EP.12.22

ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Proposal to the Senate Educational Policy Committee

MA in Translation and Interpreting

PROPOSAL TITLE: Establish a new Master of Arts (MA) in Translation and Interpreting in the School of Literatures, Cultures and Linguistics

SPONSOR: Elizabeth Lowe, Associate Professor and Director, Center for Translation Studies, 4080 FLB-MC-176, 707 South Mathews, Urbana, IL 61801, elowe@illinois.edu, 217-244-3159

COLLEGE CONTACT: Diane Musumeci, Associate Dean, College of Liberal Arts and Sciences, 152 CAB, MC-448, Phone (217) 333-1350, musumeci@illinois.edu

BRIEF DESCRIPTION:

The MA in Translation and Interpreting is a 32-hour professional program intended to prepare graduates for work as language specialists in the language service provider (LSP) environment, government, international organizations, business, health care, law, information technologies, and new media. Specializations will be offered in Translation for the Professions, Literary and Applied Literary Translation, and Conference and Community Interpreting. The program is highly competitive and intended for individuals with advanced proficiency in one or preferably two second languages and exceptional oral and written communications skills in their native language. Modeled in part after the University of Illinois Library Science LEEP program, the program will have a campus-based and an online cohort. The new program will be housed in the School of Literatures, Cultures and Linguistics and will be administered by the Center for Translation Studies, an interdisciplinary unit within the School.

JUSTIFICATION:

The Center for Translation Studies proposes an MA in Translation and Interpreting at the University of Illinois at Urbana-Champaign to meet an acute national and international need for qualified translators and interpreters. Recent world events have convincingly demonstrated that world peace and prosperity depend on the ability of countries and

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individuals to communicate clearly and competently in a cross-cultural context. Translation studies has become a rapidly growing and exciting area in the humanities. There are scholarly journals explicitly dedicated to translation and terminology studies (*Translation, Translation Review, Delos, Translation and Interpretation Studies, Terminology*), and the MLA declared Translation as the presidential theme of 2009.

Translation involves transferring a written message from one language to another.

The text to be translated may be a treaty, a law, or a press release; a user manual, bidding specifications, or engineering plans; a novel, a poem, or a play; a handwritten letter, a medical textbook, or a historical document: in short, anything that is written is a potential translation assignment. The United States, unlike many other countries, does not require any licensing or certification of translators or interpreters. In the absence of licensing and certification, the University of Illinois degree will attest to the high quality of graduates.

As with other professions, computers are an essential tool for translators. Not only does the professional translator rely on the personal computer for word processing, desktop publishing, and glossary databases, but in-house translators work on networks that feature computer aids such as glossary management and translation software. Translators who work with machine translation software must become adept at the pre- and post-editing that such programs require. In addition, many translators become involved in the design and engineering of translation software, performing tasks such as building dictionaries and writing rules for parsing. Another aspect of the software industry that relies heavily on translators is localization, the adaptation of programs and user manuals to other linguistic and cultural environments.

Translators work as full-time employees or freelance for international or nonprofit organizations and government agencies. Such examples include:

* United Nations and the European Union
* Organization of American States
* Department of State
* National Security Agency
* Red Cross
* Other organizations including: church organizations; private companies, such as software developers, pharmaceutical manufacturers, international corporations and law firms, as well as translation agencies

The art of interpretation: spoken word and careful communication.

Although interpretation and translation have much in common, the practice of each profession differs in the same way that written language differs from spoken. Thus, both involve careful analysis of meaning in context and attention to extra-linguistic aspects of

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communication. Interpreters must be good public speakers who are adept at grasping meaning and solving complex linguistic problems quickly, whereas translators must be able to conduct thorough and meticulous research and produce accurate, camera-ready documents while adhering to tight deadlines.

Translation and interpretation are indeed complementary pursuits: the research conducted for a translation project can enhance in-depth knowledge of a given subject and ease preparation for a subsequent interpreting assignment, while the spontaneity necessary for interpretation can increase the speed with which translation assignments can be completed. By the same token, the training received in the translation and interpreting program is complementary in that students reinforce their mastery of the written and oral aspects of their working languages by performing both translation and interpretation of related texts. Recent technological innovations blur the distinction between the two.

Many, unaware of the distinction between the two aspects of the profession, expect the same person to be able to perform both tasks.

The UIUC Stewarding Excellence Committee Report for Initiatives and Small Centers stated that "The Center for Translation Studies (CTS) should remain a program within the School of Literatures, Cultures, and Linguistics with strong affiliations with other departments within the School. The MA degree proposal should be a revenue generating activity consistent with the recommendations given by the Revenue Generation Project Team report. As the Project Team mentioned, campus support for CTS should be able to decline as more revenue is generated by the Center." The full report can be found at: http://oc.illinois.edu/budget/nextsteps.html.

There are no competing programs at a comprehensive research university in the United States. Monterey Institute of International Education in California is the only school offering comprehensive interpreter education and training in the United States. Monterey, recently acquired by Middlebury College, is not a university, but rather a professional institute. It does not offer language training, linguistics, area studies or cultural studies. While Kent State University in Ohio offers an MA and Ph.D. in translation, its focus is on technical translation, localization, and terminology. Furthermore, Kent State is not a Research 1 University and does not have the same depth of resources as the University of Illinois, including a major library, six Title VI national resource centers, and opportunities for translation and interpreting students to integrate with other MA and PhD students in related language and culture disciplines. Both of these highly regarded institutions are very supportive of a new program at Illinois and have offered collaboration on a variety of fronts. The program at Illinois will prepare students to enter the job market with competitive skills that are in high demand.

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According to the job outlook published by the Bureau of Labor Statistics, interpreters and translators can expect much faster than average employment growth, with a projected increase of 22% over the 2008-2018 decade (Please see projections data in Appendix E-Additional Documentation). Multinational companies rely on language services for localization, marketing and sales of their products. International organizations, like the United Nations and the European Union, are not meeting the demand for qualified Translator and Interpreter personnel, particularly those whose native language is English. In sum, the demand for translator and interpreter training in the United States and abroad is not being met adequately.

We have received inquiries from around 40 potential students concerning the start of the MA program. We currently have approximately 50 students pursuing graduate and undergraduate certificates in translation studies requiring 18 hours of coursework. Students are working in many different language pairs (37 languages are taught in the School of Literatures, Cultures and Linguistics), including German, Spanish, French, Italian, Arabic, Chinese, Japanese, Polish, Russian, and Korean. Many of our capstone students in the certificate program are doing their projects based on real work for pay offered by our growing number of education partners (local schools, hospitals, the court system, Language Service Providers around the country, government agencies and the like). In order to succeed in the translation and interpreting market, university training is now increasingly a requirement. There are not enough university programs to meet the growing demand for trained translators and interpreters. We plan to phase enrollments. In the first year, we aim for ten campus based and ten online students, with the expectation that enrollments will grow exponentially in subsequent years. The program is intended to generate revenue and we feel that we can attract tuition-paying students because of the high likelihood of employment at the end of the program. We have received strong endorsements for the program from the departments within the School of Literatures, Cultures and Linguistics, as well as the National Resource Centers and the International Studies and Programs office.

BUDGETARY AND STAFF IMPLICATIONS: *(See* Appendix A *for additional information.)*

a.   Additional staff and dollars needed

For the past three years (2008-2011), the program has been supported by an annual $285K allocation from the Office of the Provost. We are requesting a continuation of this funding, at steadily decreasing levels, until the Center becomes self-sustaining.The program has been approved for self-supporting status. We will budget for cash scholarships when the program starts to generate income. Additional hires and other program expenses will be financed by the income generated by the program. When at full enrollment, the MA in Translation and Interpreting will also provide opportunities for revenue sharing for participating departments in the School of Literatures, Cultures and Linguistics.

b.   Internal reallocations

The program will not negatively affect class size in the School for Literatures, Cultures and Linguistics. We anticipate a beginning class of 10 campus-based students and 10 online students, leading to a maximum cohort of 20 campus based students and 20 online students.

c.   Effect on course enrollment in other units and explanations of discussions with representatives of those departments

All unit heads in the School have been consulted and are highly supportive of the program. The impact on departments within the School of Literatures, Cultures and Linguistics (SLCL) should be positive. With the exception of Spanish, class sizes are now small and the added enrollments are desirable. Translation Studies has its own core courses and will not place a burden on other units. Some units are proposing new courses that have translation content (cross-listed, or "meets with" TRST) and those will be taught by their faculty. This is viewed as a positive way to share faculty resources within the School and to increase IU's in the departments.

d.   Impact on the University Library

The University Library receives an annual allocation from the Center for Translation Studies to build the collection, with a focus on the program's areas of specialization, including terminology studies, translation for professions and literary translation. A section has been added to the Library website specifically for Translation Studies http://uiuc.libguides.com/translationstudies. The Library has assigned a permanent librarian to CTS (See support letter in Appendix E).

e.   Impact on computer use, laboratory use, equipment, etc.

CITES administers the software used by the Center for Translation Studies to teach its core course in Computer-Assisted Translation. We teach in a CITES lab and students can access the software from any CITES lab on campus. We anticipate continuing with this model. For the interpreting track, we plan to partner with the Fire Service Institute. Their conference center will provide the interpretation booths and training lab, and we will provide the interpretation equipment (Please see Appendix C for details).

DESIRED EFFECTIVE DATE: Fall 2013

STATEMENT FOR PROGRAMS OF STUDY CATALOG:

Translation and Interpreting

www.translation.illinois.edu/

Center for Translation Studies
Director: Elizabeth Lowe
4080 Foreign Languages Building
707 South Mathews Avenue
Urbana, IL 61801

Major: Translation and Interpreting
Degrees Offered: M.A.

Graduate Degree Programs

The Center for Translation Studies in the School of Literatures, Cultures and Linguistics offers a graduate program leading to the Master of Arts in Translation and Interpreting. Candidates for the master's degree may specialize in Translation for the Professions, Literary and Applied Literary Translation, or Conference and Community Interpreting. Campus-based and online sections are available.

Admission

To be considered for admission to the **Master's Program** in Translation and Interpreting, the candidate should have an undergraduate major in languages, linguistics, international studies, area studies, or a related field. Applicants must have command of one or preferably two languages in addition to English.

Language Requirement:

Students must have native or near-native proficiency in English and at least one other language supported by the program. Preference will be given to applications with two other languages in addition to English. Language A (native language) should be at ILR5; Language B should be at or above ILR 3-4; language C should be at or above ILR 2-3.

Definitions of ILR levels can be found here: www.govtilr.org

Applicants should apply online (www.grad.illinois.edu/admissions/apply) and submit:

- Two letters of recommendation.

- Resume or CV.
- Original transcripts (with English translations, if applicable) showing all undergraduate and graduate work completed.
- International applicants whose primary language is not English, must present TOEFL scores of at least 611 (paper-based test), or 260 (computerized test) or 103 (Internet-based test); they must also pass the speaking sub-section of the iBT with a minimum score of 24 (see www.grad.illinois.edu/Admissions/instructions/04C).
- A 5-7 minute oral statement of purpose (tape/CD/audio-file) in the student's second language. International students whose primary language is not English should submit two oral statements: one in English and one in the language for which they are applying.
- An online test of language and translation proficiency. The test will be administered through the Online and Continuing Education Secure Online Testing System.

Transcripts and the CV should be mailed to SLCL Graduate Student Services, ATTN: MA in Translation and Interpreting, 3070 Foreign Languages Building, 707 S. Mathews Ave., Urbana, IL 61801.

Degree requirements

For additional details and requirements refer to the Graduate College Handbook.

Master of Arts in Translation and Interpreting

Core requirements: TRST 500 (Translation Methods and Ethics), TRST 410 (Translation Theory & Practice), TRST 407 (Terminology and CAT)	12
Specialization: Students must complete 8 hours in one specialization: Translation for the Professions Literary and Applied Literary Translation Conference and Community Interpreting See Center for Translation Studies webpage for a list of appropriate courses for each specialization.	8
Elective courses: See Center for Translation Studies webpage for a list of appropriate courses.	8

Translation Studies Capstone Project (TRST 540)	4
Total Hours	32
Other Requirements:*	
Minimum 500-level Hours Required Overall:	12
Minimum GPA:	2.75

CLEARANCES:

Signatures:

Elizabeth Lowe   _9-1-2010_

Unit Representative: Date:

[signature]   _9/1/2010_

School Representative   Date:

[signature]   _4/21/2011_

College Representative: Date:

[signature]   _1/5/12_

Graduate College Representative: Date:

Provost Representative: Date:

Educational Policy Committee Representative: Date:

New Degree Programs – Required Budgetary Implication Questions

1) How does the unit intend to financially support this program?

The program will, in time, be able to support itself through tuition revenues. The Center for Translation Studies will cover core faculty salaries from continued campus level funding until the program generates sufficient income to become self-supporting. Continued campus level funding will also contribute to operating expenses as long as necessary.

2) Will the unit need to seek campus or other external resources?

