabulations. Resulting tables were exported to Microsoft Excel 2007 to produce descriptive statistics (frequencies and percentages). The computer program STATGRAPHICS Centurion XVI Version 16.1.03 was used to conduct chi-square testing, and Fisher's exact testing was carried out with the web-based application GraphPad QuickCalcs.

Research question one and its associated hypothesis were concerned with the relationship, if any, between institutional characteristics (state, region, size, and locale) and the type of presidential appointment (regular or interim). Both the independent variables (institutional characteristics) and dependent variable (appointment type) were represented as categorical data. Chi-square was chosen as the most appropriate statistical procedure to test for a significant relationship between the two categorical variables (Lewis, 2001, Neuman, 2003).

Using the same data analysis techniques for all the research questions, research question two and its hypothesis were concerned with the relationship, if any, between

the reason for the open president position and the type of president appointment. Research question three and its hypothesis sought to determine possible correlation between the personal characteristics of the appointee and the type of appointment. Research question four and its hypothesis examined the possible relationship between the time of the year and the type of appointment. Research question five examined if there was any significant relationship between the length of the appointment and the use of the titles *interim* and *acting*. Research question six looked at the potential relationship between institutional characteristics and an interim being subsequently appointed or not appointed to the permanent position. Research question seven examined the personal characteristics of interims in relationship to being appointed or not appointed to the subsequent permanent presidency.

Chi-square was used to determine if there was a significant relationship between variables for research questions one through six whereas, the Fisher's exact test was also used as an additional measure to test for significance in regard to research question seven. Fisher's exact test provides more accurate results than chi-square with smaller data sets or when expected cell frequencies are less than five (Agresti, 2007; Azen & Walker, 2011; Leonard, 2000). Additionally, chi-square also does not indicate the strength of the relationship (Agresti, 2007; Azen & Walker, 2011; Babbie, 1998). Whenever a statistically significant relationship was found by applying the Chi-square technique at the 95% confidence level, additional analysis was conducted to obtain Goodman and Kruskal's Lambda and Cramer's V values in order to determine more about the strength of the relationship (Acock & Stavig, 1979).

Lambda is an appropriate measure of association when analyzing nominal variables as it provides a proportionate reduction of error (PRE). When multiplied by 100 a lambda value indicates the percentage of error reduction that occurs when predicting the value of the dependent variable given knowledge of the independent variable (Babbie, 1998). Cramer's V is the most often used chi-square based measure of association for nominal level contingency tables and returns a relative strength of association value between zero and one. In general, a minimum threshold of a .10 Cramer's V value indicates a substantive relationship between two variables. Cramer's V can also be used for contingency tables of varying sizes (Acock & Stavig, 1979).

Summary

This chapter reviewed the research design used for this study. The chapter included a discussion of the research approach used, the research method used, the population and sample, instrumentation, validity and reliability measures, data collection procedures, and data analysis procedures.

A post-positivism worldview was chosen, because it fits well with both the quantitative approach used and the strengths of the researcher. The use of unobtrusive methods in the form of archival data found in online news announcements was chosen, because the data were readily available and were captured with limited bias. The public nature of the data made any kind of threat to human subjects negligible.

The population consisted of 978 public associate degree granting two-year institutions. A census approach was taken that resulted in capturing data for 961 colleges, or 98% of the population. During the study period of July 2006 through June

2011, at least one presidential transition was experienced by 497 (51%) of the 961 colleges. Overall, data were found for 807 instances of presidential transition among the 497 colleges, with 797 (99%) of the 807 transition instances resulting in enough data to include in the study dataset.

A pilot study was used to test the coding instructions and constructs used. The coding form and codebook were updated based on initial inter-rater reliability test results, then an additional coding of the pilot data confirmed acceptable inter-rater reliability levels for all variables.

The study variables used to answer the research questions were identified as well as the multi-phase data collection procedures. The study's research questions provided the basis for the statistical analysis performed on the data. Specific statistical procedures included chi-square, Fisher's exact test, frequencies, and percentages. The findings of these statistical procedures are presented in Chapter Four.

CHAPTER FOUR: FINDINGS

This chapter contains the findings of this study of factors related to the appointment of interim community college presidents. It is organized into six sections: (a) institutional profile, (b) individual profile, (c) transitions, (d) appointment types, (e) subsequent appointments, and (f) findings by research question.

Institutional Profile

Data were captured for 961 (98%) institutions from the study population of 978 associate degree granting public two-year institutions. The study institutions can be further described based on their state, region, size, and locale.

Colleges by state. The number of colleges by state ranged from 1 to 111. The state of California, with 111 colleges, represented the most by nearly double that of Texas, the second most populated with community colleges at 62. Eighty-six percent of the states have less than 30 colleges, and 32% have less than 10. The mean number of colleges per state was 20 and both the median and mode were 16 colleges per state.

Colleges by region. Figure 2 shows the state groupings of the IPEDS regions, and Table 6 describes how the colleges are distributed by region. The highest concentration of colleges is in the Southeast Region representing nearly a third of the total, whereas the Rocky Mountain Region represents less than four percent of the total.

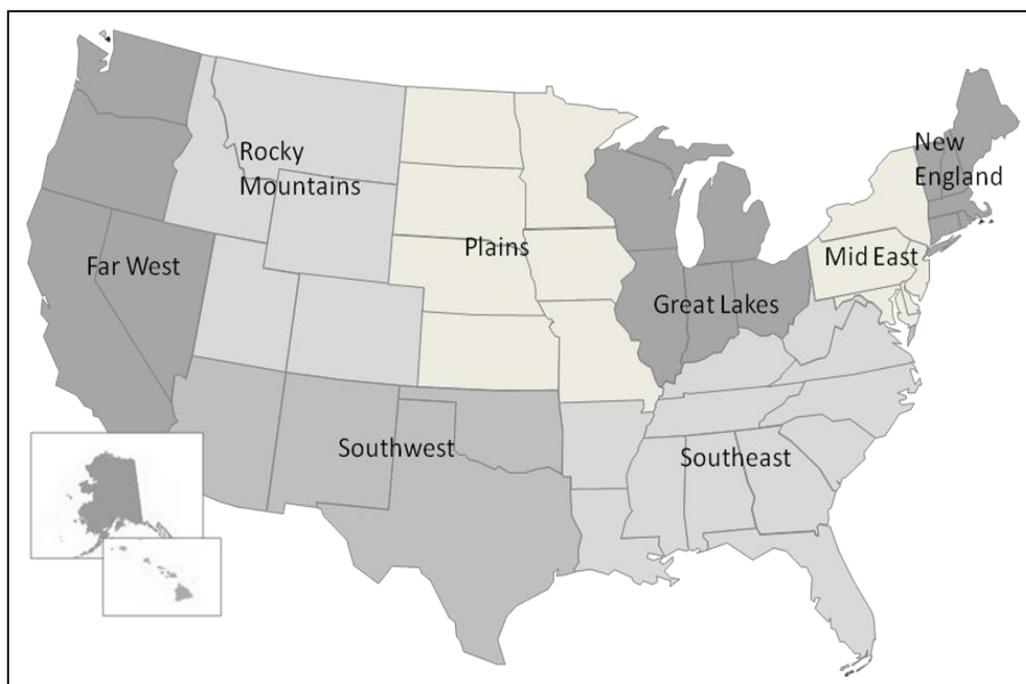


Figure 2: IPEDS College Regions

Table 6

Distribution of Community Colleges by IPEDS Region

IPEDS Region	Total Colleges	% of Total
Far West (AK CA HI NV OR WA)	165	16.9
Rocky Mountains (CO ID MT UT WY)	38	3.9
Southwest (AZ NM OK TX)	110	11.3
Plains (IA KS MN MO NE ND SD)	105	10.7
Southeast (AL AR FL GA KY LA MS NC SC TN VA WV)	296	30.3
Great Lakes (IL IN MI OH WI)	130	13.3
Mid East (DE DC MD NJ NY PA)	90	9.2
New England (CT ME MA NH RI VT)	44	4.5
Total	978	100.0

Colleges by size and locale. In this study, the number of full-time students for each college was downloaded from IPEDS for the year 2009. Colleges were then

grouped according to the following sizes: 5,000 or less, Small; 5,001 to 9,999, Medium Small; 10,000 to 14,999, Medium Large; and 15,000 or more as Large. The distribution of college by size and locale is presented in Figure 3. The data show that the largest percentages (over 50%) of colleges studied were small. Additionally over 55% of the colleges were also considered to be rural according to their Carnegie classification retrieved from IPEDS.

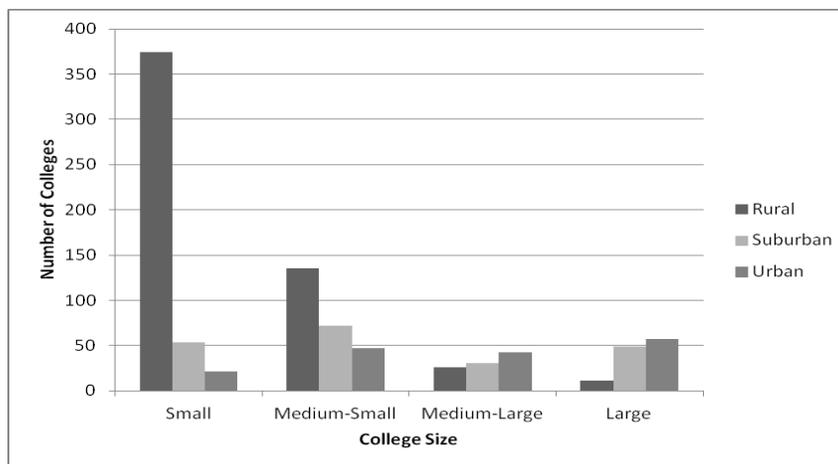


Figure 3: *Community College Distribution by Size and Locale*

Individual Profile

There were 646 individuals, 441 (68%) male, 205 (32%) female, who were appointed (including all interim and regular appointments) as community college presidents, during the period of July 2006 through June 2011. Of the 646 individuals, 479 (74%) were first time presidents, although 573 (89%) had community college experience prior to assuming the presidency. Of the 177 individuals who had previous community college presidency experience, 82 (38.9%) of them had retired from the same or other institutions.

