Introduction

This chapter extends the summarized review of the literature which supported my original research project, specifically reporting in areas related to both historical and contemporary marginalization and commodification of university-based English language teaching programs and the English language teaching professions. It further provides an introduction to the phenomenon of the targeting of universities with existing English language programs for corporate, joint-venture partnerships for the development of matriculation pathway programs and international student recruitment. Finally, the chapter concludes with brief descriptions of the four corporate sector education services providers currently at the forefront of such partnerships.

Recruitment of International Students

The internationalization of higher education – especially as regards those institutions classified by the Carnegie Foundation as “Doctoral/Research Universities–Extensive” – has often been considered to be a primary outcome of the globalization of world economies (e.g., Cudmore, 2005; Mohrman, Ma, & Baker, 2008; Stromquist, 2007). Increasingly, academic institutions have adopted a “global market” approach to recruitment of students in which education becomes a service-oriented commodity marketed through international recruitment to potential “consumers” of that service “product” residing in other countries (Harvey & Busher, 1996). In order to achieve “market share” within a global marketplace, institutions must creatively use their in-house resources for marketing or else turn to external, outsourced agents for marketing to attract and recruit international students (Reeves, 2011; Ross, Heaney, & Cooper, 2007).

Frumkin and Galaskievicz (2004) and Stromquist (2007) suggest that global marketing in universities is an outcome of institutional isomorphism (DiMaggio & Powell, 1983), which results from the imitation by institutions of the practices of associated institutions. In Stromquist’s (2007) view, academic institutions which have corporate alliances tend to adopt each other’s
organizational structure and practices as they compete for market share, research dollars, and power within political arenas. Thus, to the extent that certain universities have taken the lead in marketing and recruiting students internationally by use of contract recruiters external to the university, so other institutions which associate themselves with those universities have tended to “follow the leader” in an attempt to remain competitive.

Intensive English Programs

Intensive English Programs have been set up on college and university campuses to help prepare international students who lack the requisite linguistic skills, and often also the cultural knowledge and academic skills, for university study (Hamrick, 2011; Pennington & Hoekje, 2010; Smith-Palinkas, Tortorella, & Flaitz, 2002). In the definition of the University and College Intensive English Program (UCIEP), a consortium of U.S.-based IEPs, an Intensive English Program as one which is “administered by an accredited university or college and receives adequate support from its institution, which at a minimum would include provision for suitable staff, and office and classroom facilities. Although no single administrative pattern is required, the intensive program should be sufficiently independent to permit the smooth functioning of all its activities” (UCIEP, 2007). For this book, as well as the research projects described herein, the researcher has adopted the UCIEP definition, criteria, and professional standards for defining an IEP in a U.S. context. Under the UCIEP guidelines, an accredited IEP will have the following features (among others):

- A program director with a full-time faculty or administrative appointment within the host university;
- A core of faculty members working under 9-month (academic-year) or 12-month contracts who hold a Master’s degree or higher in Applied Linguistics, ESL/EFL teaching, or a related field;
- Opportunities for professional development and financial support for conference attendance by faculty;
- Procedures for evaluation of administrators and faculty which are in line with those of the host institution;
- Valid and reliable testing and placement procedures which meet accepted professional standards.

A fuller articulation of the UCIEP criteria is available via the following web link: http://www.uciep.org/page/view/id/6.