The unit will collaborate with the Fire Services Institute to set up a conference interpreting lab. We will also collaborate with CITES on installation and maintenance of translation and interpretation software and equipment. The program will establish an external advisory board comprised of representatives of companies and agencies that use translation services. A membership fee will be requested. The external advisory board will be comprised of people from private practice to advise the program on trends in the profession, and training opportunities, internships, and employment for students. These individuals will come from a broad spectrum of translation and interpreting specializations, including both the employers and service providers in areas such as community interpretation, simultaneous (conference) interpreting, the localization industry, multinational companies that use translation services, the publishing community, and the like.

3) If no new resources are required, how will the unit create capacity or surplus to appropriately resource this program? (What functions or programs will the unit no longer support?) N/A

4) Please provide a market analysis: What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be required to assist students with job placement?

According to the job outlook published by the Bureau of Labor Statistics, interpreters and translators can expect much faster than average employment growth, with a projected increase of 22% over the 2008-2018 decade (Please see projections data in Appendix E-Additional Documentation). The Center for Translation Studies, in collaboration with the Center for International Business Education and Research at the University of Illinois, conducted a preliminary assessment of business use for language services in a variety of

companies and organizations, both in Illinois and nationally. The findings of this study suggest that the language needs of companies conducting business internationally can only be met by experts not only in two or more languages, but also trained in the terminology and technology skills needed for the high technology industries of the 21st century. A mission of the Center for Translation Studies is to produce these specialists.

Multinational companies rely on language services for localization, marketing and sales of their products. International organizations, like the United Nations and the European Union, are not filling their demand for qualified Translator and Interpreter personnel, particularly those whose native language is English. The US State Department cannot fill its linguist positions. Large multinationals, such as Microsoft, McDonald's and Caterpillar employ translators and terminologists in-house and also outsource to meet their project management, terminology, localization, and translation needs. In sum, the demand for translator and interpreter training in the United States is increasing, and not being met adequately. Monterey Institute of International Studies reports 100% placement of their translation and interpreting graduates.

The program will cultivate relationships with companies, government and non-governmental agencies, international organizations, hospitals, the courts, and public assistance agencies to create internship opportunities for our students that can lead to permanent employment. One of the duties of the MA coordinator will be to coordinate the internship program and job placement.

5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?

There will be no Graduate College waivers for students in this program because the MA in Translation and Interpreting has been approved as a self-supporting program.

Proposed Budget

Annual Tuition and Fees Assumed at $12,649 Resident ($10,908 tuition plus $1,741 fees); $25,915 Non-Resident ($24,174 tuition plus $1,741 fees)(2011-2012 Rates); Online $18,752 ($4,688 per 4-credit course; tuition and fees inclusive)

REVENUE	FY 2013	FY 2014	FY 2015
Continued Campus Funding (assumes hypothetical 25% reduction in 2013 and 50% reduction in 2014)	285,000	213,750	142,500
Tuition and Fees	314,010 (10 resident and 10 online)	471,015(15 resident and 15); online)	628,020 (20 resident and 20 Online)
TOTAL REVENUE	599,010	684,765	770,520
EXPENSE			
Academic and Support Salaries*	370,000	430,000	490,000
Administrative salaries SLCL	40,000	55,000	65,000
Equipment & maintenance (equipment for two booths and one instructor console; headsets; delegate mikes)	110,000	55,000	25,000
Software & Training	25,000	15,000	10,000
Library	5,000	5,000	5,000
Office operations	20,000	60,000	70,000
Conferences, Events	10,000	20,000	30,000
TOTAL EXPENSE	580,000	640,000	695,000
Income	19,010	44,765	75,520

*ACADEMIC and Support SALARIES	2012	2013	2014
Current faculty and TA (Lowe, Phillips-Batoma, Lakhtikova, TA)	200,000	210,000	220,000
Vtg/Adjunct Teaching positions for Community and Conference Interpreting (2)	50,000	70,000	80,000
Interpreters-vtg/adjunct teaching	30,000	50,000	80,000

positions ($10K each)			
MA Coordinator-Visiting appointment	45,000	50,000	55,000
Booth Technician	45,000	50,000	55,000
TOTAL	370,000	430,000	490,000

Appendix B- Course list of MA in Translation and Interpreting

Specialization: Students must complete 8 hours in one specialization:

Translation for the Professions:
TRST 405 Commercial and Technical Translation and
TRST 406 Translation for the Professions

Literary and Applied Literary Translation:
One course in literary translation and
TRST 501 Applied Literary Translation

Conference and Community Interpreting
TRST 541 Conference Interpreting and
TRST 542 Community Interpreting

Course	Required/ Specialization/ Elective Course	Taught By	Controlling Department
TRST 500- Translation Methods and Ethics	Required	SLCL Faculty	CTS, Other SLCL departments (to be determined)
TRST 410 - Translation Theory and Practice	Required	Wail Hassan, Joyce Tolliver, David Cooper, Elizabeth Lowe	CWL, SIP, Slavic, CTS
TRST 407- Terminology and CAT	Required	Elizabeth Lowe	CTS
TRST 540- Capstone (in progress)	Required	SLCL Faculty	CTS, Other SLCL departments
TRST 405- Commercial and Technical Translation	Specialization- Translation for the Professions or Elective	Patricia Phillips-Batoma	CTS
TRST 406-Translation for the Professions	Specialization- Translation for the Professions or Elective	Patricia Phillips-Batoma	CTS
TRST 501-Applied Literary Translation	Specialization- Literary and Applied Literary Translation	Elizabeth Lowe, Patricia Phillips-Batoma, Adjunct faculty	CTS
TRST 541- Conference Interpreting	Specialization- Conf and Com Interp	New Hire (AP position)	CTS

TRST 542- Community Interpreting	Specialization- Conf and Com Interp	New Hire (AP Position)	CTS
TRST 580- Topics in Translation and Interpreting (In progress)	Elective	SLCL Faculty	CTS, Other SLCL departments
TRST 400-Translation in the EU- (In progress)	Elective	Patricia Phillips Batoma	CTS
TRST 401-Translation Study Abroad- (In progress)	Elective	Patricia Phillips Batoma	CTS
TRST 404- Bilingualism and Translation	Elective	Anastasia Lakhitkova	CTS
TRST 405- Commercial and Technical Translation	Elective	Patricia Phillips-Batoma	CTS
TRST 420-Translation Practice	Elective	Anastasia Lakhtikova	CTS
FR 419 & 421- Techniques in French Translation I and II	Elective	Alain Fresco	French
FR 443-Studies in French, section topic: Commercial and Technical Translation	Elective	Alain Fresco, Patricia Phillips Batoma	French, CTS
FR 485-486- Commercial and Economic French I and II	Elective	Patricia Phillips Batoma and adjunct faculty	CTS
GER 403-Translation Theory and Practice	Elective	Andrea Golato, Robert Jenkins	German
GER 588-Seminar in Second Language Learning, section topic: Culture in Communication	Elective	Andrea Golato	German
JAPN 408-Readings in Classical Japanese	Elective	EALC Faculty	EALC
JAPN 409-Social Science Readings in Japanese	Elective	EALC faculty	EALC
EALC 425-Chinese Poetry and Translation; Cross- listed with TRST 430	Elective	Zong-qi Cai	EALC
EALC 531-Seminar in Japanese Literature	Elective	EALC Faculty	EALC

RUSS 474-Russian Literary Translation	Elective	Slavic Faculty	Slavic
SLAV 430- History of Translation (cross listed with CLCV 430, CWL 430, ENGL 486, GER 405, SPAN 436, TRST 431)	Elective	David Cooper	Slavic
SPAN 410- Spanish/English Translation	Elective	Joyce Tolliver	SIP

We will rely on faculty in the School of Literatures, Cultures and Linguistics for various courses in the translation specialization of the Master's degree. Standard interpreting practice is to rely on visiting/adjunct teaching positions because we want professionally active interpreters to be teaching the interpreting program. National searches will be conducted for the hires of visiting/adjunct teaching positions of community and conference interpreting (16 week hires; these individuals would ideally return each year to teach in Fall or Spring, respectively). The language pair "coaches" for interpreting practice would be practicing interpreters in the area who are able to commute to campus for weekly lab practice in the various language pairs of the students.

New tenure track hires will be proposed to fill needs for specific expertise, as the program grows.

CTS is governed by an Executive Committee so that SLCL departments are involved in the Center's governance and can participate in planning for allocation of faculty to courses in the program as well as future hires.

Appendix C

Equipment
Simultaneous interpretation and translation equipment consists of interpreter's consoles, FM or infrared transmitter and receiver systems, multi-language consoles, PA systems, microphones, media interface equipment, control consoles and headphones or headsets.

The transmitter and receiver equipment currently favored by international organizations and interpreter schools is wireless and portable.

Booths
Conference interpretation can be performed in three ways: simultaneously, consecutively and by whispering (*chuchotage*). Interpreters require soundproof booths. ISO 2603, the International Standards Organization Standard for Fixed Booths for Simultaneous Interpretation, has determined the standard for translator booths. The standard specifies that interpreters' booths are designed to meet three requirements:

a) acoustic separation between different languages spoken simultaneously, without mutual interference between languages interpreted or with the speaker in the hall;

b) efficient two-way communication between the booths and the conference hall;

c) a comfortable working environment enabling interpreters to maintain the intense effort of concentration required by their work. This includes adequate air conditioning and ventilation in the booths.

Usually two or three interpreters are in a booth at one time and they rotate on half hour shifts. The booth contains a computer console along with the wireless interpretation equipment for transmitting translation in up to two language pairs. In the UN, there are interpreter booths for each of the official UN languages: Arabic, Chinese, English, French, Russian and Spanish. Interpreters always interpret into their principal language. Arabic and Chinese interpreters at the UN work into and from their principal language. Relay interpreting, also known as indirect interpreting, is most commonly used in meetings and conferences where the audiences speak different languages and need to have the messages rendered into their own language and not into one common to all of them. It is usually used when there are listeners that speak rare or uncommon languages. When that happens, relay interpretation is the most appropriate method: there's usually an interpreter that listens to the source language speaker and then renders the message into a language common to all the other interpreters, which then render the message to each target language group of listeners in their own language.
For example, the speaker talks, then the first interpreter renders the message in English to every interpreter in the room, and then they proceed to render it to their target language groups in Spanish, Chinese, Cambodian, Russian, etc.

Software

Computer-Assisted Translation Software helps translators do their work more accurately and efficiently. Standard software applications that translators need to master include translation memory, terminology databases, website translation software, localization software, project management, and text alignment software. Additionally, translators should be familiar with machine translation and understand the interface between the human and machine translator. Our program will teach the SDL-Trados suite (Translation Memory, Terminology Management, Website Translation, Text Alignment, Project Management), Passolo (localization), and Systran (Machine Translation).

Appendix D

Educational Partners
Chinese University of Hong Kong
ISTI, Brussels, Belgium
Kent State University, Kent, Ohio
Monterey Institute of International Studies, Monterey, California
University of Vienna Center for Translation Studies, Vienna, Austria
Université Denis Diderot, Paris VII, Paris, France

Software Industry Partners
SDL-Trados
Passolo
Systran

International Organizations
United Nations
European Union
European Master of Translation
NATO
OSCE

U.S. Government

U.S. Department of State
National Foreign Language Center

Professional Associations

American Translators Association (http://www.atanet.org)
American Literary Translators Association, University of Texas at Dallas, 800 W.
Campbell Rd., Mail Station JO51, Richardson, TX 75080-3021. Internet:
http://www.utdallas.edu/alta
International Medical Interpreters Association, 800 Washington Street, Box 271, Boston,
MA 02111-1845. Internet: http://www.imiaweb.org
Localization Industry Standards Association, Domaine en Prael, CH-1323 Romainmôtier,
Switzerland. Internet: http://www.lisa.org
PEN American Center (www. pen.org)
National Association of Judiciary Interpreters and Translators, 1707 L St. NW., Suite
570, Washington, DC 20036. Internet: http://www.najit.org
National Council on Interpreting in Health Care, 5505 Connecticut Ave. NW., Suite 119,
Washington, DC 20015. Internet: http://www.ncihc.org
Registry of Interpreters for the Deaf, 333 Commerce St., Alexandria, VA 22314. Internet:
http://www.rid.or

Appendix E

Letters of Support

Internal

LAS

Deanna Rainieri, Associate Dean, College of Liberal Arts and Sciences, and Associate Director, Illinois Informatics Institute

School of Literatures, Cultures, and Linguistics

Elabbas Benmamoun, Director, School of Literatures, Cultures and Linguistics
Karen Fresco, Head, Department of French
Mara Wade, Head, Department of Germanic Languages and Literatures
Brian Douglas Ruppert, Head, Department of East Asian Languages and Cultures
Mike Finke, Head, Department of Slavic Languages and Literatures
David Sansone, former Head, Department of Classics
Jean-Philippe Mathy, Director, Program in Comparative and World Literature
Wail Hassan, Associate Professor, Program in Comparative and World Literature
Robert McKim, former Head, Department of Religion
Silvina Montrul, Head, Department of Spanish, Italian and Portuguese
James Yoon, Head, Department of Linguistics

Affiliate Units

Robert Pahre, former Director, European Union Center
Martin Riker, Associate Director, Dalkey Archive Press
Wolfgang Schloer, Associate Provost, International Studies and Programs
Paula Kaufmann, University Librarian
Michael Andrechak, Associate Chancellor & Associate Provost Budgets and Resource
        Planning

Educational Partners

University of Vienna, Center for Translation Studies
SDL-Trados
National Foreign Language Center (email)

Additional Documentation

EMT Competences
2008-18 National Employment Matrix, Bureau of Labor Statistics 27-3091 Interpreters and Translators
United Nations Annual Meeting on Language Arrangements, 13 June 2007

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Office of the Provost and Vice Chancellor
for Academic Affairs

Swanlund Administration Building
601 East John Street
Champaign, IL 61820

February 14, 2012

Gay Miller, Chair
Senate Committee on Educational Policy
Office of the Senate
228 English Building, MC-461

Dear Professor Miller:

Enclosed is a copy of a proposal from the Graduate College and the College of Liberal Arts and Sciences to establish a new Master of Arts in Translation and Interpreting.