Although 646 individuals are represented in this study, some were appointed to presidential positions, in either a permanent or interim capacity, more than once. At the extreme, one individual was appointed to presidential positions six times during the five year period. There were 10 of the 646 individuals who first became a permanent president within the study period, then assumed at least one other presidency within the same period. These 10 individuals have been counted as both first time and experienced presidents. Table 7 shows the frequencies of the number of times individuals were appointed.

Table 7

Frequency of Individual Appointments

Number of Appointments	1	2	3	4	5	6	Total
Number of Individuals	516	115	12	1	1	1	646
Percent of Total Appointments	79.9	17.8	1.9	.2	.2	.2	100

Transitions

There were 497 (51%) of the institutions that experienced presidential transition during the time period of July 2006 through June 2011. For the purposes of this study, a transition is defined as any change in presidents, including a title change (i.e. acting to interim or interim to permanent).

Just as individuals appeared more than once in the data, so did individual colleges. As stated previously, 464 (49%) of the 961 colleges did not experience transition. While over a quarter of the colleges only had one transition, two colleges

transitioned presidents seven times over the five year period. Table 8 shows the frequencies of the number of presidential transitions by college.

Table 8

Frequency of College President Transitions

Transition Frequency	0	1	2	3	4	5	6	7	Total
Number of Colleges	464	272	167	43	12	1	0	2	961
Percent of Total Colleges	48.3	28.3	17.4	4.5	1.2	.1	0	.2	100

Table 9 shows the transition breakout by state. There were 17 colleges nationwide, 11 in Louisiana, that were undeterminable in terms of whether or not a presidential transition occurred. The transition percentages ranged from zero to one hundred with slightly over half of all colleges experiencing presidential transition during the study time period of July 2006 through June 2011.

Table 9

Presidential Transition by State

State	Number of Colleges	No Transition	Transition	Unable to Determine	% Transition by State
Alabama	25	12	13		52.0
Alaska	1	1			0.0
Arizona	19	6	13		68.4
Arkansas	22	13	9		40.9
California	111	34	77		69.4
Colorado	15	3	12		80.0
Connecticut	12	5	6	1	50.0
Delaware	3	3			0.0
Florida	17	8	9		52.9
Georgia	42	16	26		61.9
Hawaii	6	0	6		100.0
Idaho	4	1	3		75.0
Illinois	48	21	27		56.3

Indiana	14	9	5		35.7
Iowa	16	9	7		43.8
Kansas	25	11	13	1	52.0
Kentucky	16	11	5		31.3
Louisiana	35	15	9	11	25.7
Maine	7	5	2		28.6
Maryland	16	7	9		56.3
Massachusetts	16	14	1	1	6.3
Michigan	28	13	15		53.6
Minnesota	28	14	14		50.0
Mississippi	15	13	2		13.3
Missouri	21	10	11		52.4
Montana	7	3	4		57.1
Nebraska	7	4	3		42.9
Nevada	1	0	1		100.0
New Hampshire	7	3	3	1	42.9
New Jersey	19	10	9		47.4
New Mexico	17	8	9		52.9
New York	35	18	17		48.6
North Carolina	58	34	24		41.4
North Dakota	4	1	3		75.0
Ohio	24	15	9		37.5
Oklahoma	12	6	6		50.0
Oregon	17	7	10		58.8
Pennsylvania	17	11	6		35.3
Rhode Island	1	1			0.0
South Carolina	20	9	11		55.0
South Dakota	4	2	2		50.0
Tennessee	13	10	3		23.1
Texas	62	28	33	1	53.2
Utah	5	2	3		60.0
Vermont	1	0	1		100.0
Virginia	24	14	10		41.7
Washington	29	10	18	1	62.1
West Virginia	9	5	4		44.4
Wisconsin	16	7	9		56.3
Wyoming	7	2	5		71.4
Total	978	464	497	17	50.8

Although the Rocky Mountain region had the smallest number of colleges, it also experienced the largest percentage of presidential transition at 71.05%. Of the eight regions, only three experienced less than 50% transition as shown in Table 10.

Table 10

Presidential Transition by College Region

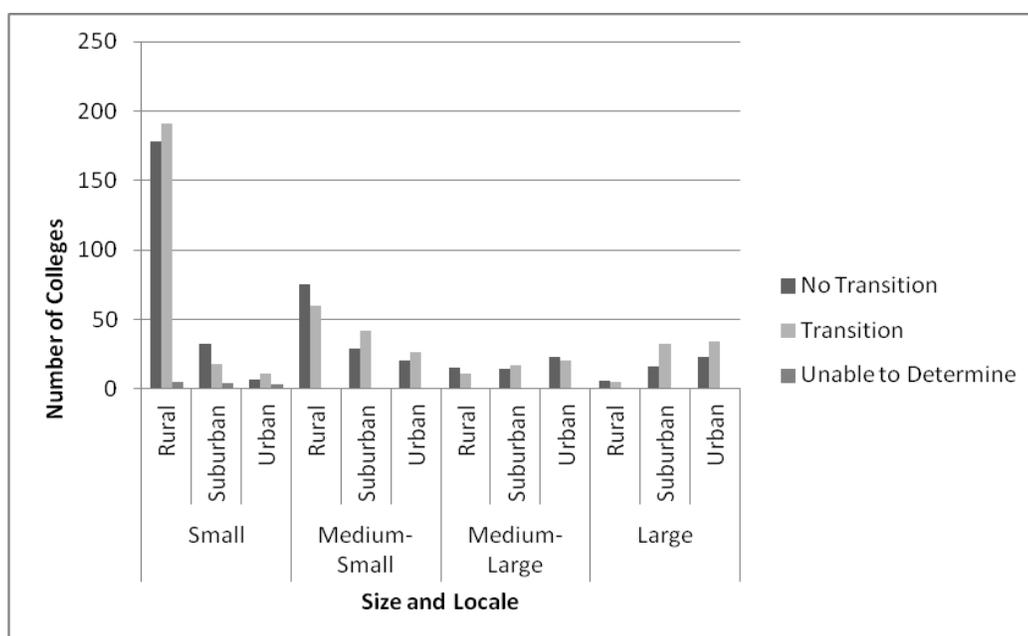
Region	Number of Colleges	No Transition	Unable to Det.	Transition	% Transition by Region
Far West	165	52	1	112	67.9
Rocky Mountains	38	11		27	71.1
Southwest	110	48	1	61	55.5
Plains	105	51	1	53	50.5
Southeast	296	160	11	125	42.2
Great Lakes	130	65		65	50.0
Mid East	90	49		41	45.6
New England	44	28	3	13	29.6
Total	978	464	17	497	50.8

The majority of colleges (51%) in this study were small, with 5000 or less students, and the small colleges also experienced the largest absolute number of presidential transitions. Table 11 shows that, although large colleges only represented less than 12% of the total, they had the highest percentage of presidential transition at 60.68%. Additionally, when combined with locale, although the highest number of transitions occurred in small, rural colleges, the highest percentage of presidential transitions occurred in large, suburban colleges (65%) as illustrated in Figure 4.

Table 11

Presidential Transition by College Size

College Size	Number of Colleges	% of Total Colleges	No Transition	Unable to Det.	Transition	% Transition by College Size
Large	117	12.0	45	1	71	60.7
Medium-Large	101	10.3	52		49	49.0
Medium-Small	258	26.4	125	2	131	50.8
Small	502	51.3	242	14	246	49.0
Total	978	100.0	464	17	497	50.8

*Figure 4: Presidential Transition Frequency by Size and Locale*

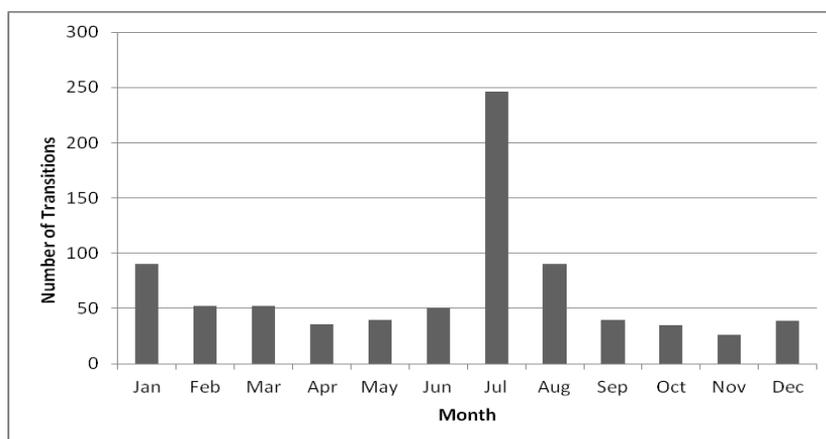
Yearly presidential transition was fairly equal when compared by each of the five years of the study as shown in Table 12, but close to a third of all president appointments started in July. Figure 5 shows this alignment with the traditional

academic year of July through June and also indicates higher transitions in August and January than other months.

Table 12

Presidential Transition by Academic Year

Academic Year	Number of Transitions	% of Total Transitions for Period 2006-2011
2006-07	139	17.4
2007-08	171	21.5
2008-09	157	19.7
2009-10	150	18.8
2010-11	180	22.6
Total	797	100.0

*Figure 5: Presidential Transition by Month*

There were a variety of reasons for the presidential transition: the previous president retired; the president left for another job; there was a serious illness or death of the president; there was possible wrongdoing by the previous president; the previous president resigned; the previous president was fired by the Board of Trustees; there was a need to replace an interim president; or the interim president was hired

into the permanent position. There were some instances where transition was for another specific reason such as: the president was on sabbatical leave; the president was temporarily reassigned to another college; the college was being merged with another college; the college was being changed from a campus of another college into its own college; or the college was new and had hired a president for the first time.

Table 13 captures the frequencies of the common transition reasons sorted by the most to least frequent reason.

Table 13

Presidential Transition by Reason for Opening

Reason for Transition	Frequency	Percent
Retirement	230	28.9
Interim Replacement	202	25.3
Job Change	135	16.9
Replaced Themselves	95	11.9
Resignation	47	5.9
Other	38	4.8
Possible Wrongdoing	19	2.4
Death/Serious Illness	13	1.6
Fired	12	1.5
Unable to Determine	6	0.8
Total	797	100.0

Appointment Types

This study captured 797 presidential appointments including permanent appointments (57%), interim appointments (35%), acting appointments (6%), and a few appointments that were classified as *other* (2%). The other category represents

relatively unusual situations that were found: seven instances of presidents assigned to multiple colleges, six who were temporarily reassigned, four with an *Administrator in Charge* designation, and one designated as board *Liaison*.

