The bibliography presents over 100 citations of papers, articles, and reports on diverse aspects of the administration of intensive English language programs. The works are produced by both individuals and organizations. Citations include basic bibliographic information and a brief annotation. Topics addressed include: specific program profiles and histories; costs; testing and student evaluation; faculty and staff development; program and curriculum planning; quality control; student advising; leadership; accreditation; gender differences in administration strategies; problem-solving; program evaluation; databases; foreign student characteristics; administrator role; faculty role; program self-evaluation; faculty portfolios; student development; student recruitment, selection, and placement; enrollment forecasting; organizational development; student acculturation needs; program design; administrative effectiveness; administrator evaluation; management systems; writing centers; administrator training; student life and services; ethics; advancing technology; and program innovation. (MSE)
A Bibliography of Sources for Intensive English Program Administration
Mary F. Gawienowski

Abdullah, N. A. (1995, April). Coming of age: A Malaysian-American IEP in transition. Paper presented at the annual convention of Teachers of English to Speakers of Other Languages, Long Beach, CA. Presentation by one of the founders of an IEP in Malaysia that worked with Indiana University to set up a rigorous English program. Issues such as status of the IEP in the university, faculty hiring, cultural differences/miscommunication, and others were addressed.


Alderson, J. C. (1990). British tests of English as a foreign language. In D. Douglas (Ed.), English language testing in U.S. colleges and universities (pp. 41-49). Washington, DC: NAFSA. Describes the different system of testing and test development in the U.K. It also discusses a study which looked at issues of comparability and predictability between the U.S. TOEFL and the U.K. CPE (Certificate of Proficiency in English). No results are offered as this article was written before the study was completed.

Angelis, P. J. (1990). English language testing: The view from the English teaching program. In D. Douglas (Ed.), English language testing in U.S. colleges and universities (pp. 19-26). Washington, DC: NAFSA. Discusses the types of on-site placement testing that are possible for determining the level of incoming international students. Also addresses issues related to re-testing students once they get to campus and setting up placement policy.

Angelis, P. J. (1982). Student evaluation. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 81-87). Washington, DC: NAFSA. Covers different tests types that may be part of an IEP, such as placement, curriculum specific, and assessment/achievement. Also looks at the pros and cons of in-house designed vs. standardized tests.

Balderston, F. E. (1981). Dynamics of planning: Strategic approaches and higher education. In J. A. Wilson (Ed.), Management science applications to academic administration (pp. 51-61). San Francisco, CA: Jossey-Bass Publishers. Examine five approaches to improving the decision-making process concerning the future direction of an organization as they apply to situations in higher education administration. The benefits and drawbacks of each approach are discussed as well.


The author draws on his own experience setting up an IEP and background literature to demonstrate and support his Interactive Model of Staff Development. The model, applied specifically to an IEP situation, also offers insight into creating an environment in which all positions can contribute to the development of each staff member in an IEP.

Barrett, R. P. (1990). Overview of ESL testing. In D. Douglas (Ed.), English language testing in U.S. colleges and universities (pp. 1-8). Washington, DC: NAFSA. Briefly describes some of the tests used for admission to a university and placement in an IEP. Also looks at the future of ESL testing as more ESP-oriented and with greater integration of culture and communicative skills.

Barrett, R. P. (Ed.). (1982). The administration of intensive English language programs. Washington, DC: NAFSA. A classic and referenced in almost all literature since on IEP administration. Includes articles on the needs of IEP students, IEP faculty, curriculum, testing and evaluation, and research. [Note: According to NAFSA, this book is out of print.]

Barrett, R. P. (1982). A guide to references in ESL methodology for the intensive program. In R. P. Barrett (Ed.), The administration of intensive English programs (pp. 77-79). Washington, DC: NAFSA. A list of materials recommended by the author for setting up a small resource library for IEP teachers. A good beginning but much has been published since that would also be of benefit to teachers.


Advice for setting up an advising program in an IEP, and a discussion of the three most vital areas in advising: immigration, academic, and personal advising. Also brings up some possible problems that may come up in advising and offers solutions. Finally it gives 10 guidelines for IEP advisors.


This book looks at leadership theory and organization theory as they relate to higher education and administration. It offers a clear explanation of these two theories and how they might be integrated and built on to lead to more effective leadership in higher education. Important to IEP Administration because it explains leadership and management theories, areas in which many IEP administrators feel they are weak.


A session discussing possible outcomes of TESOL becoming an accrediting agency for IEPs. [An audiorecording of this session is available from TESOL.]