This proposal has been approved by the Graduate College Executive Committee and the Committee on Courses and Curricula in the College of Liberal Arts & Sciences. It now requires Senate review.

As noted, the proposed degree program has been approved as self-supporting. The specific funding request outlined in the proposal is part of the recurring annual allocation to the College of Liberal Arts and Sciences for the Center in Translation Studies and will remain in place at least through the transition to self-supporting status.

Sincerely,

Kristi A. Kuntz
Assistant Provost

KAK/njh

Enclosures

c: A. Elli
   A. Golato
   E. Lowe
   M. Lowry
   D. Musumeci

UNIVERSITY OF ILLINOIS
AT URBANA–CHAMPAIGN

Graduate College

204 Coble Hall
801 South Wright Street
Champaign, IL 61820-6210

Executive Committee

January 4, 2012

2011-12 Members

Debasish Dutta, *Chair*

Kristi Kuntz
Office of the Provost
207 Swanlund MC-304

Members

Barry Ackerson

Nicoline Ambrose

Naomi Bloch

Lin-Feng Chen

Kent Choquette

Jennifer Cole

Paul Diehl

Brooke Elliott

Margareth Etienne

Daniel McMillen

John Nerone

Uma Ravat

Rolando Romero

Albert Valocchi

Alex Winter-Nelson

Assata Zerai

Dear Kristi:

Enclosed is the proposal entitled "Establish a new Master of Arts (MA) in Translation and Interpreting in the School of Literatures, Cultures and Linguistics." The Graduate College Executive Committee did vote unanimously to approve this proposal.

I send it to you now for further review.

Sincerely,

Andrea Golato
Associate Dean, Graduate College

cc: A. Elli
    A. Kopera
    E. Lowe
    M. Lowry
    D. Musumeci

Senate Educational Policy Committee
Proposal Check Sheet

PROPOSAL TITLE (Same as on proposal): Establish a new Master of Arts (MA) in Translation and Interpreting in the School of Literatures, Cultures and Linguistics

PROPOSAL TYPE (Please select all that apply below):

A. ☒ **Program and degree proposals**

    1.   This proposal is for a graduate program or degree

        ☒ Yes ☐ No

    2.   **Degree** proposal (e.g. B.S., M.A. or Ph.D.)

        ☐ New degree — please name the new degree:

        ☐ Revision of an existing degree — please name the existing degree to be revised: _____

    3.   **Major** proposal (disciplinary focus, e.g., Mathematics)

        ☒ New major — please name the new major: Translation and Interpreting

        ☐ Revision of an existing major — please name the existing major to be revised: _____

    4.   **Concentration** proposal (e.g. Financial Planning)

        ☐ New concentration — please name the new concentration: _____

        ☐ Revision of an existing concentration — please name the existing concentration to be revised: _____

    5. **Minor** proposal (e.g. Cinema Studies)

        ☐ New minor — please name the new minor: _____

        ☐ Revision of an existing minor — please name the existing minor to be revised: _____

6. ☐ Proposal for renaming an existing degree, major, concentration, or minor

    ☐ degree   ☐ major   ☐ concentration   ☐ minor

    Please provide the current name: _____

    Please provide the proposed new name: _____

7. ☐ Proposal for terminating an existing degree, major, concentration, or minor

    Please name the existing degree, major, concentration, or minor: _____

8.   ☐ Proposal for a multi-institutional degree between Illinois (UIUC) and a foreign institution

    Please name the existing Illinois degree or program: _____

    Please name the partnering institution: _____

B. ☐ **Proposal for renaming existing academic units** (college, school, department, or program)

    Please provide the unit's current name: _____

    Please provide the unit's proposed new name: _____

C. ☐ **Proposal for reorganizing existing units** (colleges, schools, departments, or programs)

    ☐ Change in status of an existing and approved unit (e.g. change from a program to department) — please indicate current unit name including status: _____

    ☐ Transfer an existing unit

    Please provide the current unit's name and home: _____

    Please provide the new home for the unit: _____

    ☐ Merge two or more existing units (e.g., merge department A with department B)

    Please provide the name and college of unit one to be merged: _____

    Please provide the name and college of unit two to be merged: _____

    ☐ Terminate an existing unit — please provide the current unit's name and status: _____

☐ **Other educational policy proposals** (e.g., academic calendar

University of Illinois at Urbana-Champaign

College of Liberal Arts and Sciences
Applied Technologies for Learning in
    the Arts and Sciences
608 South Mathews
Urbana, IL 61801

217/333-2025 *office*
217/333-2869 *fax*
raineri@uiuc.edu

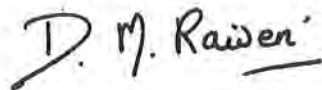March 3, 2010

To Whom It May Concern,

    I am writing this letter in support of the new Master of Arts (MA) in Translation and Interpretation in the School of Literatures, Cultures and Linguistics, Center for Translation Studies.

    The flattening of the world, coupled with recent global events, means that it is more important than ever before for countries and individuals to be able to communicate effectively with one another. The MA in Translation and Interpretation will help to meet the acute national and international need for qualified translators and interpreters. As a Research 1 University, with one of the largest library systems in the nation and highly reputable language programs, the University of Illinois at Urbana-Champaign is ideally positioned to offer such a program and train students whose skills will place them in high demand in the job market.

    This proposal aligns perfectly with the College's new LAS OnLine Initiative that aims to deliver many of our high enrollment, high demand courses in online or blended formats. Shared goals of LAS OnLine and this initiative include, i) extending our high quality course offerings to populations beyond our current students, ii) creating opportunities for transfer students (especially from community colleges) and, iii) promoting student retention.

    I enthusiastically confirm our commitment and support for promoting – or creating where necessary – an environment in which the goals of this program can be met and sustained.

Sincerely,

D. M. Raineri

Deanna Raineri
Associate Dean, College of Liberal Arts and Sciences
Associate Director, Illinois Informatics Institute

School of Literatures, Cultures and Linguistics

Office of the Director
4072 Foreign Languages Building, MC-171
707 South Mathews Avenue
Urbana, IL 61801-3675
USA

April 4, 2011

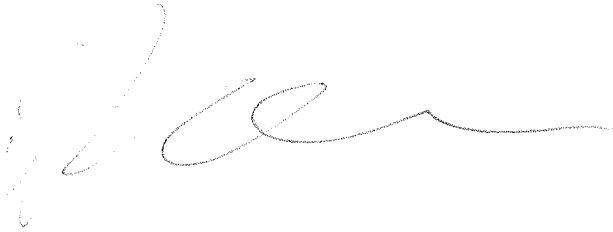Subject: MA in Translation Studies

The University of Illinois mission is to "serve the state, the nation, and the world by creating knowledge, preparing students for lives of impact, and addressing critical societal needs through the transfer and application of knowledge." Translation Studies is an emerging field of critical importance to the state, the nation and the world. It is both important and appropriate for the University of Illinois to offer this program at the MA level to provide opportunities for students with language and cultural proficiency, as well as expertise in a number of related fields, to make a difference in the world by bringing their translation expertise into the workplace. This expertise will open more job opportunities for our students and will allow them to work in national and international environments as language and cross-cultural communications specialists. The University's rich resources, including the Library and the School of Literatures, Cultures and Linguistics, provide a firm foundation for the program.

Translation is a critical component in a globalized world where the need for translation experts is in high demand as elegantly articulated by the Modern Language Association. As more colleges and programs incorporate translation studies and translator training into their curricula, there is a growing interest in translation among the faculty. Moreover, the translation of a major work of literature or scholarship can have a significant impact on the intellectual community, while a paucity of translations impoverishes it. This is one of the reasons why we are witnessing more faculty, including on our campus, undertaking translation as a component of their professional activity as instructors of translation courses or translators of major works published in foreign languages that the School has strong expertise in.

The instructional capacity will come from the existing faculty of the Center for Translation Studies and the faculty of the School of Literatures, Cultures and Linguistics. There is not currently excess capacity in the School. We plan to work strategically with department heads to reallocate teaching assignments so that courses in all departments are adequately covered. In addition, when the Center begins to earn income, we can apply some of the income to new hires, as needed, so that there is no additional cost to the university. We believe that given the importance of the endeavor and the expertise required to do it justice, a translation of a literary or scholarly work, or teaching a course in translation, could be a component that the School will consider when hiring new faculty.

The School is committed to ensuring that the MA in translation studies is academically and financial viable and has the personnel to staff its courses. We will closely monitor the program and periodically evaluate it to make sure that its performance and goals continue to meet the vision we have for it.

Abbas Benmamoun, Director
Professor of Linguistics

C: Dean Diane Musumeci

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of French

College of Liberal Arts and Sciences
2090 Foreign Languages Building, MC-158
707 South Mathews Avenue
Urbana, IL 61801-3675

Professor Elizabeth Lowe   February 3, 2010

Director, Center for Translation Studies

4080 Foreign Languages Bldg.

MC-171

Dear Elizabeth:

I write to express my strong support for the Center for Translation Studies. Let me explain the ways in which it benefits the Department and stands to benefit us in the future.

Students, both undergraduates and graduates, are interested in the certificate in translation studies. Current majors and minors have inquired about it when they come in to be advised on their programs, and students who are thinking about declaring a major or minor in French have asked about the certificate. Graduate students are interested as well and the Department is going to add the certificate to the others listed on its page describing the graduate program in French. Quite a number of our students are willing to complete additional course work to obtain such a certificate in order to enrich their programs and present a competence in a related field when they go on the job market. The availability of the certificate is a recruitment tool that brings us excellent students at both the undergraduate and graduate levels. It also permits the Department to develop non-academic career paths for students.

The students attracted by the Center will strengthen enrollments in our own translation-related courses, FR 419 and 421 (Techniques in Translation I and II). These courses are pitched to advanced undergraduates as well as MA-level graduate students.
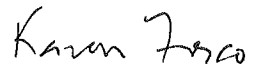
You and I have been in discussion to work out collaboration on the on-line French translation program. Our plan is to stabilize the program by offering key courses on a regular basis and to ramp up enrollments by marketing the program more effectively and extensively. One idea is to provide summer courses for public school teachers wishing to meet the requirement for continuing professional development. A course on writing in French, currently in our regular curriculum, would be a logical candidate to be adapted for this use. In the current economy, there are many potential clients who are trying to add to their skills so this is exactly the right time to be developing such a program. Since on-line instructors are paid for out of the fees charged the students who enroll, this program would be self-financing and would even constitute an income stream for the Department. Another advantage to the Department is that graduate students interested in obtaining experience in on-line instruction would have an easy way to do so.

Finally, we are excited by the prospect of being able to develop exchanges for our undergraduates with the Universite de Paris-VII, building on the memorandum recently negotiated between our two institutions to permit exchanges of faculty teaching translation. Our director of undergraduate studies is

planning to consult with the Paris-VII team about this possibility when he is in Paris this spring to check on the Department's study abroad program (Illinois Program in Paris).

The Center for Translation Studies has already brought the Department valuable opportunities for collaboration and will, we hope, continue to do so.

Cordially,

Karen Fresco

Karen Fresco

Head

Professor Elizabeth Lowe McCoy
Center for Translation Studies
In House

12 March 2010

Dear Professor Lowe,

The Department of Germanic Languages and Literatures enthusiastically supports the creation of the MA in Translation Studies. Students in our program at both the undergraduate and the graduate level have expressed a strong interest in translation, and the Department feels that inauguration of the MA in Translation Studies will benefit students in our program as well as within the School of Literatures, Cultures, and Linguistics.

Nationwide there is a need for such a program, as there is no academic translation program at a peer institution in the US. You have proven very resourceful and energetic in developing this curriculum, and even after a few short semesters, the Center is making its impact felt at the university, national, and international levels. Your plan to model it on the GSLIS LEEP program offers a sound academic and business proposal. The Department already offers a course in German translation and some of our current graduate students are earning the Certificate in Translation Studies. The Department of Germanic Languages and Literatures is pleased to support this valuable new initiative which appears to be able to become a revenue-producing program.