Of the 797 appointments that represented transition in community college presidents, 456 (57%) were for permanent presidencies, with 55% of the permanent appointments being subsequent to an interim appointment. Of the permanent appointments, 88 (20%) were filled by interim presidents who obtained the subsequent permanent position. The most common transition reason that resulted in a permanent presidency other than replacing an interim president was retirement (35%), whereas 34% of interim president appointments were attributed to the prior president leaving to change jobs. Table 14 breaks down the types of presidential appointment by the reason for the transition.

Geographically, the Far West region colleges had the highest percentage (46.3) of interim presidents as well as the highest usage overall (93). With only five (29.4%), the New England region colleges experienced the fewest interim appointments. At 46.5% and 48.7% respectively, the large and urban colleges experienced the most interim appointments.

Table 14

Presidential Transition Reason by Type of Appointment

	Reason for Appointment										Total
	Repl. Self	Repl. Interim	Retirement	Job Change	Resignation	Possible Wrong- doing	Fired	Death or Serious Illness	Other	Unable to Det.	
Nbr of Permanent Appointments	88	165	159	22	4	2	1	0	12	3	456
% of Permanent Appointments	19.3	36.2	34.9	4.8	0.9	0.4	0.2	0	2.6	0.7	100
Nbr of Interim Appointments	7	34	60	95	32	14	11	5	16	2	276
% of Interim Appointments	2.5	12.3	21.7	34.4	11.6	5.1	4.0	1.8	5.8	0.7	100
Nbr of Acting Appointments	0	1	4	13	9	2	0	6	10	1	46
% of Acting Appointments	0	2.2	8.7	28.3	19.6	4.3	0	13.0	21.7	2.2	100
Nbr of Other Appointments	0	2	7	5	2	1	0	2	0	0	19
% of Other Appointments	0	10.5	36.8	26.3	10.5	5.3	0	10.5	0	0	100

Subsequent Appointments

Overall, the study captured 456 appointments to permanent presidencies with 55% ($n=253$) being identified as subsequent to an interim appointment. The study captured data for all 253 subsequent permanent presidents appointed within the study period, but did not capture data corresponding to 58 interim predecessors appointed prior to July, 2006. For comparison purposes, only the 195 instances when both the interim appointment and subsequent permanent appointment occurred within the study period (July, 2006 to June, 2011) were included. Of the 195 interims with corresponding permanent replacements, 37% ($n=73$) were appointed to the permanent position and 63% ($n=122$) were not.

Findings by Research Question

This section presents the findings by research question. For the purposes of this section, interim and acting presidencies are combined and the *other* category is excluded for comparison purposes between regular and interim types of appointments.

Question One: Institutional characteristics and type of appointment.

Research question one was concerned with determining if there was an association between institutional characteristics (state, region, size, and locale) and the type of presidential appointment. The null hypothesis related to this question indicated that there is no significant association between institutional characteristics and the type of presidential appointment. The alternative hypothesis was stated as: there is an association between institutional characteristics and the type of presidential appointment. Chi-square was used to test this hypothesis for each specific institutional

characteristic. As Table 15 indicates, there were no statistically significant associations found between any of the specific institutional characteristics and the type of presidential appointment (permanent or interim).

Table 15

Relationship between Institutional Characteristics and Appointment Type

Institutional Characteristic	Chi-Square	Df	P-Value
Region	5.489	7	.601
Size	2.462	3	.482
Locale	4.908	2	.086

State. It was not possible to obtain chi-square results by state due to some states having little to no transition data. When comparing interim to permanent appointments by state, the data ranged from no interim appointments to a high of 56% interim appointments. The number of states with different percentages of interim appointments is shown in Table 16.

Table 16

Number of States with Different Percentages of Interim Appointments

Percentage of Presidential Appointments that are Interim or Acting	Number of States
50+	9
40-49	12
30-39	13
20-29	6
11-19	2
0-10	8

Region. Table 17 shows the distribution by region between permanent and interim appointments. All of the regions experienced at least 30% interim appointments of their total president appointments. Chi-square testing found no statistically significant association between college region and the type of presidential appointment, $\chi^2=5.489$, $df = 7$, $p=.601$. Since the P-value is greater than 0.05, the null hypothesis cannot be rejected at the 95.0% confidence level. There were no regions found more likely than others to appoint interim compared to permanent presidents.

Table 17

Appointment Type by IPEDS Region

Region	Permanent Appointments	Interim or Acting Appointments	Total Appointments	% of Total Appointments in Region as Interim or Acting
Far West	105	93	198	47.0
Rocky Mountains	28	24	52	46.2
Southwest	58	35	93	37.6
Plains	48	27	75	36.0
Southeast	107	74	181	40.9
Great Lakes	62	39	101	38.6
Mid East	38	25	63	39.7
New England	10	5	15	33.3

Size. Large colleges had the highest interim use when compared to permanent presidencies, although there was only a small range of percentages among the different

size colleges as shown in Table 18. Chi-square was used to test the association between the institutional characteristic of size and the type of presidential appointment ($\chi^2=2.462$, $df = 3$, $p=.482$). The null hypothesis was not rejected; and it is, therefore, concluded that there is no statistically significant association between the size of a college and the type of presidential appointment. That is, the size of the college did not increase or decrease the likelihood that an interim would be appointed.

Table 18

Appointment Type by College Size

College Size	Permanent Appointments	Interim or Acting Appointments	Total Appointments	% of Total Appointments by College Size as Interim or Acting
Large	69	60	129	46.5
Medium-Large	47	37	84	44.0
Medium-Small	123	84	207	40.6
Small	217	141	358	39.4

Locale. As shown in Table 19, urban colleges employed interims more frequently compared to rural or suburban colleges. Using Chi-square, it was found that there is no statistically significant association between the locale of a college (urban, suburban, rural) and the type of presidential appointment, $\chi^2=4.908$, $df = 2$, $p=.086$. Again, the null hypothesis was not rejected which indicated there was no evidence to support that colleges located in differing locales were more likely to appoint an interim over a permanent president.

Table 19

Appointment Type by College Locale

College Locale	Permanent Appointments	Interim or Acting Appointments	Total Appointments	% Total Appointments by College Locale as Interim or Acting
Rural	246	154	300	38.5
Suburban	50	29	79	36.7
Urban	81	76	157	48.4

Question Two: Transition reason and type of appointment. Research question two was concerned with determining if there was an association between the reason for a presidential transition and the type of presidential appointment. The null hypothesis related to this question indicated that there is no significant association between the reason for the presidential transition and the type of appointment. The alternative hypothesis was stated as: there is an association between the reason for the presidential transition and the type of appointment. In order to conduct meaningful analysis the various reasons for appointing a president were reduced into a dichotomized set composed of anticipated or unanticipated reasons. Transitions due to retirement or replacing a current interim were categorized as anticipated. Job change, death or illness, possible wrongdoing, being fired, and resignation were grouped into the unanticipated reasons category. Table 20 captures the totals by category with 86.6% of unanticipated transitions being filled with temporary presidents.

Table 20

Reason for Presidential Transition

Reason for Transition	Permanent	Interim and Acting	Total Appointments	% of Total Appointments by Reason as Interim or Acting
Anticipated	412	106	518	20.5
Unanticipated	29	187	206	86.6

Chi-square was used to test the hypothesis for an association between transition reason and the type of appointment and a statistically significant association was found, $\chi^2=277.791$, $df = 1$, $p=<.001$. The null hypothesis was rejected; and it is, therefore, concluded that there is a significant association between transition reason and the type of presidential appointment. A Cramer's V value of .615 and a Lambda value of .539 also indicate a very strong association between the dichotomized transition reasons (anticipated or unanticipated) and the type of presidential appointment. Interims appointments were found to more likely occur for presidential transition due to unanticipated reasons, and permanent appointments were more likely to occur for anticipated reasons.

Question Three: Personal characteristics and type of appointment.

Research question three was concerned with determining if there is an association between personal characteristics (gender, institution status, prior presidential experience, prior institution type, prior interim experience, retirement status, and previous position) and the type of presidential appointment. The null hypothesis related to this question indicated that there is no significant association between

personal characteristics and the type of presidential appointment. The alternative hypothesis was stated as: there is an association between personal characteristics and the type of presidential appointment. Chi-square was used to test this hypothesis for an association between the various personal characteristics with the results compiled in Table 21. Unlike the institutional characteristics, there were some statistically significant associations found between personal characteristics and the type of presidential appointment, specifically the origin of the individual, prior interim experience, and retirement status. The findings for each personal characteristic will be discussed further in the following sections.

Table 21

Relationship between Personal Characteristics and Appointment Type

Personal Characteristic	Chi-Square	Df	P-Value
Gender	.003	1	.960
Origin Relative to Institution	94.735	3	<.001*
Prior Presidential Experience	1.619	1	.203
Prior Interim Experience	9.460	1	.002*
Prior Institution Type	6.876	4	.143
Retirement Status	74.471	1	<.001*

* .05 significance level

Gender. Overall, 441 (68%) males and 205 (32%) females were appointed as presidents during the study's five year period. The same distribution held when comparing gender among permanent and interim appointments. There was no significant relationship found between gender and the type of appointment, $\chi^2=.003$, df

= 1, $p=.960$. The null hypothesis was not rejected, therefore appointment type was found to be gender neutral.

Origin relative to institution. A strong majority ($n=586$ or 76%) of all presidential appointments were filled within state boundaries. Interim presidencies were filled with college insiders 60.8% ($n=192$) of the time as compared to 31.8% ($n=145$) for permanent presidencies. Conversely, very few ($n=25$ or 7.9%) of interim presidencies were filled from out of state whereas 35.3% ($n=161$) of permanent positions were (see Table 22).