Blaber, M., Carkin, S., Cummings, S., Rowe-Henry, A. & Wren, H. Women in ESL/EFL administration: Designing strategies for the future. Teachers of English to Speakers of Other Languages Convention Program, 346. (Abstract No. 3879)

Panel members discuss strategies for effective administration and compare those strategies between men and women. [An audiorecording of this session is available from TESOL.]


Modeling, where management science provides a structured program to help a problem-solver identify a satisfactory solution, is presented as a format to help administrators find greater insight into problems.

language programs (pp. 3-18). Washington, DC: NAFSA.
An overview of aspects of program evaluation for any ESL or language program. The evaluation process can be viewed as falling into six categories: existing records, tests, observations, interviews, meetings and questionnaires.


This article discusses data related to who foreign students are, such as the growth in numbers of international students in American universities and where they come from. It also presents some areas in which international students might have trouble adjusting, such as time, equality in the classroom, etc.

Reviews the history of academic administration in the U.S. from 1600 as a way of understanding the current technocratic system. The authors use the case of Yeshiva University (1974) to analyze the question: Are faculty of a university managers or professionals?

Talk presented at a NAFSA Field Service Workshop on Professional Development outlining the need for IEPs to bring faculty who are skilled and knowledgeable into the process of defining the IEP's mission and curriculum.

Presents concerns about the moves by NAFSA and TESOL to standardize self-evaluation projects and turn them into something similar to present accreditation procedures, which are often viewed by the academic world as painful processes.

Cadieux, R. A. J. & Wehrly, B. (1986). Advising and counseling the international student. In K. R. Pyle (Ed.), *Guiding the development of foreign students* (pp. 51-63). San Francisco: Jossey-Bass Inc. Discusses the similar and unique responsibilities foreign student advisors have in comparison to regular advisors. Suggests that there are special competences that foreign student advisors should have, such as an understanding of other educational systems and a flexibility and openness to cultural differences.

Curry, K. G. (1995, April). *Building your program's future through faculty portfolios*. Paper presented at the annual convention of Teachers of English to Speakers of Other Languages. A presentation by the curriculum director at Wichita State University of the portfolio method he uses to evaluate and continue professional development of faculty. Examples of portfolios were available for viewing.

Daesch, R. L. (1982). Student development in the intensive English program. In R. P. Barrett (Ed.), *The administration of intensive English programs* (pp. 51-55). Washington, DC: NAFSA. Recommends adding a program to develop students' understanding of new environment simultaneous to language classes. This program would also help students move into the social realm.

Daesch, R. L. (1982). The general administration of the IEP. In R. P. Barrett (Ed.), *The administration of intensive English programs* (pp. 7-9). Washington, DC: NAFSA. An introduction to the types of IEPs (autonomous or integrated) and how they may function within a university. Also details how IEPs can serve the university, through proficiency testing, facilitating cultural exchange, etc.

Dakin, R. F. (1982). The selection of intensive English students. In R. P. Barrett (Ed.), *The administration of intensive English programs* (pp. 11-18). Washington, DC: NAFSA. Discusses issues related to the student population of an IEP, such as recruitment, admission standards, and balance of same first-language speakers. Also offers pros and cons for all the options offered in addressing these issues.
There are two broad areas into which morale falls: intrinsic and extrinsic factors. The author states that in the IEP situation, extrinsic factors are seen as the more common reasons for low morale, specifically those related to teachers' income and status.


Presents the method the authors used in their own IEP situation to try and predict student enrollment. Their method looked at the total student population, new and former students, and geographical areas from which the majority of students came. Very easy to understand and displays their predictions over five years of using the formula.


This article, from a student affairs journal, gives examples of reassigning roles in student affairs that allow for greater contributions and creativity on the part of all workers. Relates to themes in IEP administration such as service to students, lack of cohesion and ad hoc growth of the organization.


Views the housing, medical and learning experiences necessary and useful for new students. Also offers what the author feels are minimum guidelines for helping students settle in.


Although this book pertains more to regularly admitted international students, there is a strong relationship of those students to IEP students, especially to those in university-based IEPs. An IEP administrator would need to be knowledgeable in admission procedures and requirements, especially if the IEP is involved in any testing for the university. All chapters included but seven, which deals with International Teaching Assistants.

Long Beach, CA.
Five directors of IEPs, both university-based and private, presented their roles and responsibilities in their programs. Questions were taken afterwards. [An audiorecording of this session is available from TESOL.]

Eight IEPs were studied (7 in TX, 1 in SC) using a 3 page questionnaire used in interviews with directors. The article offers a summary of the characteristics of the eight IEPs and how they function.