Sincerely,

Mara R. Wade

Mara R. Wade
Professor and Head

From:	Ruppert, Brian Douglas
Sent:	Thursday, February 11, 2010 9:23 AM
To:	McCoy, Elizabeth Lowe
Cc:	Kibbee, Douglas A; ruppert@illinois.edu
Subject:	Re Importance of Translation Program

Dear Elizabeth,

I would just like to reiterate the support of EALC for the Translation Studies program. It constitutes an extremely important second strand of professional training that EALC and other relevant departments in SLCL provide for both undergraduate and graduate students. In particular, our students have a great interest in translation training, and we have over the years had at least two graduate students who have won Japanese language translation prizes; indeed, two former students of EALC and History work in town here as professional translators. Translation is a burgeoning field that speaks directly to the needs of the 21st century, and EALC, from our perspective, is at the center of that--since Chinese, Japanese, and also Korean are among the most important languages of the "Asian Century."

More concretely, like our teacher certification program, the translation program offers a credential that will make our graduates employable in important fields that speak to the dynamic current scholarly marketplace. The translation certificate is one way of studying language and culture and to work, at the same time, toward a definable position. The internships are one key component in making this effort work, but the certification, in particular, is particularly basic to that effort. This is one path by which we can prepare our undergraduate students beyond teaching English abroad or entrance into graduate school.

We look forward to working with you as the Center for Translation moves forward. We are extremely excited for both scholarly and professional reasons, as EALC, in its very character, is directly concerned with textual translation but also the translation of meaning in larger, cross-cultural terms. Together with the Center and the other language-focused Departments in SLCL, we in EALC look forward to exploring continued and increasingly dynamic scholarly and professional collaboration.

Sincerely,
Brian Ruppert

Brian Ruppert
Head, Department of East Asian Languages & Cultures
Department of Religion
University of Illinois

(217) 244-1432

Department of Slavic Languages and Literature

3072 Foreign Languages Building, MC-170
707 South Mathews Avenue
Urbana, IL 61801

February 26, 2010

Dr. Ruth Watkins, Harry E. Preble Dean
College of Liberal Arts and Sciences
294 Lincoln Hall
702 South Wright Street, MC-448
Urbana, IL 61801

Dear Dean Watkins,

I write to lend my support to the M.A. program in Translation and Interpretation proposed by the Center for Translation Studies in the School of Literatures, Cultures and Linguistics.

The proposal makes a strong case for this degree program's potential to set LAS at UIUC apart from virtually every other college or university in the U.S. It also takes a healthful step in the direction of preparing our language students for real-world employment possibilities at a time when the academic fields, for which foreign language and literature students have traditionally been prepared, are shrinking; and as a State institution of higher learning, we are particularly obligated to offer an education that leads to meaningful career opportunities. The small, strong program envisaged promises to further raise the high level of language instruction in SLCL: it will be a beacon encouraging undergraduate and graduate language learners alike to proceed to advanced courses.

The Center's proposal offers a positive model, too, for how units might construct new revenue-producing programs. While such opportunities may be very limited for those of us in the humanities--and it would be a cruel alteration of the fundamental contract with the University to forcibly convert a humanities scholar into a for-profit entrepreneur--I am quite sure that there will be colleagues with the inclination and inventiveness to follow the Center's model and seize opportunities. If the Center's program does prove to be self-supporting—never mind the possibility of revenue sharing!—that would be a stellar achievement. At the very least, the proposal's numbers regarding anticipated enrollments and revenues provide very concrete criteria by which the program's success can be measured and future support gauged.

Last, I believe that the Center for Translation Studies serves a very useful function within SLCL: as conceived by the current director of SLCL, it has been an area of common interest that helps create a collective intellectual identity for units in the School. This can be seen in the program's wide-ranging co-sponsorship activities, and in how all the various units in SLCL (including Slavic) have been working a sub-theme of translation in their speaker programs. The M.A. program will enhance this function.

I would be happy to discuss this matter further.

Very Best,

Michael Finke, Professor and Head   <mcfinke@illinois.edu>

SPRING SEMESTER 2010: Visiting Fellow
Slavic Research Center
Hokkaido University
Kita9, Nishi7, Kita-ku
Sapporo 060-0809, Japan

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of the Classics
School of Literatures, Cultures and Linguistics

College of Liberal Arts and Sciences
4080 Foreign Languages Building, MC-174
707 South Mathews Avenue
Urbana, IL 61801 USA

23 February 2010

Professor Elizabeth Lowe, Director
Center for Translation Studies
4080 FLB, MC–176

Dear Elizabeth,

      I am writing in support of the proposal to establish a new Master of Arts (MA) in Translation and Interpretation in the School of Literatures, Cultures and Linguistics. This program will serve to address a serious need for qualified translators on the national and international scene. At the same time, it will provide a focus for the energies and expertise of a number of faculty on campus who are severally involved in teaching and research on matters of translation and interpretation. The recent creation on campus of the Center for Translation Studies has amply justified the expectations of the forward-thinking administrators who supported the endeavor, and I fully expect that the MA program will serve as further justification.

Sincerely,

David Sansone
Professor and Head

(217) 333–7573
dsansone@illinois.edu

Program in Comparative and World Literature

School of Literature, Cultures and Linguistics
College of Liberal Arts and Sciences
3072 Foreign Languages Building, MC-160
707 South Mathews Avenue
Urbana, IL 61801

February 22, 2010

To Whom It May Concern,

This is a letter of endorsement for the proposed MA in Translation and Interpretation in the Center for Translation Studies (School of Literatures, Cultures, and Linguistics).

This new program will have an impact on the School as a whole as well as on individual departments who will provide students and faculty and benefit from the revenue-sharing structure.

Given the need for translators and interpreters in this country, the new degree program promises to be very selective, maintaining both quality and competitiveness, and enhancing the reputation of literary and linguistic studies at Illinois.

The MA in Translation and Interpretation is exactly the kind of initiative needed to expand and diversify curricular options in the School of Literatures, Cultures, and Linguistics.

Sincerely,

Jean-Philippe Mathy
Professor and Director,
Program in Comparative and World Literature

Dear Dean Watkins:

The Program in Comparative and World Literature lends its support to the establishment of an MA in Translation and Interpretation. Historically, translation has always been part of the conceptualization of the discipline of comparative literature, especially in matters relating to cross-cultural studies and the pedagogy of world literature. This concern with translation has intensified in recent years, with major comparative literature scholars such as Gayatri Chakravorty Spivak (Columbia), David Damrosh (Harvard), and Emily Apter (New York University) writing influential books on the subject. Translation studies has also gained prominence across the various fields of literary and cultural studies, something that was recognized by the Modern Language Association of North America (MLA) when it devoted its 2009 annual convention, the largest in the field, to the theme of "Translation and the Humanities." We, therefore, believe that the proposed MA program would not only fulfill a growing need, but would also enhance the reputation of the University of Illinois and its newly minted Center for Translation Studies as a leading institution in humanities research.

Sincerely,

Waïl S. Hassan
Associate Professor
Program in Comparative and World Literature
Center for African Studies
Center for South Asian and Middle Eastern Studies
Unit for Criticism and Interpretive Theory

Mailing address:
Program in Comparative and World Literature
University of Illinois at Urbana-Champaign
707 South Mathews Avenue
Urbana, IL 61801

From:	rmckim [rmckim@uiuc.edu]
Sent:	Monday, January 25, 2010 10:34 PM
To:	McCoy, Elizabeth Lowe; Pandharipande, R V; rmckim
Subject:	MA in Translation and Interpretation

Dear Elizabeth,

I am writing just to say that I was very interested to learn at the meeting today about the proposed MA. It seems to me to be very well thought out and, as Doug said today, one especially impressive aspect of it in the current climate is that its graduates have excellent employment possibilities.

I know that Rajeshwari, to whom I am copying this, is very much involved. Do let us know if there are any ways in which, as a department, we can support your efforts. As you know, we have a number of faculty who are interested in being involved with your unit in one or another way.

Thanks for creating what promises to be a unique and innovative addition to our School and campus.

Yours sincerely, Robert
--

--
Robert McKim
Head, Department of Religion

http://www.relst.uiuc.edu/index.asp

Professor of Religious Studies and of Philosophy

University of Illinois at Urbana-Champaign

UNIVERSITY OF ILLINOIS
AT URBANA-CHAMPAIGN

Department of Spanish, Italian and Portuguese

4080 Foreign Languages Building, MC-176
707 South Mathews Avenue
Urbana, IL 61801

8 March 2010

On behalf of the Department of Spanish, Italian, and Portuguese, I wish to affirm our full support of the Master of Arts in Translation and Interpretation proposed by our colleagues in the Center for Translation Studies (CTS). The degree will serve to fulfill a pressing need for highly qualified translators and interpreters in a number of languages represented within the School of Literatures, Cultures, and Linguistics. Based on current enrollments in the undergraduate and graduate certificate programs in CTS, we imagine that Spanish, in particular, will play a prominent role in the new degree program. One of our faculty members, Associate Professor Joyce Tolliver, serves on the CTS Curriculum Committee and has had a significant role in shaping the proposal.

Offered through both online and resident formats, the Master of Arts in Translation and Interpretation promises to be an important and attractive professional option at the graduate level. It is designed as a self-sustaining program with the potential to generate significant revenue within our School.

We wish our colleagues every success with this exciting, new initiative.

Sincerely,

As new department head of Spanish, Italian and Portuguese I endorse this degree.

Diane Musumeci
Associate Professor and Head
Spanish, Italian, and Portuguese

Department of Linguistics

School of Literatures, Cultures and Linguistics
4080 Foreign Languages Building, MC-168
707 South Mathews Avenue
Urbana, IL 61801-3625   USA

February 26, 2010

Professor Ruth Watkins, Dean
College of Liberal Arts and Sciences
294 Lincoln Hall
702 South Wright Street, MC-448
Urbana, IL 61801

Dear Dean Watkins:

I am writing to lend the support of the Department of Linguistics to the M. A. program in Translation and Interpretation proposed by the Center for Translation Studies in the School of Literatures, Cultures and Linguistics.

As is stated clearly in the proposal, the program fulfills a significant need in the nation and will bring enhanced visibility to the University of Illinois, as well as the School. The Department of Linguistics is particularly pleased to see this program launched as it can work seamlessly and effectively with the graduate programs that are offered through our Department. We have the expertise and resources to play a vital cooperative role in the envisioned program.

The self-supporting model of the envisioned program is fully responsible to the needs of the times, and is the direction in which traditional humanities programs can be successfully transformed. We fully endorse this conception.

In sum, the program will bring distinction and strength to the School and will be an added source of cross-disciplinary fertilization of research and teaching that are the rationale for the School.

Sincerely,

James Yoon
Professor and Acting Head (Spring 2010)
Department of Linguistics

Department of Political Science

College of Liberal Arts and Sciences
361 Lincoln Hall
702 South Wright Street
Urbana, IL 61801-3696

February 23, 2010

Dean Ruth V. Watkins
College of Letters, Arts and Sciences
University of Illinois

Dear Ruth:

I am writing in support of the Center for Translation Studies' proposed M.A. degree in Translation and Interpretation. Because of the University of Illinois' breadth and depth in world languages, reflected in our many Title VI National Resource Centers (NRC), we are in an excellent position to be a national leader in translation studies. Dalkey Press provides the University with another strong foundation on which to build the CTS M.A. program and to increase the visibility of the University.

The European Union Center sees the Center for Translation Studies as an important strategic partner on campus because language policy and translation studies are very important issues for the European Union. With 23 official languages, the EU values the diversity of languages and sees translation as playing a critical role in the functioning of the EU both internally and externally. The EUC's students recognize the importance of working in a multilingual environment, a message driven home every time they see Europeans switching effortlessly among English, French, German, Spanish and other European languages.

From the area studies perspective, translation studies would also provide another professionally-oriented degree program for students who obtain Foreign Language and Area Studies (FLAS) fellowships from the NRCs. As you know, the Department of Education is particularly interested in funding professional students with FLAS fellowships in addition to supporting PhD programs.

Among other joint initiatives, the EUC and CTS are working together to organize a translation competition for high school students in the state of Illinois. This competition is modeled after the European Commission's Young Translators contest held throughout the European Union.

The Delegation of the European Commission to the United States, which is one of our major funders, sees the proposed translation competition as an excellent way to promote the importance of multilingualism and foreign language study to Illinois students.

In these challenging budget times, you will be happy to know that the EU Center is supporting some CTS initiatives with external funding. The M.A. students will be eligible for our FLAS fellowships, and we have written some EUC-CTS programs into our Title VI NRC application for 2010-14.

Economic connections between the state of Illinois and the EU nations are exceptionally strong, which means that many Illinois students will have careers that will in some way be tied to Europe. For them, their awareness of the significance of multilingualism will assist them in navigating in the reality of globalization.

In short, the CTS initiative fits easily into the research, educational, and outreach missions of the University and of the European Union Center. The professional focus also serves the University's land-grant mission. It can provide the Illinois legislature an important example of the practical training we provide the students of the state.