Table 22

Appointment Type by Origin of Person Appointed

	Origin of Appointee				Total
	Inside College	Inside District	Inside State	Outside State	
Number of Permanent Appointments	145	11	139	161	456
Percentage of Permanent Appointments	31.8	2.4	30.5	35.3	100
<hr/>					
Number of Interim or Acting Appointments	192	10	89	25	316
Percentage of Interim or Acting Appointments	60.8	3.2	28.2	7.9	100

Chi-square was used to determine the association between the individual's origin relative to the institution (inside, inside the district, inside the state, outside the state) and the type of appointment. Because the chi-square value was 94.735 and the p -value was less than .001, the null hypothesis was rejected, and it was concluded that

there is a statistically significant association between origin relative to the institution and the type of appointment. A Cramer's V of .350 indicates that it is a strong association. Thus, interims were more likely to be appointed from inside the college and permanent presidents were more likely to be appointed from outside the college.

Prior presidential experience. The majority (74.3%) of all appointees had no prior presidential experience, and there was little difference in presidential experience between those appointed permanently (27.8%) and those appointed on an interim basis (23.6%). The null hypothesis that there is no significant relationship between prior presidential experience and the type of appointment was not rejected. Chi square analysis at the 95% confidence level indicated no significant relationship between prior presidential experience and the type of appointment, $\chi^2=1.619$, $df=1$, $p=.203$.

Prior interim presidential experience. Overall, 20.2% of the presidential appointments represented individuals with prior interim presidential experience. Additionally, 15.2% of the interim appointments represented individuals with prior interim presidential experience, and 24.6% of permanent presidents had prior interim experience. With a Chi-square value of 9.460 and a p -value of .002, the null hypothesis was rejected. It was concluded that there is a significant association between prior interim presidential experience and the appointment type such that those with prior interim experience were more likely to be appointed to permanent positions. Additional analysis to determine the strength of the association resulted in a Cramer's V of .110 which indicated that although there is a statistically significant association

between prior interim presidential experience and the appointment type, it is a fairly weak association.

Prior institution type. A very high percentage (89.2%) of all presidential appointments represented individuals with prior community college experience and an even higher percentage (91.6%) of interim appointees had prior community college experience. Although such high percentages indicate it is very unlikely for an individual to be appointed as a community college president without prior community college experience, there was no statistically significant association found between the prior type of institution and the type of presidential appointment (permanent or interim), $\chi^2=6.876$, $df = 4$, $p=.143$. The null hypothesis that there is no association between prior type of institution and appointment type was not rejected.

Previous position held. Although a prior job title was captured for each presidential appointee, due to the wide variation found in the titles used it was not possible to objectively organize the data into meaningful categories for data analysis purposes. No data analysis was done on the association between the previous position held and the type of appointment.

Retirement status. Nearly a quarter (24.9%) of the interim appointees had previously retired, whereas 12.6% of the overall appointees were retired. Additionally, 19 individuals who had previously retired from the same of other institutions were appointed to a permanent presidency.

A statistically significant association was found between the retirement status of the individual and the type of presidential appointment, $\chi^2=74.471$, $df = 1$, $p<.001$,

resulting in the null hypothesis being rejected. Thus, retired individuals were more likely to be appointed as interims and less likely to receive a permanent appointment. A Cramer's V value of .31 indicates a high level of association between retirement status and appointment type.

Question Four: Time of year and type of appointment. Research question four sought to determine if there is an association between the time of year and the type of presidential appointment. The null hypothesis related to this question indicated that there is no significant association between the time of year and the type of presidential appointment. The alternative hypothesis was stated as: there is an association between the month of the appointment and the type of presidential appointment.

Figure 6 illustrates the frequency of appointment by month and appointment type. July was the predominant month for all appointment types with 35% of the permanent appointments and 25% of the interim and acting appointments starting then.

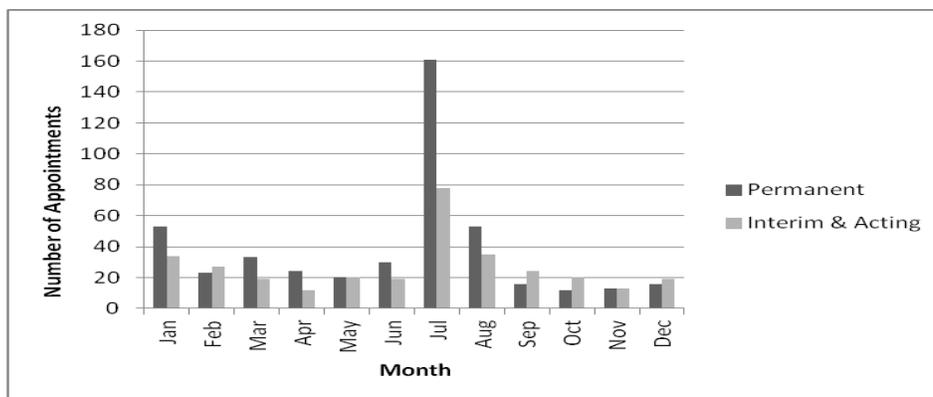


Figure 6: Presidential Transition by Month and Appointment Type

A Chi-square value of 28.009 and a p -value of .003 resulted in rejecting the null hypothesis. It was found that there is a statistically significant association between the time of year and the appointment type, although a Cramer's V value of .190 and a Lambda value of .069 do not indicate a very strong association.

Question Five: Length of appointment and use of title. Research question five was to determine if there was an association between the length of the appointment and the use of the *interim* versus *acting* title. The null hypothesis related to this question indicated that there is no significant association between the length of the appointment and type of title used. The alternative hypothesis was stated as: there is an association between the length of the appointment and the type of title used, *interim* or *acting* president.

The median length of appointment for all temporary appointments was seven months, with eight and four month medians respectively for the length of interim and acting appointments. The duration of appointments using the *interim* title ranged from 0 to 36 months, whereas, the duration of appointments using the *acting* title ranged from 0 to 16 months. Table 23 shows the frequency of appointment by month range for each title used.

Because of the small number of instances found for the acting title beyond 12 months, chi-square analysis was done using the ranges 0-6 and 7 plus months. The resulting chi-square value of 15.749 and a p -value of .0001 indicated that there is a

Table 23

Length of Temporary Presidential Appointment by Title Used

	Length of Appointment in Months					Total
	0-6	7-12	13-24	25-35	36+	
Number of Times <i>Interim</i> Title Used	94	97	24	2	1	218
Percentage of Total Appointments in which <i>Interim</i> Title Used	43.1	44.5	11	.9	.5	100.0
Number of Times <i>Acting</i> Title Used	29	6	2	0	0	37
Percentage of Total Appointments in which <i>Acting</i> Title Use	78.4	16.2	5.4	0	0	100.0

statistically significant association between the length of the appointment and the use of titles, thus the null hypothesis was rejected. Additionally, a Cramer's V value of .249 indicates a fairly strong relationship between the length of appointment and the title used. This suggested that the acting title was used for short term appointments rather than the interim title.

Question Six: Institutional characteristics and subsequent permanent appointment. Research question six was concerned with determining if there was an association between institutional characteristics (state, region, size, and locale) and interims being appointed to the subsequent permanent presidency. The null hypothesis related to this question indicated that there is no significant association between institutional characteristics and interims being appointed or not appointed to the subsequent permanent position. The alternative hypothesis was stated as: there is an

association between institutional characteristics and an interim subsequently being appointed or not being appointed to the permanent position. Chi-square was applied to test this hypothesis for college size and locale, whereas college state and region lacked enough cell data to conduct significance testing relative to whether or not the interim was appointed to the permanent position. There were no significant associations found between the reduced set of institutional characteristics (college size and locale) and whether or not the interims were subsequently appointed to the permanent position. These analyses are presented in greater detail below.

State. Table 24 shows the distribution among states in which interims were subsequently appointed to the permanent position and those that were not. There were 14 states in which interims were not appointed to the subsequent permanent positions, 27 states in which interims were appointed to subsequent positions, 18 states in which both occurred, and 9 states in which neither occurred.

Table 24

State Distribution of Subsequent Permanent Appointments

State	Nbr of Interims not appointed subsequently	Nbr of Interims appointed subsequently	Total Nbr of Interims	% of state total in which Interims appointed subsequently
Alabama	5	3	8	37.5
Alaska	0	0	0	0.0
Arizona	1	3	4	75.0
Arkansas	2	1	3	33.3
California	27	11	38	28.9
Colorado	6	1	7	14.3
Connecticut	0	1	1	100.0

Delaware	0	0	0	0.0
Florida	2	3	5	60.0
Georgia	2	6	8	75.0
Hawaii	0	1	1	100.0
Idaho	0	2	2	100.0
Illinois	8	7	15	46.7
Indiana	3	0	3	0.0
Iowa	1	1	2	50.0
Kansas	3	1	4	25.0
Kentucky	4	0	4	0.0
Louisiana	1	0	1	0.0
Maine	0	0	0	0.0
Maryland	2	0	2	0.0
Massachusetts	0	0	0	0.0
Michigan	4	2	6	33.3
Minnesota	2	0	2	0.0
Mississippi	0	0	0	0.0
Missouri	0	2	2	100.0
Montana	0	1	1	100.0
Nebraska	0	2	2	100.0
Nevada	1	0	1	0.0
New Hampshire	0	0	0	0.0
New Jersey	3	2	5	40.0
New Mexico	3	0	3	0.0
New York	7	0	7	0.0
North Carolina	7	1	8	12.5
North Dakota	0	1	1	100.0
Ohio	2	3	5	60.0
Oklahoma	0	1	1	100.0
Oregon	4	3	7	42.9
Pennsylvania	1	2	3	66.7
Rhode Island	0	0	0	0.0
South Carolina	2	0	2	0.0
South Dakota	0	0	0	0.0

Tennessee	0	0	0	0.0
Texas	8	6	14	42.9
Utah	2	0	2	0.0
Vermont	0	1	1	100.0
Virginia	3	0	3	0.0
Washington	1	5	6	83.3
West Virginia	2	0	2	0.0
Wisconsin	2	0	2	0.0
Wyoming	1	0	1	0.0
Totals	122	73	195	37.4

Region. There was little percentage difference between regions in which interims were and were not appointed to the subsequent permanent position. There were two regions, New England and The Plains, in which more interims were appointed to permanent positions than not, whereas in all other regions, the opposite was true.

Size and locale. The small and medium small colleges accounted for 58 or 79.4% of the 73 interims who obtained subsequent permanent appointments. Additionally, 41 or 56.2% of such appointments occurred in rural colleges. Figure 7 shows a comparison of the number of interims who were and were not appointed to the subsequent position based on the size and locale of the college.