Uses the ALI at USC as an example that evaluation and use of an IEP is not necessarily limited to the students attending the program.

Discusses staffing issues, especially the part-time vs. full-time controversy, and takes a look at the special needs of teachers-in-training, all as they relate to the responsibilities of the IEP administrator.

Looks at a model, called the competing values framework, as a way of improving the effectiveness of the administrative process in education. It's not offered as model for all, rather as a guideline for figuring out the best administrative model for effectiveness in one's own organization.

Personal account of the author's experiences as a dean at King Saud University. He looked at his role in bringing about change in their English program to propose ideas for other deans. The dean is seen to be especially important to act as a liaison between administrators and between teachers.

Discussion of the basic knowledge and skills needed by administrators in the field of TESOL. [An audiorecording of this session is available from TESOL.]
Uses 10 points from Neugebauer’s “The Well Director” to see how they might apply to an IEP administrator. Reiterates that evaluation is meant to discover weaknesses and ways to improve upon them, not to penalize.

Overview of the responsibilities of a director of an IEP. Same points as made in Barrett’s book, but Barrett covers it more thoroughly.

An explanation of Kuwait University’s attempt to improve the English program by standardizing placement and assessment tests, and by requiring more consistent content and instruction from the teachers.

An article written by the present president of TESOL comparing the psychometric approach to language testing (old paradigm) with currently evolving approaches, which the author calls classroom-referenced assessment. Makes the point that these are complimentary to each other and neither should be considered exclusive.

Mainly tables showing the 41 received responses from IEP directors to questions on program size & structure, tuition, curriculum, faculty, program strength, and areas for development. Primarily displays data without much analysis.

This article reviews the history of political systems as dominant in academia and shows why these systems are now counterproductive. It offers a clear description of the two systems of management and offers good arguments to support his opinion. It relates to IEPs in that his group/task oriented management system comes from a philosophy similar to that found in the field of ESL and IEP
IEP Administration

Administration.


It seems that the admissions office needs to be familiar with the tests of English that may be submitted by international students. They must learn how to interpret and decide on acceptable scores, and this should be done in conjunction with ESL professionals.


Looks at aspects of organizational theory (goals, certainty, connectedness) as they exist in higher education. Then uses these differences from business to argue against the use of organizational theory in higher education administration.


Although this article is not specifically related to IEP Administration, it describes in detail the responsibilities and problems faced by Writing Center directors. They are very similar to what IEP directors face: being unprepared for the position, being reviewed for tenure by people who may not understand your position, a lack of understanding on the campus of what you do, etc..


This article provides a brief history of the TESOL task force that took up a study of the feasibility of TESOL becoming an accrediting agency for IEPs. It also states some of the reasons why IEPs may need to be accredited or may feel threatened by it. Finally the author makes the point that change is inevitable and the government may step in if the field does not provide its own accrediting agency.

Henniger-Chiang, T., Marcelino, D., Murphy, J., & Soghikian, S. (1995). From hiring to firing: The program administrator's dilemma. Teachers of English to Speakers of Other Languages Convention Program, 229. (Abstract No. 1013) Four administrators present their views on faculty and staff employment issues. [An audiorecording of this session is available from TESOL.]


Issues of reliability and validity as they relate to interpreting test scores are explored. Helpful to people using test scores as a measure of proficiency to make sure the interpretation is as accurate as possible.
Twenty recommendations to consider when undertaking a program self-study developed from the experiences of the author while at the ELI at Brigham Young University.

Looks at different methods of testing writing skills (direct vs. indirect) and takes an in-depth look at the MELAB writing test and the TWE. Discusses the need to have appropriate tests for the skills that are being examined.

(Abstract No. 3102)
Results of a study looking at preparedness of ESL administrators and a discussion of how programs are preparing new administrators. [An audiorecording of this session is available from TESOL.]

Looks at some of the issues in student management from an IEP perspective: failure to enroll, absenteeism, tardiness, homework and general rules of conduct. Offers parameters for each area and suggestions for implementing policies.

Discusses the types of promotional materials that IEPs can use, and offers suggestions for making them more effective.

Apparently a very important article on administration and the skills needed to be an effective administrator. Perhaps the first article to break down the skills into three categories: technical, human, & conceptual. The 1974 retrospective on the 1955 article focuses mainly on how the author has come to see a greater interrelationship between all the skills than before. [Note: Written in 1955, reprinted in 1974 with a retrospective from the author providing further discussion of the skills of an administrator.]
Uses concepts from innovation theory and relates them to the process of change within ELT Project Management. Defines some of the key roles people play in the process and expresses the complexity of the theory as well.