Sincerely

Robert Pahre
Director, European Union Center
Professor, Political Science
pahre@illinois.edu

cc: Doug Kibbee
       Elizabeth Lowe
       Ann Mester
       Lynda Park

From:	Martin Riker [riker@dalkeyarchive.com]
Sent:	Wednesday, October 28, 2009 4:10 PM
To:	Watkins, Ruth V; Carney, Karen M
Cc:	John O'Brien; McCoy, Elizabeth Lowe
Subject:	re: Translation program

Dear Ruth and Karen,

I'm writing to express support for the Translation program and to briefly describe its importance to the work Dalkey Archive does here at the University, as well as the work we hope to do in the future. Of course I am not faculty in the department, but I serve on the Translation program's Task Force, and hope this perspective is useful to you.

You are of course aware of the plans that have been drafted for various program possibilities. One thing that makes these proposed programs distinct is the combination of academic and applied-learning components. As the Translation program continues to develop, the ties between Dalkey Archive and the program will become increasingly significant and fruitful. We are poised to be the premier university in the U.S. for the education of translators, which is itself a quickly growing field of academia (as indicated by the presidential focus on translation at this year's MLA conference, in which both Elizabeth Lowe and I will be active participants).

In the meantime, we continue to build our association with the Translation program, whether it be through events of common purpose---such as the upcoming Brazilian authors event Elizabeth has organized---or through the associate of Translation program students with our staff and in-house programs.

We remain supportive of this program and hope it will continue to flourish in years to come.

Best,
Martin

--
Associate Director
Dalkey Archive Press
1805 S. Wright Street
MC-011
Champaign, IL 61820

ph 217.244.5700
fax 217.244.9142

www.dalkeyarchive.com

Elizabeth Lowe
Associate Professor and Director, Center for Translation Studies School of Literatures,
Cultures and Linguistics
University of Illinois at Urbana-Champaign
4080 Foreign Languages Building, MC-171
707 South Mathews
Urbana, Illinois 61801

March 2, 2010

Dear Elizabeth:

I am writing in strong support of the proposal to establish a new Master of Arts (MA) in
Translation and Interpretation in the School of Literatures, Cultures and Linguistics,
Center for Translation Studies.

As the Interim Director of International Programs and Studies (IPS), I oversee—jointly
with the College of Liberal Arts and Sciences—a total of seven Title VI National
Resource Centers in international and area studies, and, with the College of Business, a
Title VI B Center for International Business Education and Research. I cannot stress
enough how important the proposed MA in Translation and Interpretation will be for all
of these centers' competitiveness going forward, and for Illinois' international dimension
as a whole. This new MA program will add a highly relevant professional career path for
students in our area centers, and generate multiple synergies for research, international
linkages, and international training programs on our campus.

Since its inception, the Center for Translation Studies has worked closely with IPS and its
component units. We expect that the proposed MA program will create additional
opportunities for strong curricular and programmatic collaboration between the Center
and IPS.

In addition, the program is likely to create strong partnerships with international
organizations such as the United Nations and the European Union, as well as with US
government agencies, non-governmental organizations, and multinational corporations.
These partnerships in turn will yield direct benefits for our students and faculty, including
research, internship and employment opportunities.

Illinois already enjoys a reputation as a leader in international and area studies—only one
university in the country has more Title VI centers. The presence of the proposed MA
will further cement Illinois' reputation as a top destination for students interested in

international issues and careers. Along with the recently established MA in European Union Studies, Illinois will be home to two unique masters programs that leverage our international strength to meet a growing national need for trained professionals supporting governments and international organizations.

Sincerely,

Wolfgang F. Schlör
Interim Associate Provost for International Affairs
Interim Director, International Programs and Studies

University Library

Office of University Librarian
and Dean of Libraries
230 Main Library, MC-522
1408 West Gregory Drive
Urbana, IL 61801

February 25, 2010

Professor Elizabeth Lowe McCoy
Director, Center for Translation Studies
4080 Foreign Languages Building
MC-176

Re: MA in Translation and Interpretation

Dear Dr. McCoy

Thank you for giving the University Library the opportunity to review the Center for Translation Studies proposal to the Senate Committee on Educational Policy to establish a MA in Translation and Interpretation.

For the past two years, the program has provided $5,000 in support to supplement the University Library's collections allocation. This funding has been spent on collections intended to meet the needs of the developing program. Most recently, the allocation has been used to identify gray literature (standards, UN and EU resources, terminologies, etc.) and to provide a greater number of new titles in translation. In addition to these activities, the University Library has purchased the complete back-list of Dalkey Press, recently completed an agreement with the press and a donor to receive all new monograph publications, and has assigned a subject liaison that is fulfilling collection development and instructional needs.

Assuming that the annual support provided by the Center for Translation Studies continues, nothing in the proposal leads us to believe that there will be an appreciable impact on our operations or collections.

Sincerely,

Paula Kaufman
Juanita J. and Robert E. Simpson
Dean of Libraries and University Librarian

c: Thomas Teper
        Jo Kibbee

From:	Golato, Andrea
Sent:	Sunday, September 18, 2011 5:58 PM
To:	Lowry, Mary K; Wimmer, Wendy Renee
Subject:	FW: Letter of support for MA in Translation Studies

Here is the response from the Provost's Office regarding the funding

From: Andrechak, Michael J
Sent: Sunday, September 18, 2011 5:35 PM
To: Golato, Andrea
Cc: Kuntz, Kristi A; McCoy, Elizabeth Lowe; Kincaid, Debra K
Subject: RE: Letter of support for MA in Translation Studies

Andrea,

The allocation from the campus is recurring and will remain in the unit at least through a transition to self-supporting status.

Mike

From: Golato, Andrea
Sent: Tuesday, September 13, 2011 7:27 PM
To: Andrechak, Michael J
Cc: Kuntz, Kristi A; McCoy, Elizabeth Lowe; Kincaid, Debra K
Subject: RE: Letter of support for MA in Translation Studies

Dear Dr. Andrechak,

Thank you for your letter of support for the Translation Studies Program. It is good to have a statement of support for the self-supporting nature of the program. However, the Program Subcommittee of the Graduate College was interested in a letter of support for a different element of the proposal: The budget section of the proposal stated that over the past 3 years, the Translation Studies Program has been supported with a $285K allocation from the Provost's Office. It further stated that the Translation Studies Program is requesting a continuation of this funding until it becomes self-sustained in 2014. The Program Subcommittee was interested in a letter of support that the Translation Studies Program will be supported in this amount as the budget seemed to rely on these funds.

Best,

Andrea

****
Andrea Golato
Associate Dean, Graduate College
Associate Professor of German, Linguistics, and SLATE
http://www.germanic.illinois.edu/people/golato

Germanic Languages and Literatures
University of Illinois at Urbana-Champaign
2090 FLB
707 S. Mathews Ave
Urbana, IL 61801

Graduate College
801 South Wright Street
204 Coble Hall, MC-322
Champaign, IL 61820-6210

From: Andrechak, Michael J
Sent: Monday, September 12, 2011 4:13 PM
To: Golato, Andrea
Cc: Kuntz, Kristi A; McCoy, Elizabeth Lowe; Kincaid, Debra K
Subject: FW: Letter of support for MA in Translation Studies

Professor Golato,

The Office of the Provost approves using the designation of self-supporting for the new MA in Translation Studies. Since there may be some interest among employees in this program, we ask that the program develop plans to provide up to two scholarships once the program is covering its costs (projected to be about four years).

Please let me know if you have any questions or require additional information.

Michael Andrechak

Associate Chancellor & Associate Provost -
  Budgets and Resource Planning
University of Illinois at Urbana-Champaign

(217) 333-4493

-----Original Message-----
From: McCoy, Elizabeth Lowe
Sent: Friday, September 02, 2011 12:36 PM
To: Wheeler, Richard P; Wilson, Barbara Jan; Kemphues, Debbie A
Cc: Benmamoun, Elabbas; Golato, Andrea
Subject: Letter of support for MA in Translation Studies
Importance: High

Dear Prof. Wheeler and Prof. Wilson,

I am writing at the request of Professor Andrea Golato at the Graduate College for a letter from the Office of the Provost in support of our proposal for an MA in Translation and Interpretation (campus-based and online versions). This is a professional MA program designed to be self-supporting. The proposal has been approved by LAS and is now under review by the Graduate College.

I am attaching the proposals and accompanying letters of support for your information.

We would appreciate having this letter in hand by September 14, since the committee is meeting on September 15. It can be addressed to Prof. Andrea Golato.

Please let me know if you have questions. We appreciate your support.

Thanks and best wishes,

Elizabeth Lowe
Associate Professor and Director, Center for Translation Studies School of Literatures, Cultures and Linguistics University of Illinois at Urbana-Champaign 4080 Foreign Languages Building, MC-171
707 South Mathews
Urbana, Illinois 61801
Phone: (217) 244-7455 Fax: (217)244-8430
email: elowe@illinois.edu
Skype:elowe924
http://www.translation.illinois.edu

Vienna, 24. Februar 2010

Letter of Support

This is to support the proposal to establish a new Master of Arts (MA) in Translation and Interpretation in the School of Literatures, Cultures and Linguistics, Center for Translation Studies at the University of Illinois at Urbana-Champaign.

We have been working with Prof. Elizabeth Lowe McCoy, the Director of the Center for Translation Studies, and her colleagues for some time now. Thus we have been in a position to acknowledge their excellent work in translation studies research and in curriculum development. We are in the process of establishing a bilateral cooperation agreement to the benefit of both sides.

We welcome the establishment of such a MA program at the University of Illinois at Urbana-Champaign, since the close link to other humanities disciplines and language-related departments is a strong asset in the intended arrangement of the curriculum.

In our university the Center for Translation Studies is a faculty in its own right, but we also closely cooperate with our colleagues at the Faculty for philological studies. Our university is a member of the European Master of Translation (EMT) certificate program as well as of other EU-wide collaboration programs.

Univ.-Prof. Dr. Gerhard Budin
Deputy Director (=Vice-Dean)
Center for Translation Studies
University of Vienna

Zentrumsleiter V-Prof. Dr. Norbert Greiner – Gymnasiumstrasse 50 – A-1190 Wien
T +43-1-4277-58001 F +43-1-4277-9580 E-Mail translation@univie.ac.at

Seite 1 von 1

SDL

Ruth V. Watkins
Dean
College of Liberal Arts and Sciences
University of Illinois at Urbana-Champaign
294 Lincoln Hall
702 S. Wright Street
Urbana, Il 61801

Dear Dean Watkins:

I am writing on behalf of SDL to express our support for the creation of a Master's Degree in Translation and Interpretation at the University of Illinois. Our company is the market- leader in translation software. We have educational partnerships with universities around the world through the SDL University Program and we are deeply invested in the formation of future translators. There is a critical need for trained translators in all major world languages in practically every sector, including business, medicine, law, information technologies and new media. The addition of an MA program in the state of Illinois will have positive impacts on the state, the nation and the world community.

Our company not only produces software but also provides language services to corporate clients around the world. We have an SDL Internship Program that offers translators in training the opportunity to hone their skills and to learn a variety of jobs, including translator, editor, proofreader, project manager, terminologist, and quality assurance manager. We are presently in conversations with Dr. Elizabeth Lowe regarding an internship partnership with the Center for Translation Studies.

We look forward to working with the University of Illinois and its Center for Translation Studies, and commend you for the university's vision in adding this important field to its curriculum.

Best wishes,

Zaiba Mian
Marketing Initiatives Executive
SDL

From:	Ingold, Catherine W. [cwingold@nflc.org]
Sent:	Friday, March 05, 2010 12:14 PM
To:	McCoy, Elizabeth Lowe
Subject:	RE: National Foreign Language Center's Passage Rating Course

Dear Dr. McCoy,

We'll be delighted to see the Passage Rating course used: I'll be curious to see how helpful it is in selecting texts for translation pedagogy. (I would assume that translation difficulty would generally align with the government text rating scheme, but I don't know that it has ever been assessed for that purpose.) Please let us know how your program develops -- the US has a tremendous unmet need for well-trained translators!

I'm copying my assistant on this message -- she can work with your staffer to get you the course ASAP.

Best regards,
Catherine Ingold

-----Original Message-----
From: McCoy, Elizabeth Lowe [mailto:elowe@ad.uiuc.edu]
Sent: Friday, March 05, 2010 1:09 PM
To: Ingold, Catherine W.
Cc: 'Tom Ratican'; Richardson, Deborah S
Subject: National Foreign Language Center's Passage Rating Course

Dear Dr. Ingold:

The University of Illinois is starting up a translation studies program and we hope to have an MA in place in the next year. We are interested in purchasing the DVD set for the National Foreign Language Passage Rating course since we would like to apply the principles involved for pedagogical and/or assessment purposes. Tom Ratican, who is consulting for us on developing our assessment program, recently emailed you to let you know we would be contacting you.

My assistant, Debbie Richardson, will get in touch with you to arrange for the purchase of the set.

If you have any questions, please let me know.