Chi-square results failed to reject the null hypothesis for the institutional characteristics of college size ($\chi^2=7.117$, $df=3$, $p=.068$) and locale ($\chi^2=2.978$, $df=2$, $p=.226$) in relationship to whether or not the interim received the permanent position. That is, college size had no influence on whether or not the interim received the

permanent position. College locale (rural, suburban, or urban) also did not affect the likelihood of an interim receiving the permanent position.

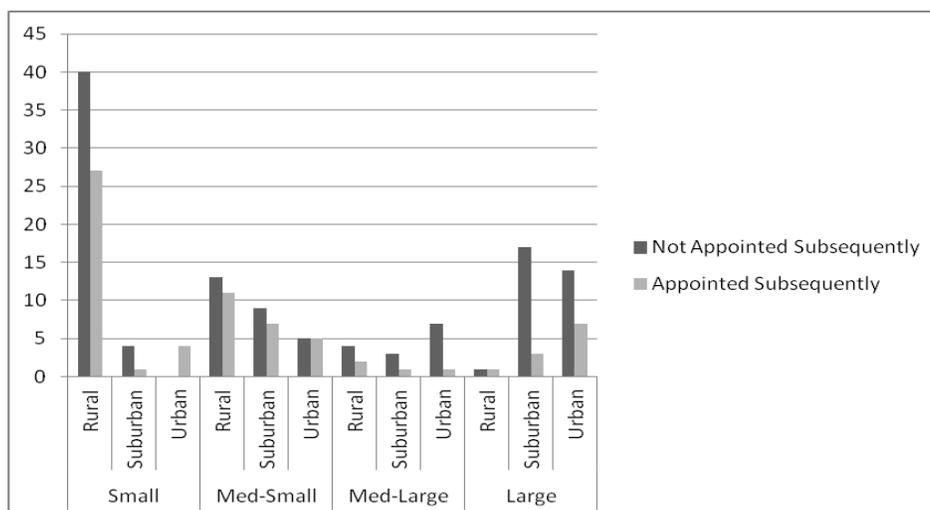


Figure 7: Interim Subsequent Appointments by College Size and Locale

Question Seven: Personal characteristics and subsequent permanent

appointment. Research question seven was concerned with determining if there was an association between the personal characteristics (gender, institution status, prior presidential experience, prior institution type, prior interim experience, retirement status, and previous position) of the interim and being subsequently appointed or not appointed to the permanent presidency. The null hypothesis related to this question indicated that there is no significant association between personal characteristics and the interim being subsequently appointed or not appointed to the permanent position. The alternative hypothesis was stated as: there is a significant association between the personal characteristics of the interim and being appointed or not appointed to the subsequent permanent position. Hypothesis testing was conducted with chi-square and Fisher's exact for possible associations between personal characteristics of the interim

and whether or not were subsequently appointed to the permanent presidency. When two results did not agree as to significance and there was a very small difference in p -values, the findings are noted as being inconclusive based on the exploratory nature of the study. Both tests were in agreement in finding significant associations for prior presidential experience and retirement status as summarized in Table 25. Each personal characteristic and the corresponding findings are discussed in the following sections.

Table 25

Relationship between Personal Characteristics and Subsequent Permanent Appointment

Personal Characteristic	Chi-Square	Df	Chi-Square P-Value	Fisher's Exact P-Value
Gender	.001	1	.978	1.000
Origin Relative to Institution**	3.953	1	.047*	.061
Prior Presidential Experience	6.904	1	.009*	.009*
Prior Interim Experience**	3.925	1	.048*	.061
Prior Institution Type	2.355	1	.125	.217
Retirement Status	21.231	1	<.001*	<.001*

* .05 significance level, **results are inconclusive

Gender. There were 73 individuals who were subsequently appointed to the permanent presidency and 122 individuals who were not subsequently appointed to the permanent presidency. Both groups, those who were and were not subsequently appointed to the permanent position, consisted of 30% females and 70% males. These results are consistent with the 32% female to 68% male ratio found for president appointments (interim and permanent) overall in the study. Chi-square ($\chi^2=.001$, $df=1$, $p=.978$) and Fisher's exact testing ($p=1.000$) failed to reject the null hypothesis,

finding no significant relationship between gender and the interim being subsequently appointed or not appointed to the permanent position. The likelihood of being subsequently appointed or not appointed was found to be gender neutral.

Origin relative to institution. The majority (65%) of interims who were subsequently appointed to the permanent position came from inside the college. A smaller majority (56%) of interims who were not subsequently appointed to the permanent position also came from inside the college. In order to conduct chi-square testing, the data were condensed into a 2x2 contingency table breaking out interims receiving and not receiving the permanent position by their origin, inside (including inside the district) or outside the college. A chi-square value of 3.953 and a p -value of .047 indicated a significant association, but a Fisher's exact test p -value of .061 did not. With mixed significance findings between the two tests and a Fisher's exact test p -value close to the significance level, the results are inconclusive as to whether or not to reject the null hypothesis. Interims receiving the permanent position could be slightly more likely to originate from within the college district than from outside the college district.

For additional descriptive purposes, Table 26 captures the types of subsequent appointments in terms of the origin of the interim and the origin of the subsequent permanent appointee. Of interest is that other than the same person being appointed to the permanent position, it was infrequent for any other person inside the college or inside the district to be subsequently appointed.

Table 26

Origin of the Interim compared to the Origin of the Permanent President who replaced the Interim

Origin of Interim	Origin of the Permanent President who Replaced the Interim					Total
	Same Person	Inside College	Inside District	Inside State	Outside State	
Inside College	48	7	3	33	25	116
Inside District	4			2	2	8
Inside State	15		2	16	18	51
Outside State	4		1	4	9	18
Unknown	2					2
Total	73	7	6	55	54	195

Prior presidential experience. There were a higher percentage of interims with prior presidential experience who were not (30.3%) subsequently appointed to the permanent position than those who were (13.7%) subsequently appointed to the permanent position. Furthermore, chi-square test results ($\chi^2=6.904$, $df = 1$, $p=.009$) and a Fisher's exact p -value of .009 reject the null hypothesis, concluding that there is a statistically significant association between having had prior presidential experience and an interim being subsequently appointed to the permanent position. Interims who were subsequently appointed to permanent positions were less likely to have been presidents previously.

Prior interim presidential experience. Individuals appointed to the subsequent permanent position had less prior interim experience (5.5%) compared to those who were not appointed to the subsequent position (14.8%). Chi-square testing found a significant association ($\chi^2=3.925$, $df = 1$, $p=.048$) between having prior interim presidential experience and whether or not an interim received the permanent

appointment whereas Fisher's exact testing (p -value of .061) did not. Because the two results did not agree, it is inconclusive as to if individuals serving as interims who had prior interim president experience were more or less likely than those without prior interim experience to receive the permanent position.

Prior community college experience. Prior community college experience was high among both those who were subsequently appointed (97.3%) and those who were not (91.8%). Chi-square testing ($\chi^2=2.355$, $df = 1$, $p=.125$) and the Fisher's exact test p -value of .217 failed to reject the null hypothesis, thus it was determined there is not a significant association between having prior community college experience and whether or not the interim received the permanent presidency. It is likely that both those who were and were not appointed to the permanent presidency had prior community college experience.

Retirement status. The majority of interims who were subsequently appointed to permanent positions had not previously retired from the same or other institution (69 interims or 94.5% of the total). There were a few interims who received the permanent position and had previously retired (4 or 5.5%). Over a third of the interims who were not subsequently appointed to the permanent position had previously retired (42 or 34.4%). Chi-square results ($\chi^2=21.231$, $df = 1$, $p<.001$) and Fisher's exact test results ($p<.001$) rejected the null hypothesis, thus it was concluded there is a significant association between an interim being retired and whether or not they received the permanent position. A Cramer's V value of .330 indicated a very strong

association; therefore it was highly unlikely for retired presidents to once again receive a permanent presidency.

Summary

This purpose of this study was to add to the body of knowledge of community college literature by examining factors related to the appointment of interim community college presidents. The major findings of this study are as follows:

- There was no statistically significant association found between institutional characteristics (region of country, size, locale) and the type of presidential appointment (interim or permanent). The highest percentage of interim appointments was found in the Far West (46%) and Rocky Mountain (45%) regions. Large colleges and urban colleges also experienced interim appointments more often than other types of colleges.
- This study found a statistically significant association between the reason for the presidential transition (anticipated or unanticipated) and the type of presidential appointment. Interims were more likely to be appointed for unanticipated reasons than permanent presidents. Of the total 216 unanticipated transitions, 187 or 86.6% resulted in interim appointments, whereas only 29 or 13.4% resulted in permanent presidential appointments. Conversely, of the total 518 transitions that were anticipated, 412 or 79.5% resulted in permanent presidencies and 106 or 20.5% resulted in interim presidencies.

- Looking at personal characteristics and their association with the type of presidential appointment (dependent variable), this study showed no statistically significant association for the independent variables of gender, prior presidential experience, or the prior institution type. The study did find that the majority of all the individuals were male (68%), were first time presidents (74%), and had community college experience (89%). There were statistically significant associations found for the independent variables of the origin of the individual relative to the institution, prior interim president experience, and retirement status. Interims were more likely to be appointed from within the college than from the outside; they were less likely to have prior interim experience; and, they were more likely to be retired than individuals appointed to permanent presidencies.
- Most presidential appointments occurred in the month of July. The study also found a statistically significant association between the time of the year of the appointment and the type of appointment.
- When looking at the usage of the titles *interim* and *acting* president, it was found that 78% of the acting presidencies were for six months or less, whereas 57% of the interim presidencies were for more than six months. A slight statistically significant association was found between the length of the appointment and the title used.

- There were no significant associations found between institutional characteristics (region of country, size, locale) and whether or not an interim was appointed to the subsequent permanent position.
- Analysis of the personal characteristics of the 73 interims who were subsequently appointed to the permanent presidency compared to the 122 interims who were not subsequent appointed to the permanent presidency found statistically significant associations for prior presidential experience and retirement status. Those who did not receive the permanent presidency were likely to be retired presidents. Of the 122 permanent positions not subsequently filled by the sitting interim, only 13 other individuals inside the college or district were subsequently appointed.

The following chapter will provide a summary of the study, discussion of the findings, their implications for practice, and suggestions for further research.