The results of a survey looking at what IEPs are including in their curriculums.

An example of incorporating an ESP program into the ELI at Oregon State University, from the perspective of the administrator's responsibilities.

This article introduces a 7-step program for evaluating language teaching programs. It uses examples from the University of Guadalajara's REST program (Reading English for Science and Technology). Each step is illuminated with examples, as the author hopes the model will be generalizable to most situations.

Offers descriptions and evaluations of standardized tests that are common in the U.S. They are divided into three categories: those used for general admission, oral proficiency tests, and writing proficiency tests.

A review of research on foreign students at American colleges and universities. 10 pages of references at the end provide a good beginning for exploring this subject further.

Just as professors need to be reviewed for tenure, this article looks at the need for IEP directors to keep up-to-date through evaluation. By reflection and
evaluation the director and staff can work to make the program better.


Describes a survey responded to by 177 IEP directors, outlining the skills they feel are essential to be an effective IEP director. The answers from the directors about personal strong and weak points provide insight into the skills that directors feel they lack in taking on such positions. Also includes interesting demographics about respondents (gender, rank and highest degree held).


Suggests ways to use computers and database programs to help forecast student enrollment. Basically a summary of the article Forecasting enrollment in intensive English language programs (see Davidson in this bibliography).


Discusses the need to provide student services in an IEP and specifies the need for on-going orientation. Areas which need to be covered are advising, employment, financial aid, housing, health services, and others.


Introduces the importance of administrators always being involved in some kind of research, and offers guidelines for executing research. Also suggests some possible research topics.


Discusses the role of the Writing Center in a university and the image problems and biases encountered from faculty, especially those in the English department. Related to IEPs in that the low status of Writing Centers on campus is similar to that of IEPs on a university campus.


Presents the efforts by AAIEP (American Association of Intensive English Programs) to begin standardization among IEPs by instituting self-appraisal procedures. The completion of such is now a requirement for membership in AAIEP, but the author points out that there is still a need for an accrediting body.

Presents results of 188 responses by freshman English directors to a questionnaire focusing on directing a writing center. The results showed that English directors see the primary goal of Writing Center directors to be administrative, with little belief that scholarly work and teaching is part of the position. Author proposes that it is very important for Writing Center directors to be given equal status to freshman English directors.


This article introduces a management theory, situational leadership, to the ESL classroom as a way to classify the appropriate behavior of teachers as they correspond to the readiness of their students to accept innovation and change.


Locks at the TOEFL test and its function within IEPs, as well as at student and program attitudes towards TOEFL. The article tries to find a balance between studying English and studying for exams, and offers advice on how to find the best balance for each program.


Compares IEPs and Continuing Education, showing many similarities, especially problems with balancing quality of instruction with finances, and status in the academic community. Also acknowledges differences such as cultural misunderstandings and dominant L1s in the classroom.


A collection of articles by different authors on aspects of language programs, such as evaluation of the program & curriculum, services for the students, and reviewing the performance of staff & faculty. Perhaps, with White’s book, the most complete information about IEP administration available.

Good review of the general literature on administration and provides a clear outline of skills IEP administrators need to be effective in their role. Helpful examples of typical problems IEP administrators might face.

Brief discussion of the differences in personality and approach to teaching of administrators and teachers that need to be taken into account when designing a curriculum, and the need for these two groups to work together to be effective.

Presents a model for curriculum development consisting of needs analysis, objectives, testing, materials, teaching, and simultaneous evaluation.

Reviews methods for faculty evaluation and recommends process for combining them to meet a program's specific needs.

Gives a little history of IEPs and covers many areas pertaining to current issues affecting IEPs today, such as the role of IEPs, accreditation, and status in the academic community.

Briefly describes the author's course in language program administration, including topics covered in the course and a list of some of the readings. The intention of the author to update the Barrett book is mentioned, as well as areas the update will cover.

Discusses options in setting up statistical database systems for evaluative purposes as they relate to four different cases the authors present as typical.

An excellent introduction to the status and role of international students in American higher education. Important for explaining what the Foreign Students' Office of a university is involved with, and provides information to bridge the gap between IEPs and Foreign Student Offices. Is of particular value to the student services staff in an IEP.

Survey of ESL administrators (103 responded). Looked at background and administrative styles of ESL administrators (2 instruments). Discussed how administrative style may characterize tasks most suitable to an administrator's personality and personal preferences.

Suggests that universities have prearrival and on-going orientation for the international student in addition to campus orientation. Also offers ideas for intercultural exchange on campus among students (international fairs & talent shows, discussion groups, etc.).