Thanks and best wishes,

Elizabeth Lowe
Associate Professor and Director, Center for Translation Studies
School of Literatures, Cultures and Linguistics
University of Illinois at Urbana-Champaign
4080 Foreign Languages Building, MC-171
707 South Mathews
Urbana, Illinois 61801
Phone: (217) 244-7455 Fax: (217)244-8430
email: elowe@illinois.edu
Skype:elowe924
http://www.translation.illinois.edu

EMT expert group[1]

EMT 2009
Brussels, 16-17 March 2009

Brussels, January 2009

Competences for professional translators, experts in multilingual and multimedia communication

1. JUSTIFICATION FOR THE PROJECT

A number of factors justify the search for convergence between training for translators in Europe and the concern to optimise it, if only to strengthen cooperation between institutions and mobility for students and trainers:

- the development of markets, as part of the globalisation of trade, and of technologies is driving rapid development in professional practices and the quality criteria for translation services;

- the enlargement of the European Union (in May 2004) highlighted the difficulty of recruiting qualified translators in the nine 'new' EU languages and also emphasised the need to raise awareness of and disseminate more effectively the criteria and procedures for recruitment to the institutions;

- as the exercise of the profession is not regulated, there is a clear need to search for and apply criteria of excellence;

- it is also time to upgrade the working conditions and remuneration of translators, who are essential players in facilitating all forms of exchange and integration and promoting linguistic diversity;

- finally, the diversification and multiplication of programmes requires the definition of a true framework of reference, putting forward a minimum quality profile and specifying the competences necessary. Following the Bologna Declaration, with particular reference to employability, a number of universities launched a translation programme, often with the aim of recycling or of renewing their language teaching. Question arises whether such translation programmes may exist in name only, owing to a lack of analysis of requirements, a lack of understanding of the demands of the profession, and a lack of qualified teachers. In 2006 there were at least 285 translation 'programmes' in European higher education, leading to a bachelor's and/or a master's degree, either as a

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[1] The EMT expert group was set up by the DGT in April 2007. Its main task is to make specific proposals with a view to implementing a European reference framework for a Master's in translation (European Master's in Translation – EMT) throughout the European Union. For more information on the composition of this group, visit the website: http://ec.europa.eu/emt.

subsidiary subject in a languages, literature or linguistics programme or as part of post-graduate training.

The following is intended as a reference document to assist in planning, establishing, updating, evaluating and comparing translation training programmes.

2. DIVERSIFICATION OF MARKETS AND PROFESSIONS

Professions in multilingual communication have developed rapidly over the last 20 years, both under pressure from technological changes and as a result of the transformation of markets, linked to globalisation, outsourcing and flexibility. The consequences of this two-fold development are felt in the division of work and in the relationships between translation volume, quality control and price.

The term 'translation' itself has come to be ambiguous: sometimes it is taken to mean word-for-word transfers (e.g. 'pocket translations' which are only lexical correspondence dictionaries, devoid of context), sometimes it includes localisation (of software, websites, video games), versioning (of audiovisual documents), transediting (of information from press agencies, newspapers, television reports), multilingual and technical writing, adaptation (of advertising), revision, summary translation, etc. This ambiguity has so far made it impossible to draw up reliable statistics on the volume of 'translations', the number of 'translators' and their status and incomes.

It is difficult to anticipate all the changes still to come in the next 20-30 years (for example, software enabling the transfer from oral to written and written to oral), even though the students undergoing training will still be in the labour markets.

3. OBJECTIVES AND ORGANISATION

To respond to the challenges set out above, the Directorate-General for Translation (DGT) organised a conference in Brussels (19-20 October 2006), with representatives from nearly 70 higher education institutions in the EU (including Bulgaria and Romania) and from international organisations (UN, NATO, OECD). The subject of the debates was the development of training for translators in Europe, seeking the convergence and optimisation of ambitions and of programmes, based on the European Master's in Translation (EMT) project – a common frame of reference drawn up by DGT.

Following this conference, in order to ensure continuity of effort, an integrated structure was suggested, consisting of:

- a steering committee guiding the project as a whole over the next three years;
- a working group of 23 members (one per language) within DGT, to assist the steering committee;
- a group of eight experts, tasked with making proposals to the steering committee and the 23-member working group to achieve the desired convergence and optimisation;
- a network of university programmes developing qualifications for translators and implementing the recommendations drawn up, while taking into account local constraints (institutional, legal, financial, etc.).

The speeches at the 2006 conference, the terms of reference of the four entities mentioned above and the reports from the groups are available on the internet[2]. A follow-up conference was organised in March 2008[3] (a third one is planned for March 2009) in order to evaluate progress and define actions for finalising a European reference framework for training programmes in translation which are coherent and of a high standard, comparable between seats of learning and compatible with the demands of the international environment, and particularly with those of the European institutions.

4. COMPETENCES

The following pages set out a reference framework for the competences applied to language professions or to translation over a wide semantic or professional range, including various modes of interpreting. This framework does not cover the specific needs of translator trainers or those of translation studies researchers. The training objectives, expressed in terms of competences to be acquired, appear to us to be priorities, before defining a programme in which the content also depends on the resources (human, financial, institutional and technical) available in a given context.

This reference framework should be understood within the overall context of university education for translators, which goes beyond the specifically professional competences listed below. It sets out what is to be achieved, acquired and mastered at the end of training or for the requirements of a given activity, regardless where, when and how. It corresponds to second-cycle training of between 60 and 120 credits (ECTS), presupposing mastery of the working languages (of at least level C1: 'Competent use of language (Effective Operational Proficiency)', according to the Common European Framework of Reference for languages). This is intended as a basis, enabling the content of training sequences/modules/programmes/sessions to be established and the most appropriate teaching methods to be chosen. It is concerned with the ends (the competences) but in no way prejudges the means (resources, programmes, teaching).

The expert group has sought to be as explicit and clear as possible to prevent differences of interpretation (from trainers with different backgrounds, experiences and constraints), in order to facilitate the implementation of these competences and the evaluation of their application and to speed up the networking of programmes complying with the framework thus defined.

By 'competence', we mean the combination of aptitudes, knowledge, behaviour and know-how necessary to carry out a given task under given conditions. This combination is recognised and legitimised by a responsible authority (institution, expert).

The competences proposed in each of the six areas are interdependent. Thus, for example, the aptitude for taking reasoned decisions is horizontal; it applies equally to the provision of a translation service and to documentary research. They all lead to the qualification of experts in multilingual and multimedia communication. Together, they comprise the minimum requirement to which other specific competences may be added (for example in localisation, audiovisual translation or research).

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[2] http://ec.europa.eu/dgs/translation/events/emt2006/index_en.htm

[3] http://ec.europa.eu/dgs/translation/events/emt2008/index_en.htm
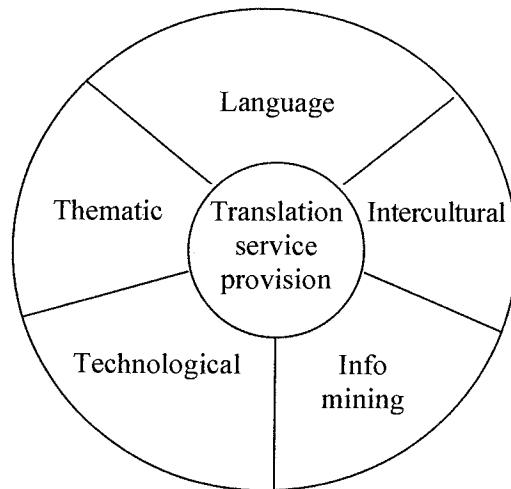
TYPE OF COMPETENCE	DEFINITIONS / COMPONENTS
TRANSLATION SERVICE PROVISION COMPETENCE	**INTERPERSONAL dimension** - Being aware of the social role of the translator - Knowing how to follow market requirements and job profiles (knowing how to remain aware of developments in demand) - Knowing how to organise approaches to clients/ potential clients (marketing) - Knowing how to negotiate with the client (to define deadlines, tariffs/invoicing, working conditions, access to information, contract, rights, responsibilities, translation specifications, tender specifications, etc.) - Knowing how to clarify the requirements, objectives and purposes of the client, recipients of the translation and other stakeholders - Knowing how to plan and manage one's time, stress, work, budget and ongoing training (upgrading various competences) - Knowing how to specify and calculate the services offered and their added value - Knowing how to comply with instructions, deadlines, commitments, interpersonal competences, team organisation - Knowing the standards applicable to the provision of a translation service - Knowing how to comply with professional ethics - Knowing how to work under pressure and with other

	experts, with a project head (capabilities for making contacts, for cooperation and collaboration), including in a multilingual situation - Knowing how to work in a team, including a virtual team - Knowing how to self-evaluate (questioning one's habits; being open to innovations; being concerned with quality; being ready to adapt to new situations/conditions) and take responsibility **PRODUCTION dimension** - Knowing how to create and offer a translation appropriate to the client's request, i.e. to the aim/skopos and to the translation situation - Knowing how to define stages and strategies for the translation of a document - Knowing how to define and evaluate translation problems and find appropriate solutions - Knowing how to justify one's translation choices and decisions - Mastering the appropriate metalanguage (to talk about one's work, strategies and decisions) - Knowing how to proofread and revise a translation (mastering techniques and strategies for proofreading and revision) - Knowing how to establish and monitor quality standards
LANGUAGE COMPETENCE	- Knowing how to understand grammatical, lexical and idiomatic structures as well as the graphic and typographic conventions of language A and one's other working languages (B, C) - Knowing how to use these same structures and conventions in A and B - Developing sensitivity to changes in language and developments in languages (useful for exercising creativity)

INTERCULTURAL COMPETENCE (the dual perspective – sociolinguistic and textual – is in the comparison of and contrast between discursive practices in A, B and C)	**SOCIOLINGUISTIC dimension** - Knowing how to recognise function and meaning in language variations (social, geographical, historical, stylistic) - Knowing how to identify the rules for interaction relating to a specific community, including non-verbal elements (useful knowledge for negotiation) - Knowing how to produce a register appropriate to a given situation, for a particular document (written) or speech (oral) **TEXTUAL dimension** - Knowing how to understand and analyse the macrostructure of a document and its overall coherence (including where it consists of visual and sound elements) - Knowing how to grasp the presuppositions, the implicit, allusions, stereotypes and intertextual nature of a document - Knowing how to describe and evaluate one's problems with comprehension and define strategies for resolving those problems - Knowing how to extract and summarise the essential information in a document (ability to summarise) - Knowing how to recognise and identify elements, values and references proper to the cultures represented - Knowing how to bring together and compare cultural elements and methods of composition. - Knowing how to compose a document in accordance with the conventions of the genre and rhetorical standards - Knowing how to draft, rephrase, restructure, condense, and post-edit rapidly and well (in languages A and B)
INFORMATION MINING COMPETENCE	- Knowing how to identify one's information and documentation requirements - Developing strategies for documentary and terminological research (including approaching experts) - Knowing how to extract and process relevant information for a given task (documentary, terminological, phraseological information) - Developing criteria for evaluation vis-à-vis documents accessible on the internet or any other medium, i.e. knowing how to evaluate the reliability of documentary sources (critical mind) - Knowing how to use tools and search engines effectively (e.g. terminology software, electronic corpora, electronic dictionaries) - Mastering the archiving of one's own documents

THEMATIC COMPETENCE	- Knowing how to search for appropriate information to gain a better grasp of the thematic aspects of a document (cf. Information mining competence)
	- Learning to develop one's knowledge in specialist fields and applications (mastering systems of concepts, methods of reasoning, presentation, controlled language, terminology, etc.) (learning to learn)
	- Developing a spirit of curiosity, analysis and summary
TECHNOLOGICAL COMPETENCE **(mastery of tools)**	- Knowing how to use effectively and rapidly and to integrate a range of software to assist in correction, translation, terminology, layout, documentary research (for example text processing, spell and grammar check, the internet, translation memory, terminology database, voice recognition software)
	- Knowing how to create and manage a database and files
	- Knowing how to adapt to and familiarise oneself with new tools, particularly for the translation of multimedia and audiovisual material
	- Knowing how to prepare and produce a translation in different formats and for different technical media
	- Knowing the possibilities and limits of MT

Yves Gambier
on behalf of the EMT expert group

EMT expert group[1]

Leipzig, 17 April 2009

DEVELOPING A EUROPEAN NETWORK OF TRANSLATION PROGRAMMES

Conditions for submission and examination of applications to join the EMT network

All of the procedures and criteria below apply to postgraduate translation programmes (MA level) with 60 to 120 credits (ECTS), irrespective of whether these are preceded by an undergraduate programme in translation; they do not apply to universities as such, as various translation programmes of different quality can be offered by the same university.

The network is inclusive. It seeks not to exclude but rather to incorporate as many programmes as possible with the aim of improving the quality of translator training. The objective is to introduce a new focus on quality in the training of translators in Europe and to encourage exchanges between programmes. In the short term it will implement a quality label for translator training programmes.

Interested institutions which do not yet have eligible programmes but intend to develop them may seek advice from the DGT on setting up programmes or adapting existing curricula (DGT-EMT@ec.europa.eu).