CHAPTER FIVE: DISCUSSION

The purpose of this study was to examine factors related to the appointment of interim community college presidents. Specifically, the study aimed to describe the frequency and relationships of key variables found in the literature associated with appointing interim presidents. The following research questions were addressed:

- Is there an association between institutional characteristics (state, geographic region, size, and locale) and the type of presidential appointment?
- Is there an association between the reason for presidential transition and the type of appointment?
- Is there an association between the personal characteristics of the appointee (gender, origin, prior presidential experience, prior interim experience, prior type of institution, previous position held, and retirement status) and the type of presidential appointment?
- Is there an association between the time of year of the presidential transition and the type of appointment?
- Is there an association between the length of the appointment and the use of the titles *interim* and *acting*?
- Is there an association between institutional characteristics (state, geographic region, size, and locale) and an interim being appointed or not being appointed to the subsequent permanent position?
- Is there an association between the personal characteristics of the interim (gender, origin, prior presidential experience, prior interim experience, prior

type of institution, previous position held, and retirement status) and being appointed or not being appointed to the subsequent permanent position?

This chapter provides an overview of the problem, reviews the study methodology, presents the study limitations, interprets the findings, discusses implications for practice, and offers suggestions for further research.

Overview of Problem

The appointment of interim community college presidents is a common occurrence that has rarely been studied (Thompson, et al., 2012). Because of a known leadership gap (Duree, 2008; Shults, 2001) due to retirement, high turnover, and a shortage in traditional replacements, the appointment of interim presidents is certain to continue or increase. Interims are hired for a variety of reasons with the ultimate goal of effectively transitioning the institution to a permanent leader (Farquhar, 1995; Gilmore, 1988; Goss & Bridson, 1998; Inkson, et al., 2001; Martin, 2006; Thompson, et al., 2012). The work of the interim is difficult, fraught with ambiguity. An interim must effectively balance competing priorities while moving institutions forward, often under crisis circumstances. Thompson, et al. (2012) posited the AACCC leadership competencies of organizational strategy, resource management, strong communication, collaboration, community college advocacy, and professionalism are essential for an effective interim presidency. This study was needed to add to the literature in terms of better understanding this important type of temporary leadership.

From a practical viewpoint, college boards of trustees are charged with hiring interim presidents and have several choices to consider such as whether to hire from

inside the college or employ a seasoned outsider with prior presidential experience. Additionally, individuals considering an interim appointment must weigh such a decision against furthering their career goals. This study was needed to inform the decision making process of those considering hiring an interim president or being an interim president.

Study Methodology

In order to answer the study questions, an unobtrusive measure of collecting data through online announcements of presidential appointments for the 5-year period July 2006 through June 2011 was employed. An initial codebook and coding form were pilot tested using 10 online announcements of presidential appointments from the years 2000-2004. As a result of the pilot testing, refinement of the study variables and coding instructions resulted in inter-rater reliability scores at acceptable levels of .7 or above (Neuendorf, 2002).

A census approach was taken to collecting the data, determining if each of the 978 public institutions in the population had experienced a presidential transition within the study period. Data collection procedures consisted of six phases: capturing college data, searching by college, creating a table of presidents, coding each presidential transition, filling in timeline gaps, and randomly recoding to check for consistency.

There were several measures taken to ensure the validity and reliability of this study: variables were derived from the literature; pilot testing confirmed inter-rater reliability; variables were operationalized with exhaustive categories; coding rules

were detailed for replication purposes; and coding occurred in small chunks of time to avoid coder fatigue and data entry errors (Neuendorf, 2002). Employing unobtrusive measures for the study also allowed for a high degree of objectivity by mitigating common measurement biases due to interaction with those being studied (Russ-Eft & Preskill, 2009).

Once data were collected, descriptive and inferential statistics were applied to analyze the data. Cross-tabulation and chi-square determined if the null hypotheses could be rejected at the 95% confidence level for the first five research questions that looked at several factors in relationship to the type of presidential appointment—interim or permanent. Additionally, Goodman and Krusal's Lambda and Cramer's V values provided additional information about the strength of relationships that were found statistically significant. Research questions six and seven examined potential associations by analyzing the institutional and individual characteristics of interims that were and were not subsequently appointed to permanent presidencies. Fisher's exact testing was added for question seven for accuracy purposes given smaller expected cell frequencies for the subset of data specific to the question.

Study Limitations

This section discusses limitations that could impact the study findings. Such limitations are inherent to any post-positivistic research design (Creswell, 2008). Perhaps the foremost limitation of the study is that it is primarily descriptive, and although some statistically significant associations were found, the study cannot claim causation (Creswell 2008; Neuman, 2003). The overarching goals of this study were to

document the factors related to appointing interim community college presidents and to explore significant relationships between factors. The topic of interim community college presidencies has been little studied, and capturing baseline data on the phenomenon was needed. Future studies will need to adhere to quasi-experimental or experimental designs in order to provide an indication of causality between variables (Creswell 2008; Neuman, 2003).

A second limitation concerns the method of collecting data through the unobtrusive method of coding online announcements of presidential appointments for a 5-year period, July 2006-June 2011. The study was limited to the data contained within online announcements, which did not allow some constructs found in the literature to be fully explored. For example, one of the key factors found in the literature was that of the interim moving to the permanent position. This factor could only be examined indirectly through comparing interims that were and were not subsequently appointed to the permanent presidency. The data could not be used to identify interims that tried for and did not get the permanent presidency, or those that were not permitted candidacy by state or college policy. Additionally, the education level of the appointee was found to be inconsistently included in the announcements, and the prior position of the appointee was found to be too variable for meaningful coding. The data representing important constructs related to community college presidencies such as ethnicity and age were also not available in the online announcements. Future researchers may want to consider adding surveys to capture

data not readily obtainable through unobtrusive measures (Dillman, Smyth, & Christian, 2009).

A third limitation of the study was that beyond the pilot project, only one person, the author of the study, coded the data. Traditionally, content analysis is conducted with at least two coders in order to assess both pilot and final inter-rater reliability (Krippendorff, 2009; Neuendorf, 2002). A random re-coding phase was added to the data collection to mitigate this limitation.

Finally, a standard for research using a post-positivistic approach is the ability to replicate results (Neuman, 2003). This study consisted of data collected online from a specific period of time, July 2006 to June 2011, which presents a fourth limitation. Although the data were archived locally by the researcher, over time, it may not be readily available to others due to the evolving nature of the Internet (McMillan, 2009). Thus, the census approach that was used for this study may not be available to future researchers; although, it is likely much of the data would still be accessible through Internet archives (Lee, 2000). Alternatively, a survey approach could be used to collect the data (Dillman, et al., 2009).

Interpretation of Findings

Overall, this study confirmed the community college leadership gap in terms of presidential transition as well as the widespread appointment of interim presidents within community colleges. Of the 978 institutions included in the study, 497 (51%) experienced presidential transition within the study period of July 2006 through June

2011, and 24% colleges experienced more than one transition in the same five-year period.

Presidential transition in community colleges occurred in all geographic regions with the Rocky Mountains, Far West, Southwest, and Plains Regions experiencing over 50% transition. California accounted for 15.5% of the total 497 transitions that occurred in the five-year period with 77 or 69.4% of its 111 community colleges experiencing transition. There were other states in which a higher percentage of colleges experienced transition, but it could be expected for California to have the highest overall transition numbers, since it has by far the largest absolute number of community colleges in the study. Retirements, rising incidents of presidents leaving “under fire,” and the lack of a public research university within its borders providing doctoral degrees in educational leadership are reasons cited by the Community College League of California (2010) for high presidential turnover.

Presidential transition occurred regardless of college size or locale, with the highest percentage of transition occurring in large, suburban colleges at 65%. These results are consistent with Demougeot (2008) who found the larger the enrollment of the community college, the higher the presidential turnover rate. Demougeot concluded that a larger institution may face more challenges resulting in additional performance pressures for college presidents that ultimately cause higher turnover than small colleges.

Shults (2001) predicted 45% of community college presidents would retire by 2012, whereas Duree (2008) found a higher percentage (79%) would retire by 2012.

The current study found retirements accounted for 28.9% of the presidential transitions from June 2006-July 2011, which is notably less than predicted by Shults or Duree. The current study also found 25.3% of presidential transitions were due to interim replacement. It is logical to assume a large percentage of the interims that were replaced were originally appointed due to retirement, although that cannot be verified by this study due to its date limitations. That is, if an interim was already in place in July 2006, they were not included in the dataset, but their subsequent replacement was. Assuming all interim replacements were originally due to retirement, the resulting 54.2% is still short of the 79% Duree predicted, but above the Shults figure of 45%. A reasonable explanation for the difference between studies is that many of the presidents that Duree predicted to have retired delayed retiring due to poor economic conditions (Ashford, 2011).

According to the literature, the question of allowing the interim candidacy for the permanent position is a key decision in the hiring process (Chapman, et al., 1988; Farquhar, 1995; Gilmore, 1988; Martin, 2006; Minner, 2004; Ondercin, 2009; Rud, 2004). This study looked at the question of candidacy indirectly by comparing the institutional and personal characteristics of interims who subsequently were appointed to the permanent position to those who were not appointed to the permanent position. There were 195 instances in which the data were fully captured for the interim and the subsequent presidency. Of the 195 total, 73 or 37.4% of the interims were subsequently appointed to the permanent position and 122 or 62.6% were not. It is unknown how many of the 122 interims who did not obtain permanent positions were

candidates. It should be noted there are also many other factors besides candidacy that could influence whether interims are hired for the permanent position that are beyond the scope of this study.

Of the 797 presidential appointments captured in this study, 41% were interim or acting appointments, and 55% of the permanent appointments replaced interims. These figures validated the premise that there is a considerable population of interim presidents and confirmed the need for the current study. The following sections provide interpretation of the significant findings by research question.

Question One: Institutional characteristics and appointment type. There was no statistically significant association found between institutional characteristics (region of country, size, and locale) and the type of presidential appointment (interim or permanent). The highest percentage of interim appointments was found in the Far West (46%) and Rocky Mountain (45%) regions, which also aligns with the regions that experienced the highest presidential transition at 68% and 71% respectively.