Personal reflections on switching from the role of teacher to administrator and what IEPs must do to retain their quality.

A bit old, but offers a clear view of the administrative process. Best for those interested in where the format of present-day administration originated. Referenced in several articles on this list.

Offers different perspectives from which one can evaluate a program (students, administrators, etc.) and insight into what needs to be reviewed in a program evaluation, but does not take a stand on any issues. Just brings up the questions.

This paper, part of a panel discussion at the Fourth Annual Roundtable of the Center for English as a Second Language, discusses the need to balance the desire of teachers to conduct research with the rights of the students to privacy.

Out-of-date because technology for educational purposes has made many gains in the interim 12 years. Only a minor portion is spent on CALL; most discussion focuses on the audio language lab. Brings up some good points about the lab's fit into the program and ways for teachers to make use of a language lab.

The authors use an actual language program as an example to address the problems in placement testing. Reducing test time and changing the oral interview format led to better placement decisions for this particular IEP.

The authors present a plan to model campuses after the UN and thus strive for cultural understanding. They also explain why and how a campus should internationalize.

Discusses where IEPs are and should be in the university, and also looks at the secondary status universities often afford IEPs and their faculty. Authors argue for higher education to recognize the status of international students in their institutions and to give the students and faculty who teach them equal status in the university.

The author received 43 responses to a survey asking directors of IEPs to describe 2 major innovations they have successfully implemented in the last 5 years. This article categorizes and presents those innovations submitted by respondents.

Gives advice to administrators and others who desire to familiarize themselves with the literature available on IEP administration and administration in general.

This article addresses some of the problems IEP administrators may have with university administration and offers suggestions for smoother relations/contact. It also gives suggestions for faculty development.

This text of a paper that was part of a panel discussion at the Fourth Annual Roundtable of the Center for English as a Second Language discusses the need for classroom-centered research as a way to lend credibility to teachers’ ideas and intuitions.

Presents and discusses some of the difficult ethical decisions facing IEP administrators, such as keeping student information confidential and balancing IEP advertisements with both enthusiasm and honesty.

Talks about problems in instituting change in any educational organization, but with an emphasis on ESL organizations. This article brings in a lot of background information on innovation theory which is both revealing and comprehensible. It finishes up with 10 suggestions for implementing change.

Discusses issues involved in planning a total IEP curriculum including who the
teachers are (ft/pt/new/trained), enrollment fluctuations, the philosophy of the program, and how to either integrate or separate the language skills.

TESOL (1989). *Statement of core standards for language and professional programs*. Teachers of English to Speakers of Other Languages. A set of standards for IEPs and other ESL services determined by the TESOL organization.

Thackaberry, M. D. & Liston, A. (1986). Recruitment and admissions. In K. R. Pyle (Ed.), *Guiding the development of foreign students* (pp. 29-37). San Francisco: Jossey-Bass Inc. Offers stories of misrepresented programs and lack of preparation on the part of a university for the special needs of international students. It also expresses the need for all staff involved with international students to be familiar with the special needs and requirements of international students.

Tierney, W. G. (1988). Organizational culture in higher education. *Journal of Higher Education, 59*(1), 2-21. Explores organizations as cultures and discusses how the culture of each organization has to be taken into account when assessing/changing any aspect of the organization. Apparently a new but growing concept in the business community within the last 15 or so years. Applicable to IEPs in its recognition of each situation as having a distinct culture and thus distinct needs.


Waldo, M. L. (1990). What should the relationship between the writing center and writing program be? *Writing Center Journal, 11*(1), 73-80. Looks at often misunderstood relations between the Writing Program and the English Department. Pertinent to IEPs as WC’s are often a unit apart from regular university departments and many faculty don’t quite understand its
purpose and functions.
This book, unlike those of Pennington and Barrett, is not compiled of articles by different authors. The authors provide a handbook for ESL teachers who are making the transition to administration. It is a very good beginning and although it's written from a British perspective it is still pertinent to U.S. situations. It's a particularly good resource for information on the marketing and financial side of the English Language Teaching business.

Looks at ELT as a service industry and uses ideas from management practice and education to outline successful ways to bring about change and innovation.

A look at management science and other business related theories of organization as they pertain to higher education administration. The chapters covered in this bibliography are 1, 3, 4 and 7 as they have the most information to offer IEP administrators.

Outlines the need for culture to be part of the language program, and gives examples of areas that can be covered to help the students assimilate.

Statistics regarding the enrollment of international students in U.S. institutions of higher education. Published every two years.