THE OBJECTIVES OF THE NETWORK ARE TO:

- apply and ensure the application of the requirements of the EMT project;

- increase the feasibility of the EMT project with due consideration for national or local constraints (institutional, legal or financial) so that the majority of translation programmes in a given country meet the requirements of the EMT project;

- work to ensure that programmes in line with the EMT project receive recognition, support and accreditation;

- encourage the creation of a European association of universities and higher education establishments offering training for translators in accordance with the EMT project. This association could, in the long term, assume the tasks carried out by the network.

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[1] The EMT expert group was set up by the DGT in April 2007. Its main task is to make specific proposals with a view to implementing a European reference framework for a Master's in translation (EMT) throughout the European Union. For more information on the composition of this group, visit the website: http://ec.europa.eu/emt.

Network members communicate via an EMT online forum to discuss and analyse the constraints and obstacles to developing the EMT project, identify development strategies, propose appropriate actions and, if necessary, conduct research useful for project implementation (for example concerning teaching methods, distance learning, etc.).

PROCEDURES

1. Candidates may apply after the call for applications.

2. The official application must be accompanied by a "declaration of conformity" signed by the competent authority of the University. This certifies that the information provided is correct and guarantees that the programme has been duly authorised by the relevant supervisory authorities.

3. The application must also include the programme description and the names of the teachers together with their profiles (cf. "Teacher profile" form, to be completed), as well as the number of students registered for this programme. It must be accompanied by any other relevant document demonstrating how the programme is being implemented and how competences are acquired during the course of study (see criteria below).

4. All the documents must be submitted in printed (in duplicate) and electronic form.

5. Applications will be assessed by an Evaluation Committee comprising the EMT expert group and Commission representatives. This Committee will carry out a plausibility check using documents provided by the institution responsible for the programme. In some cases, the Committee may require additional information and check on site the content of the documents sent. The detailed organisation of the evaluation process and the distribution of the tasks will be specified at a later date.

6. Applicants will be informed of the reasons for applications being accepted or not. The decision shall be final.
   Unsuccessful applicants may reapply after a two-year period, provided changes have been made since submission of the initial application.

7. Only translation programmes admitted to the network may use the EMT name and logo for the period of their network membership (four years). If the programme is suspended, interrupted or cancelled, network membership shall be discontinued.

8. When its membership of the network comes to an end, the programme may reapply.

N.B.: The Evaluation Committee may ask certain professional associations and international/European institutions to act as observers or consultants.

CRITERIA

The criteria below are at least verifiable, at best measurable. Applications will be evaluated in two stages: first on the basis of the first six criteria (eligibility conditions) concerning university requirements and specifying the means provided, and then on the basis of the following two criteria (admission conditions) concerning the market requirements and specifying the expected results.

The six eligibility conditions are checked using a number of supporting documents. Derogations are possible, subject to justification, where national and local conditions are such that some criteria cannot be met.

Criteria are grouped and weighted as follows (not meeting one of the criteria, unless a derogation is granted, implies rejection of the application):

a) Criteria 1 and 2 (programme authorised; length of time in existence and proof of effective running; objectives accessible): these two are essential requirements for evaluation of the fulfilment of other criteria to be carried out. They are not weighted.

b) Criteria 3, 4 and 5: resources (human resources, infrastructure, tools). Weightings: human resources 65 points; infrastructure 15 points; tools 20 points. The threshold for each criterion will be 75% of the maximum number of points possible (i.e. 48 + 12 + 15, respectively).

c) Criterion 6: towards necessary professionalization.

Only applications which have been declared eligible shall be subjected to an admission examination by the Evaluation Committee.

A) Eligibility conditions

CRITERIA	CONDITIONS	CERTIFICATES
1. Status of the programme	a) The programme comes under the authority of an EU Member State; b) it is authorised by the Member State(*); c) it must be running; d) it must have at least one cohort of graduates (pre- or post-Bologna). (*) In Member States where no provision is made for formal approval, the programme must nevertheless meet all the legal requirements relating to a Master's award on completion of studies of that level.	- *Declaration of conformity* signed by a competent authority of the university; - proof of official authorisation (e.g. accreditation, official gazette or any other document proving that the programme has been authorised by the relevant authority).
2. Training programme objectives	- The learning objectives are clearly defined; - these objectives are disseminated/accessible to the public.	- All documents presenting the programme objectives (brochure, study guide, website, etc.).

3. Human resources	- The programme has sufficient teaching staff to ensure high quality practical training (taking into account national/local conditions and the suitability of trainer profiles); - the teaching staff reflect the professionalisation of the programme. At least 10% of the total credit load of the programme should involve practising members of the translation-related professions.	- Number of students per year and number of teachers per category (see *Teacher Profile* form) (please give figures for the last 2-5 years); - number of graduates/number of registrations (please give figures for the last 2-5 years); - *Teacher Profile* form duly completed; - document proving the provision of ongoing teacher training.
4. Infrastructure	a) The programme should have the use of suitable and identifiable premises; b) it provides ways and time of access to the IT network and to the computers; c) it provides means of access to thematic documents and literature on Translation Studies.	- Location of resources; - type and number of computers accessible to students on the programme; - list of the translation and professional journals available to students; - description of access to documentary resources.
5. Technical resources	- The programme uses correction, translation, terminology, formatting and document search software; - it uses translation and programming tools; - additional resources (scanner, localisation software, MT system, web page creation tools).	- Type and number of licences; - list of software used; - certification of access to resources (leasing contracts, invoices, etc.).
6. Preparation for the professions	- The programme takes account of market developments: it analyses job offers and recruitment criteria in Internet offers; - it has relations with translation agencies, businesses and professional associations; - it has an impact on employment and recruitment conditions of the translators.	Various certificates, such as: - documents proving relations established (conventions, agreements, etc.); - documents proving that market developments are taken into account; - documents certifying job placement activities; - description of placement reports and all other relevant documents.

B) Admission conditions

The Evaluation Committee takes both criteria (see below) into equal consideration, in the light of the national and/or local context in which the programme is run.

CRITERIA	CONDITIONS	CERTIFICATES
1. Graduate employment	- Job placement rate one year after graduation (in any profession related to translation training or practice).	- Statistical data concerning the job placement rate, placement conditions and the monitoring of vocational development (from the last 2-5 years).
2. Implementation of the six areas of competence	a) Verification of the list of competences; b) verification of the conditions for competence development; c) verification of methods for checking the acquisition of these competences.	a) *Table of Competences* form duly completed; b) - admission conditions and criteria (prerequisites, type of assessment, objectives, etc.); - degree course (course description: number of hours, ECTS, etc.); c) monitoring methods; marking/assessment criteria.

Yves Gambier
On behalf of the EMT expert group

EUROPEAN COMMISSION
Directorate-General for Translation

Brussels, 12 March 2009
Final version

EMT Roll-out strategy

1. Background

The Commission's initiative on the European Master's in Translation grew out of two concerns:

- The rapidly growing need for high-level linguistic services, fuelled by such factors as the globalisation of the economy, technological progress and demographic movements.
- The dramatic increase in the number of official EU languages from 11 to 23 between 2004 and 2007 which brought to light the fragility of the labour market for translators, as well as the insufficient supply of qualified professionals in some languages and language combinations.

The EMT project was developed by the Commission's translation service - the DGT - which, by virtue of its size, structure, reliance on state of the art technology, and of the need for high quality professionals, has a special responsibility for providing leadership in this area. The DGT therefore felt that it has a duty to assist the translation profession in meeting the challenges posed by the expanding multilingual environment.

It was along these lines that, in 2005, following contacts with a number of universities which had sought its advice, DGT initiated a process of reflection on two interrelated issues: first, a generic description of tasks and competences of translators which would respond to the needs of the translation industry or public bodies, such as the EU institutions; and second, a draft of a European model curriculum, which could address these requirements and thereby enhance the status and quality of the translation profession.

This then resulted in a first proposal of a curriculum for a translator training programme at master's level.

At the political level, the Commission, in its first Communication on multilingualism COM (2005) 596 in November 2005, included the initiative in its plan of action to enhance multilingualism, thus using its right of initiative in the European institutional context.

In October 2006, DGT organised its first EMT conference (EMT-2006) to launch the project. Representatives from universities of all Member States and acceding countries were invited to the conference, together with potential employers, to discuss issues related to translator training in the EU and the implementation of EMT.

In April 2007, based on the conclusions of the conference and the general consensus to move forward towards a European Master's in Translation, DGT decided to set up three working groups representing the DGT and the academic world to advise on the future steps of the project.

The DGT then called upon a working group of recognised experts from universities to develop the proposed curriculum further, foster exchange of best practices and raise awareness of language and translation matters.

In March 2008, DGT organised its second EMT conference in order to plan the next steps. Around 140 conference participants from universities in 30 countries, employers' associations and international organisations contributed to debate on the **professionalization** of translation as an occupation within the EU.

There was a strong determination on the part of both the universities and DGT to move forward and create a network of university programmes eager to share the EMT standards.

The members of the EMT Expert Group (EG) agreed on a list of competences which should be acquired by the end of an EMT-eligible training programme, together with an outline of the selection criteria for admission of university programmes to the network. During the discussions, the following key points emerged:

- In translator training, it is essential to keep pace with the **evolution of the market and the profession** and include activities that, traditionally, have not been regarded as 'pure translation' (or translation *per se*), such as localisation, editing, project management, subtitling, etc.

- Given the diversity of national and regional university legislation, systems and traditions, the EMT "curriculum" should be considered as only one of many possible formats for Master's programmes. Along the lines of the European Higher Education Area (EHEA), the essential aim is for the necessary competences needed by the translation industry and profession as a whole to have been acquired by the end of the training.

- The **minimum number of credits should be fixed** (60 ECTS for a one-year course), but the maximum number of ECTS should be left open.

- The **use of the EMT logo** should be restricted to programmes which fulfil the criteria for membership and have actually been admitted into the EMT network.

2. Constraints and the way forward

2.1. Admission of programmes to the EMT network

The definition of course **curricula** falls within the competence of the Member States. While the Commission and DGT cannot interfere with such decisions, they can encourage the **acquisition of competences** and reward training programmes by giving them a label.

For that purpose, the Commission will investigate whether the **name and logo of EMT** can be protected by a **registered trademark**.

The EG has the expertise to analyse the various programmes and verify that they are being implemented in practice in such a way that the relevant competences are acquired. The Commission has the necessary linguistic coverage and expertise in programme management at EU level, and it provides the necessary European approach and coordination. An evaluation committee, composed of the EG and Commission representatives, will be set up for selection purposes.

2.2. Timing

Based on feedback from the 2006 and 2008 EMT conferences and visits to universities, it is to be expected that a certain number of programmes are ready to comply fully with the EMT criteria at present.

As a result, there is a need to progress in stages, maintain close links with the programmes that are not yet compliant and give support to these programmes.

3. Overall objectives for the way forward

The following overall objectives have been agreed to guide the project in the coming years:

- The EMT project strives for the acquisition of **high-level competences** for the students and **European added value** in the national programmes.
- The EMT project aims to **attract** parties wishing to improve training of future translators.
- The EMT project aims to **help** those who wish to upgrade their programme and need to remove local obstacles.

3.1. A phased approach

1) The first phase will involve the creation of a reference group of training programmes which fulfil all the EMT criteria.

   The members of the reference group, referred to as "members", may use the label "member of the EMT network".

   All programmes which do not yet qualify to be members of the EMT network will have the status of "applicants".

   Membership is valid for a maximum period of four years. After this period, members must reapply for the network. Applicants who are deemed not fully compliant may submit a fresh application after two years, provided they have implemented any changes recommended by the evaluation committee.

2) In a second phase, the name and EMT logo would be protected by a trademark and their use would be restricted.

3.2. The available tools for the network

- The EG would continue to "fine-tune" the proposed **list of competences** and adapt them to changes in the professional environment, after consulting the EMT network and European and international organisations, and taking into account studies of market needs.

- The **annual conference** will continue to provide a forum for networking and exchange of best practices.

- Additional one-off thematic conferences could be organised by members for other members (e.g. inviting software providers to describe developments anticipated in their area).

- DGT will provide the secretariat for the network until it is decided otherwise; this may include **hosting a site** for interested parties with information on the available programmes in each country and **facilitating** the exchange of information via a restricted site (CIRCA).

- Furthermore, DGT will concentrate its efforts on **actively** disseminating information about EMT to educational authorities, and giving advice on practical matters to universities wishing to improve their programmes, in particular in countries where there is a shortage of qualified translators.

3.3. Potential assistance from DGT

DGT is currently promoting a programme whereby selected staff go on missions (lasting 4-6 weeks) to universities/public institutions in the Member States with the purpose of improving either their knowledge of a foreign language or the thematic knowledge in their own language (VTS scheme).

Universities delivering EMT-compliant programmes could receive one-off assistance from DGT staff under a mutual benefit arrangement. Such assistance could include:

- providing information on the competences required of professional translators in the EU institutions,

- sharing information on the organisation of a translation service at institutional level,

- sharing of practical experience as a translator by running workshops, etc.