In absolute numbers, small and rural colleges had the most interim appointments at 141 and 154 respectively, whereas large and urban colleges experienced the most interim appointments as a percentage of their total presidential transitions at 46.5% and 48.4% respectively. Predictably, large colleges also had the highest presidential transition rates at 60.7%.

Question Two: Transition reason and appointment type. This study found a very strong statistically significant association between the reason for the presidential transition (anticipated or unanticipated) and the type of presidential appointment. The

category of anticipated transitions consisted of presidential retirements and interim replacement, whereas the unanticipated category included job change, death or illness, possible wrongdoing, firing, and resignation. Of the total 216 unanticipated transitions, 187 or 86.6% resulted in interim appointments, whereas only 29 or 13.4% resulted in permanent presidential appointments. These results were not surprising in light of the body of literature that suggests interims are most often appointed during times of crisis (Everley, 1993; Farquhar, 1995; Fretwell, 2004; Hall, 1995; Theus, 1995; Thompson, et al., 2012).

Question Three: Personal characteristics and appointment type. The study found mixed results in terms of personal characteristics (gender, prior presidential experience, prior institution type, origin of the individual relative to the institution, prior interim president experience, and retirement status) in relationship to the type of presidential appointment. Significant associations were found for the origin of the individual relative to the institution, prior interim president experience, and retirement status.

Although no significant associations were found with the type of appointment, the majority of individuals were male (68%), were first time presidents (74%), and had prior community college experience (89%) regardless of being appointed as an interim or permanent president. Females represented 32% of the presidencies in this study, which is higher than the 29% reported by Eddy and Cox (2008). Although there was a slight increase, the current study substantiated the position that women continue to be

underrepresented at the presidential level compared to the 57% of community college students who are women (Eddy & Cox, 2008).

The study found a statistically significant association between the origin of the individual relative to the institution and the type of appointment. Although the literature (DeZonia, 1979; Farquhar, 1995; Gilmore, 1988; Langevin & Koenig, 2004; Martin, 2006; Perry, 2003) indicated there is a benefit to appointing an outside individual with prior presidential experience to the interim position, this study found the opposite to occur often in practice. Interim presidencies were filled 60.8% of the time by insiders who were also first time presidents. Although it was known from the data that college boards of trustees more often choose insider over outsider interims, the criteria that were used to make such a decision were unknown. It may simply be more convenient to appoint an interim from inside the institution, or it may be difficult and costly to find outsiders willing to temporarily relocate. Alternatively, an internal interim could be viewed as having the institutional knowledge to respond quickly to interim and external challenges (Thompson, et al., 2012).

The current study agreed with Amey, et al. (2002) in that approximately 65% of the permanent presidents were hired from outside the college. The current study found a higher percentage (34%) of permanent presidents came from inside than Amey et al. (22%). Additionally, 13% were hired from outside community colleges in the current study confirming findings of Amey, et al. The growth predicted by Amey, et al. in 2002 in hiring presidents from outside of the community college sector did not occur in the current study.

The current study found a statistically significant association between prior interim president experience and the appointment type. Overall, 20.2% of presidencies were filled by individuals with prior interim president experience (at the same or other institution); 15.2% of interims had prior interim experience, and 24.6% of permanent presidents had prior interim experience. With close to a quarter of permanent presidents having prior interim experience, it becomes apparent that interim experience may play a significant role in presidential career paths.

A statistically significant association was found between retirement status and appointment type. Such an association was not unexpected considering the growing pool of retired community college presidents (Cauchon, 2008) and organizations that provide retirees with interim placement services (ACCT, 2009; Frost, 2009). Nearly a quarter (24.9%) of interim appointees had previously retired. What was unexpected from the data analysis was that 19 individuals, who had previously retired, were appointed to a permanent presidency. Perhaps just as community college presidents may be choosing to delay retiring for financial reasons, others may choose to leave retirement for financial reasons.

Question Four: Time of year and appointment type. The study found a statistically significant association between the time of the year of the appointment and the type of appointment. The highest occurrence of all presidential appointments was in the month of July (31%), with 35% of permanent appointments and 25% of interim appointments occurring then. There was little variation among months as to the relative percentages of appointment types, except during the last quarter of the

year (October through December), when interim appointments (16%) were higher than permanent appointments (9%). Although a Cramer's V value of .190 indicates a fairly weak association between the time of year and the type of appointment, it seemed plausible that the association could stem from the correlation between unanticipated presidential transitions and interim appointments.

Question Five: Length of appointment and title. When looking at the choice of titles, *interim* compared to *acting* president, it was found that 78% of the acting presidencies were for six months or less, whereas 57% of the interim presidencies were for more than six months. A slight statistically significant association was found between the length of the appointment and the title given to the appointee. These results reinforced the position taken by Dowling (1997), Farquhar (1995), and Langevin and Koenig (2004) as to the distinction among titles: an acting president is one who has assumed the presidency for an indefinite, though typically very short-term period; in contrast, an interim president has been given a definite time period, typically up to a year.

Question Six: Institutional characteristics and subsequent permanent appointment. There was no statistically significant association found between institutional characteristics and whether or not interims received the permanent position.

Question Seven: Personal characteristics and subsequent permanent appointment. The study found that interims who did continue to the permanent president were unlikely to have been retired presidents. In terms of candidacy, it is

also fairly logical to assume most of the interims who had previously retired were not seeking the permanent presidency, accounting for 34.4% of the interims not subsequently appointed. Not being allowed candidacy, not seeking the candidacy, or applying for the permanent position and not getting it are the reasons interims would not be subsequently appointed. It was unknown from the current study as to how often each reason occurred or how often interims pursue other presidencies when not appointed to the permanent position.

Although the results were inconclusive as to association between those who were and were not appointed in regard to origin, college insiders (65%) were appointed more often to the subsequent permanent position over outsiders (35%). The study did find there were only 7 out of 55 individuals from inside the college who obtained the permanent presidency without being the interim, and no one from inside the college obtained the permanent presidency following interims from outside the college. In other words, when a college board of trustees chose to appoint an internal interim, the interim was most likely to be appointed to the permanent presidency over any other insider. These results indicated college boards of trustees may routinely turn to the most qualified internal person to appoint as interim in the first place. A current inside interim may also provide a disincentive for other qualified insiders to apply for the permanent presidency (Dowling, 1997). Additionally, it is feasible that the departing president could have some influence on the interim choice depending on the circumstances for the turnover and their relationship with the board of trustees.

Implications for Practice

This section discusses the study findings in regard to their implications for informing board of trustees who may be faced with hiring an interim president and individuals considering an interim appointment.

Board of trustees. This study found the appointment of interims to be associated with the prior president leaving for unanticipated reasons: job change, death or illness, possible wrongdoing, being fired, and resignation. The study also found an association between being a college insider to being appointed to an interim position. These findings suggested boards may turn quickly to an insider who they know and who seems the most qualified for the interim position. Although not confirmed by the current study, the literature indicated the Chief Academic Officer as the most likely internal candidate (Amey, et al., 2002; Cejda & McKenney, 2000). The association found between being retired and being an interim suggested boards that do not choose to appoint an internal interim may prefer an experienced outsider who may be working through an interim placement agency (ACCT, 2009; Frost, 2009; Jones & Warnick, 2012).

What was implied from these findings was that community colleges boards of trustees are often are ill prepared for the sudden departure of their president and may rush to making an interim decision (Fretwell, 2004). Ideally, a presidential turnover should be viewed as a strategic opportunity during which time the institution reviews its mission, programs, budget, and other priorities (Langevin & Koenig, 2004). Thus, an interim period should allow the college a time to breathe while conducting a

thorough needs assessment. Ultimately, a successful interim period will prepare for the institution for its next permanent president by fostering a culture of change and removing excess baggage. An effective interim president can provide institutional value by building trust, developing talent, building networks, and being transparent in their decisions (Martin 2006).

Boards should act proactively to develop a contingency or succession plan that prepares the institution to continue to move forward during a leadership transition (Riggs, 2009). According to Wallin, et al. (2005), key features of comprehensive succession planning should include: (a) establishing an oversight committee; (b) identifying key organizational positions; (c) establishing criteria for these positions in term of meeting the long-range goals of the organization; (d) identifying a diverse group of individuals with possible interest; (e) establishing a mentoring program for the emerging leaders; (f) assisting candidates with creating development plans; and (g) evaluating the effectiveness of the succession planning program. Such succession planning should include contingencies for filling interim positions (Fretwell, 2004).

Community college boards of trustees should be aware of the unique challenges of being an interim president in order to provide support and establish an effective relationship with whoever is appointed (Thompson, et al., 2012). Boards should be familiar with the AACCC competencies and should select their presidents, interim or otherwise, from those who have a history of exhibiting such qualities (Hassan, 2008; Thompson, et al., 2012). Boards must also decide if it is in the best interest for their institution to appoint an interim from within and whether or not to

allow an interim candidacy for the permanent presidency. Boards should be aware, that, in some cases when interims seek the permanent position and fail to obtain it, they may undermine the new president, leave the institution, or resent returning to their former position (Minner, 2004; Rud, 2004). Additionally, boards should consider the possible domino effect that may occur below the presidency when appointing an internal candidate. Several temporary vacancies or extra burden on existing administrators could result unintentionally (Riggs, 2009).

Overall, this study found a high percentage of presidential transitions in community colleges resulted in appointing interims, and a significant number of interims were subsequently appointed to the permanent position. These results suggested that community colleges should examine the hiring policies and practices associated with selecting and replacing interims. Langevin and Koenig (2004) stated candidates for interim presidencies are prequalified and their placement involves a different process than that of permanent presidential searches. In an era of transparency, this line of thinking may be outdated, particularly for community colleges operating under the assumption of shared governance (Olson, 2009). Although selecting an interim from a prequalified small pool of individuals can result in a quick transition, it may bypass faculty and staff having any input into the hiring decision process. Community college boards who eschew a transparent search process could also face media scrutiny, particularly when an interim is moved into the permanent position without a search for other candidates (Fain, 2011).

In cases where hiring policies for interims do not exist, they should be created and address issues such as appointment length, candidacy, title, and the level of participation expected by the interim in hiring their replacement. The expectations of the job and the evaluation criteria and process should be clearly communicated from the college board of trustees to the interim appointee. Additionally, it should be made clear to those selected from the inside as to who assumes their current duties and what happens after the interregnum.

Individuals. For those seeking to attain a first presidency, it is recommended they have a doctoral degree, have experience working in a community college, and know the institution to which they are applying (Jones & Warnick, 2012). Additionally, a prospective president should concentrate on developing the AACC competencies of organizational strategy, resource management, strong communication, collaboration, community college advocacy, and professionalism (Hassan, 2008; McNair, 2010; Thompson, et al., 2012).

The current study found it likely for permanent presidents to have had interim experience along their career paths. The current study also found that, when internal interims are not subsequently appointed to a permanent presidency, rarely are any other individuals from within appointed to the permanent presidency. These findings implied that accepting an interim appointment could be beneficial for those wishing to move into a permanent presidency, whether for inside advancement or pursuing outside opportunities. If an individual desires to become a permanent president and an interim presidency is offered to them, the study results indicated that it may be a wise

career move to accept the offer. When an interim offer is made, one should also clarify in writing with the board of trustees as to the expectations for the interregnum, the length of time, candidacy status, the evaluation criteria and process, and the plan for when returning to a regular position (Mundt, 2004; Ondercin, 2009). In terms of individual career planning, an interim appointment appears to be an important stepping stone to a permanent presidency.

Suggestions for Further Research

This study looked at the factors associated with appointing interim community college presidents. Because the topic of interim community college presidents has rarely been studied, there are many areas that would benefit from additional inquiry. I offer the following suggestions for further research:

- *A study that looks at the leadership styles and experiences of professional interims—those who have been interims multiple times.* This study found several instances in which an individual served as an interim president more than once within the five-year period. Martin (2006), Sidoti (1997), and Zenger (1996) conducted studies of interim university presidents who served multiple times, but results may differ for community colleges.
- *A study of presidents who had prior interim experience that looks at how the interim experience prepared them for a permanent presidency.* This study found a statistically significant correlation between having prior interim presidential experience and being appointed to a permanent presidency, which indicated an interim presidency may be an important career step for aspiring presidents. Prior

studies of community college president career paths did not include interims (Amey, et al., 2002; Cejda & McKenney, 2000).

- *A study that examines how community college boards of trustees make decisions around appointing an interim president, particularly how they decide to choose an insider or outsider.* This study found interims were more likely to be appointed from inside the college and permanent presidents were more likely to be appointed from outside the college. Although there are many studies that debate the internal versus external interim question (Chapman, et al., 1988; DeZonia, 1979; Farquhar, 1995; Fenwick, 1996; Gilmore, 1988; Langevin & Koenig, 2004; Martin, 2006; Perry, 2003; Theus, 1995; Thompson, et al., 2012), there are no studies specific to community colleges other than Thompson et al. (2012). There are also no studies specific to who or what influences board decisions in this area.
- *A study of the experiences of internal interims who did not obtain the subsequent permanent position in terms of what happened afterwards. For example, did they leave the college and become permanent presidents elsewhere? What was their experience if they remained at the college?* This study found a significant relationship between having interim experience and being appointed to a permanent presidency. There were also 73 or 37% of interims who obtained the subsequent permanent presidency. It is unknown how many of the 63% or 122 who did not obtain permanent presidencies were candidates. Minner (2004), Ondercin (2009), and Rud (2004) all posited internal candidates who return to previous positions could view their institutions differently after the interim

experience. Additionally, Chapman et al. (1988) indicated interims who do not obtain the permanent position may leave to pursue other presidential opportunities.

- *A study that examines the possible domino effect when an internal interim president is appointed, causing multiple interim appointments to occur.* This study found 60.8% of interim presidencies were filled with insiders, which was likely to create other temporary positions during the interregnum (Draper & McMichael, 2002; Gilmore, 1988; Riggs, 2009).
- *A study that compares the effectiveness of permanent presidents that did and did not follow an interim. For example, is the desired outcome of appointing interims to facilitate a successful presidential transition being met?* The literature (Fretwell, 2004; Lavengin & Koenig, 2004; Martin, 2009) stressed the importance of preparing the institution for the next leader as the primary desired outcome for an interim president, but there have been no studies to date as to achievement of this outcome in practice.
- *A study that looks at what would be most effective for institutions in transition as far as whether to appoint an interim or permanent president and under what circumstances.* Given the challenging and unique nature of community college leadership, a study that looks at presidential transition from the structural, human resources, political, and symbolic organizational frames would be beneficial (Bolman & Deal, 2003).

Summary

Interim community college presidents are appointed for a variety of reasons and assume all the duties of permanent presidents. This purpose of this study was to examine the factors related to appointing interim community college presidents. Data were collected through online announcements of presidential appointments. An analysis of the data found the type of appointment (interim or permanent) was related to: the reason for the transition, origin of the individual relative to the institution, prior interim president experience, retirement status, and time of year. Additionally, a relationship was found between the choice of titles (interim or acting) and the length of the appointment. When comparing interims that were and were not subsequently appointed to the permanent position, those subsequently appointed to the permanent presidency most often came from within the college and work for small or medium-small rural colleges. In addition, it was rare for anyone other than the interim to be appointed subsequently to the permanent presidency from within the college.

Key recommendations from the study focused on issues for college boards of trustees and separately for individuals. Boards should plan ahead in preparing contingency or succession plans that include the possibility of an interim president. Personnel and hiring policies should be reviewed or established that include issues related to hiring interims such as the selection process, candidacy status, length of service, and performance evaluation. Individuals who are interested in becoming community college presidents should be aware that interim positions could provide an entrance into the permanent presidency. They should work on building AACC

leadership competencies and be fully informed as to what would be expected from an interim position if offered one. There were several suggestions given for future research that would advance what is known about interim community college presidencies.

Conclusion

I undertook this study with the intention to add to the body of community college literature on the topic of interim community college presidents in a meaningful and thoughtful manner. I hope I achieved my intention.

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APPENDICES

Appendix A: Coding Form

Coding Form: Community College Presidential Appointment Announcement

URL:

Coder ID:

College ID:

Appointee ID:

Appointee Gender: 1-Male 2-Female 3-Unable to determine

Type of Appointment: 1-Regular 2-Interim 3-Acting 4-Other 5-Unable to determine

Reason for Appointment: 1-Retirement 2-Job Change 3-Death/Serious Illness 4-Possible Wrongdoing 5-Interim Replacement 6-Replaced Themselves 7-Other

8-Resigned 9-Fired 10-Unable to Determine

Institution Status: 1-Inside College 2-Inside District 3-Outsider 4-Current Interim 5-Inside State 6-Unable to determine

Appointment Month:

Appointment Year:

Retired Indicator: 1-Yes- Same Institution 2-Yes-Other Institution 3-No 4-Unable to Determine

Appointee Title of Last Position Held:

Last Type of Organization: 1-University 2-Community College 3-K-12 4-Other Educational 5-Non Educational 6-Unable to determine

Previous interim experience: 1-Yes 2-No 3-Current Only 4-Unable to determine

Previous president experience: 1-Yes 2-No 3-Unable to determine

Appendix B: Codebook

Community College Presidential Appointment Announcement Codebook

Unit of Analysis: Each online announcement of a community college presidential appointment

URL: Fill in the uniform resource locator of where the online announcement was found

Coder ID: Indicate the number of the individual who coded that sheet, according to the coder ID list.

College ID: Lookup the college ID based on its name and state from the IPEDS list

Type of Appointment: Indicate whether the appointment is regular, interim, acting, other, or unable to determine.

1. Regular: There are no qualifiers used to describe the position such as *interim* or *acting*
2. Interim: The title *interim* is used to describe the appointment
3. Acting: The title *acting* is used to describe the appointment
4. Other: Another title besides *interim* or *acting* is used, list the title used
5. Unable to Determine

Reason for Appointment: Indicate whether the appointment is the result of a retirement, a job change, a death, a serious illness, wrongdoing, to replace an interim, other, or it's unable to determine the reason from the announcement)

1. Retirement: The person who was replaced retired
2. Job Change: The person who was replaced left to take another position

3. Death or Serious Illness: The person who was replaced died within office or couldn't continue for health reasons
4. Investigation/Possible Wrongdoing: The person who was replaced was undergoing a criminal investigation or had been accused/convicted of a crime
5. Interim Replacement: The person who was replaced had the title of *interim* or *acting* president
6. Replaced Themselves: The same person that was either interim or acting was announced as the permanent president
7. Other: Another specific reason was given for the replacement. List the specific reason.
8. Resigned: The term "resigned" was specifically used.
9. Resigned: The term "fired" was specifically used.
10. Unable to determine

Appointee ID: Give each appointee a unique 4-digit number, beginning with 0001 and proceeding upward without duplication across all announcements. If an appointee appears in more than one announcement, code him/her each time but use the *same* ID #. It is important that these numbers are accurate and non-duplicative.

Institution Status: Indicate whether the person appointed was considered an insider or an outsider to the institution

1. Inside College: The person appointed had worked for the college in their most recent position prior to the appointment
2. Inside District: The person appointed had worked within the district in their most recent position prior to the appointment

3. Outsider: The person appointed had not worked inside the state the college was located in during their most recent position prior to the appointment
4. Current Interim: The person appointed was currently the interim or acting president at the time of the appointment
5. Inside State: The person was not inside the college, inside the district, or the current interim as described above, but had worked most recently inside the same state the college was located in.
6. Unable to determine

Appointee Gender: Report the gender of the person appointed.

1. Male
2. Female
3. Unable to determine

Appointment Month: Report the starting month of the appointment (01 through 12)

Appointment Year: Report the starting year of the appointment (include the century, i.e. 2009 rather than 09).

Retired Indicator: Indicate whether or not the person appointed had retired from the same or another institution

1. Yes – same institution
2. Yes – another institution
3. No
4. Unable to determine

Appointee Title of Last Position Held: List the title of the last position the person appointed held or the phrase “unknown”

Appointee Last Type of Organization: Indicate the type of organization the person appointed last worked at.

1. University
2. Community College
3. K-12
4. Other Educational _____ (List type of institution)
5. Non Educational
6. Unable to Determine

Previous interim experience: Report if the announcement indicates the person appointed had experience in an interim presidential position prior to the current appointment, had no prior interim experience, or only the current interim experience is mentioned.

1. Yes
2. No
3. Current interim only
4. Unable to determine

Previous president experience: Report if the announcement indicates the person appointed had prior community college president experience.

1. Yes
2. No
3. Unable to determine