DGT could give priority to students of those programmes that are members of the network to take part in **unpaid placements**.

The Commission's **traineeships** ("Blue Book") are managed independently from DGT. However, DGT could ensure that the objective criteria used for selecting translation trainees take due account of the competences targeted in EMT. All other criteria being equal, the students participating in EMT compatible programmes should therefore score better in the selection process.

4. EMT 2009 Conference

The 2009 EMT conference will be devoted in part to discussing the advantages and responsibilities of being a member of the network or an applicant.

The following elements are presented to stimulate the discussions.

Advantages of membership of the EMT Network	Members	Applicants
Opportunity to feed into the development of the EMT project.	X	X
Advance information on the evolution of the EMT programme.	X	X
Drawing up of lists of contact persons running programmes in similar fields.	X	X
Assistance from Members or the Commission to create EMT-compliant programmes.		X
Use of a restricted site to exchange information with other programmes.	X	
Use of the label "Member of the EMT network of year XXXX".	X	

	Members	Applicants
Beyond the Master's degree, delivered in accordance with the prevailing rules on university education, graduates may receive an EMT certificate certifying that they have acquired the competences required for EMT.	X	
Use of EU texts, such as web-pages, in the translator training classes.	X	
Possibility of entering into twinning agreements with members of the EMT network.		X

Further advantages for members in phase 2	Members	Applicants
Use of the EMT name and logo.	X	

Commitments arising from involvement in the EMT Network	Members	Applicants
To work on developing the feasibility of the EMT in their country.	X	X
To maintain a Master's level degree in their universities in line with the EMT specifications.	X	
To operate (whenever possible) as an interface with the national accreditation authorities for study programmes in their country.	X	
To encourage closer collaboration at European level among universities and other higher education establishments offering training for translators.	X	X
To develop a Master's level degree in their universities in line with the EMT specifications.		X

Further commitments for the network members in phase 2	Members	Applicants
Establish partnership/cooperation agreements on research with X programmes in other established members.	X	
Provide for mentoring of applicants.	X	
Establish twinning agreements with a minimum of Y applicant programmes.	X	

5. Organisation of the network

TYPES OF MEMBERSHIP

As some universities propose different programmes, not all of which are compatible with the EMT standards, **membership** will be open to **programmes** rather than to **institutions**. However, as a programme does not usually have legal status/personality, for legal purposes, including the granting of licence to use the future EMT trademark, legal representation of the programme will be held by the institution responsible for the running of the programme.

Programmes satisfying the criteria set by the EG would qualify as members of the network. For this purpose, the EG should define minimum standards which would have to be attained in order to qualify for the EMT label.

Programmes which have applied for the network, but are not yet compliant with the criteria, will have the status of "applicants".

Members of the network could use the designation "member of the EMT network" in their communication with the outside world.

NUMBER OF MEMBERS

There should be no *a priori* limit on the number of members.

Since the programmes of universities in all the EU Member States may, in principle, be members of this network, the number of potential members will be approximately 300. However, according to estimates based on the applications received for the EMT-2009 conference, the number of applicants is not expected to exceed 150.

CREATION OF THE EMT-NETWORK GROUP

In order to spread membership of the EMT network as widely as possible, an open call for participation will be issued.

All interested programmes can submit an application to the network secretariat in which they describe their current status in terms of fulfilling the EMT criteria. This will include a detailed checklist ("Table of competences") in which the programme director describes how and to what extent the EMT criteria are met.

VALIDATION OF THE APPLICATIONS

It is important to combine the lively interest of programmes in joining the network with the desire to limit membership to programmes that actually comply with the admission criteria. In order to boost the credibility of the project and preserve DGT's image, the selection process should be objective and should include a training element. Moreover, the evaluation should be conducted in a thorough manner and should be based on very detailed documentation provided by applicants. Responsibility for selection should be borne jointly by DGT and the EMT Expert Group.

The application should be accompanied by a certificate signed by a competent authority at the university/training institution, confirming that the information supplied is correct and that the university is committed to supporting the sustainability of the project.

There will be a thorough review of the applications and random on-site verifications prior to the adoption of the list of members by the evaluation committee.

6. Conclusion

Over the last three years the EMT project has become a flagship initiative which is expected to benefit the DGT, academia and the translation profession as a whole. The moment has come to increase the collaboration between universities sharing the EMT standards and to enhance the European added value of the project.

Annexes: 2

Annex 1 Provisional timetable

15 October 2008	Admission criteria are finalised by the EG and proposed to DGT (done).
16 December 2008	Launch of the call for expressions of interest to participate in the EMT conference and to apply for the network (1st step) (done).
15 February 2009	Launch of the call for applications to participate in the EMT Network (done).
16-17 March 2009	EMT-2009 conference. In view of the limits in terms of time and budget, DGT will endeavour to invite to the conference those participants who have already expressed their interest in joining the network. The focus of the conference will be on the advantages and responsibilities of the members (done).
April 2009	Meeting of the EG in order to outline minimum standards and define appropriate weightings for the various criteria (done).
31 May 2009	Deadline for submitting applications.
June 2009	Meeting of the evaluation committee - Steering Committee (SC), Expert Group (EG) and Working Group (WG) - to do a test and discuss the evaluation procedure.
22-26 June 2009	Meeting of the evaluation committee (either in parallel panels or in a plenary session, depending on the procedure adopted in the previous meeting).
September-October 2009	Field Offices additional contacts with programmes in case of doubts from the panel. Random spot checks where absolutely necessary. Request for additional documentation in borderline cases.
October-November 2009	Documented answers to all applicants who are not accepted as members. List of members proposed to DGT by the evaluation committee.
End 2009	Publication of lists of members.
Autumn 2010	EMT-2010 conference.

Annex 2: Practical arrangements for the call for applications

INFORMATION

Information about the call will be organised using a combination of different channels:

- The announcement of the call, together with the competence claim and the FAQ sheet, will be published on the EMT website on EUROPA. All information will be available in English, French and German (*procedural languages*).

- All participants in the EMT conferences, as well as university contact persons of the EMT data base, will be informed by e-mail of the date of the publication of the call.

- The call will also be advertised via the Field Offices.

APPLICATION

- Programmes that apply for membership should complete the application forms.

- They will be granted a maximum of two months deadline for their applications.

- Applications should be submitted in English, French or German. This is necessary to enable all members of the EG, SC and WG to read the forms. However, in order to ensure equal treatment for all applicants, accompanying documentation can be provided in any one of the 23 official languages.

TIMING OF THE CALLS

- The open call for applications will be launched in February 2009.

- New calls should be launched every two years to allow new applications for membership.

- It is up to the translation **programme** director to describe in the application the extent to which the programme currently in place meets the criteria set by the EG.

- The application should be accompanied by a "declaration of conformity" signed by competent authority of the university, certifying that the information provided is correct and giving an undertaking to continue implementing the programme in accordance with the guidelines.

- The declaration, which will be part of the application form, can be provided in any of the 23 official languages.

- The declaration should be accompanied by a description of the programme (official booklet), the names and the teacher profile (Teacher Profile form), and the number of students participating in the programme by term. It should be supplemented by all other relevant documentation which can provide proof of how the programme is implemented and the competences that are acquired during the training.

- All documentation should be supplied in paper form and in electronic format.

- The evaluation committee will consist of the EG and representatives of the Commission. The tasks of each of the members in the evaluation process will be defined at the plenary session dedicated to the evaluation in June 2009.

- A plausibility check will be conducted by the evaluation committee based on the **documentation** provided by the university. Random on-site checks may be made.

- A training session should be organised for all evaluators. This will guarantee that all evaluations are performed in a consistent manner.

- As a first step of the evaluation, the EG will, on the basis of preparatory work by DGT, analyse two applications in plenary session with the SC and WG. On the basis of this experience, it will be determined whether the evaluation will be conducted in small panels or in plenary session.

- Where panels are organised by language, the experts will not sit on the panels for the language of the MS in which they are working. Other external experts may be invited to assess the programmes of the applicant universities where the members of the EG work.

- In borderline cases, the evaluation committee may request additional documentation from the university.

- At the end of the evaluation, applicants who have not yet been accepted as members will receive a documented answer with specific advice concerning what improvements they need to make in order to qualify for membership at a later stage. They may reapply after two years.

- This procedure will allow the **evaluation committee** to identify a **list** of EMT members by November 2009. The selection of the EMT members will be conducted by the evaluation committee, consisting of the EG and the Commission. If and when there is a trademark, it will be granted by the authority competent in this matter (possibly the Director-General of DGT).

- The details and content of the programmes of *members* of the network will be published on the website.

Employment by industry, occupation, and percent distribution, 2008 and projected 2018.

27-3091 Interpreters and translators

(Employment in thousands)
Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

	Industry	2008			2018			Percent change	Employment change
		Employment	Percent of ind	Percent of occ	Employment	Percent of ind	Percent of occ		
TOT001	Total employment, all workers	50.9	0.03	100.00	62.2	0.04	100.00	22.19	11.3
WSE100	Total wage and salary employment	37.6	0.03	73.94	46.3	0.03	74.40	22.97	8.6
WSE110	Wage and salary employment, except agriculture, forestry, fishing, hunting, and private households	37.5	0.03	73.75	46.2	0.03	74.22	22.98	8.6
310000-330000	Manufacturing	0.2	0.00	0.30	0.2	0.00	0.25	2.49	0.0
311000	Food manufacturing	0.1	0.00	0.10	0.1	0.00	0.09	12.60	0.0
420000	Wholesale trade	0.1	0.00	0.29	0.2	0.00	0.26	8.61	0.0
423000	Merchant wholesalers, durable goods	0.1	0.00	0.24	0.1	0.00	0.20	5.14	0.0
480000-490000	Transportation and warehousing	0.4	0.01	0.81	0.5	0.01	0.83	24.95	0.1
487000-8000	Scenic and sightseeing transportation and support activities	0.1	0.02	0.22	0.2	0.02	0.26	43.29	0.0
488000	Support activities for transportation	0.1	0.02	0.22	0.2	0.02	0.26	43.29	0.0
510000	Information	0.7	0.02	1.32	0.7	0.02	1.16	7.84	0.1
511000	Publishing industries (except Internet)	0.4	0.04	0.70	0.4	0.05	0.61	6.87	0.0
511100	Newspaper, periodical, book, and directory publishers	0.2	0.04	0.46	0.2	0.04	0.33	-11.99	0.0
511110	Newspaper publishers	0.1	0.04	0.28	0.1	0.05	0.19	-16.70	0.0
511200	Software publishers	0.1	0.05	0.24	0.2	0.05	0.28	42.30	0.1
512000	Motion picture, video, and sound recording industries	0.1	0.03	0.22	0.1	0.03	0.20	10.56	0.0
512100	Motion picture and video industries	0.1	0.02	0.14	0.1	0.02	0.14	27.52	0.0
517000	Telecommunications	0.1	0.01	0.26	0.1	0.01	0.21	-2.97	0.0
517100	Wired telecommunications carriers	0.1	0.01	0.16	0.1	0.01	0.12	-3.77	0.0
520000	Finance and insurance	0.1	0.00	0.19	0.1	0.00	0.17	12.03	0.0
524000	Insurance carriers and related activities	0.1	0.00	0.16	0.1	0.00	0.14	11.35	0.0
524100	Insurance carriers	0.1	0.00	0.11	0.1	0.00	0.10	6.82	0.0
540000	Professional, scientific, and technical services	8.8	0.11	17.33	11.0	0.10	17.69	24.74	2.2
541000	Professional, scientific, and technical services	8.8	0.11	17.33	11.0	0.10	17.69	24.74	2.2
541100	Legal services	0.1	0.01	0.20	0.1	0.01	0.23	39.41	0.0
541600	Management, scientific, and technical consulting services	0.4	0.04	0.81	0.8	0.05	1.34	102.43	0.4
541900	Other professional, scientific, and technical services	8.1	1.39	15.95	9.8	1.37	15.70	20.28	1.6
550000	Management of companies and enterprises	0.1	0.01	0.26	0.2	0.01	0.25	14.86	0.0
551000	Management of companies and enterprises	0.1	0.01	0.26	0.2	0.01	0.25	14.86	0.0
551100	Management of companies and enterprises	0.1	0.01	0.26	0.2	0.01	0.25	14.86	0.0
560000	Administrative and support and waste management and remediation services	0.8	0.01	1.63	1.1	0.01	1.79	34.24	0.3
561000	Administrative and support services	0.8	0.01	1.63	1.1	0.01	1.79	34.24	0.3
561300	Employment services	0.6	0.02	1.24	0.8	0.02	1.36	33.84	0.2
561400	Business support services	0.1	0.01	0.16	0.1	0.01	0.18	37.70	0.0
610000	Educational services, public and private	14.3	0.11	28.09	17.1	0.11	27.50	19.66	2.8
611000	Educational services, public and private	14.3	0.11	28.09	17.1	0.11	27.50	19.66	2.8
620000	Health care and social assistance	6.3	0.04	12.47	8.3	0.04	13.38	31.10	2.0
621000-3000	Health care	4.3	0.03	8.42	5.5	0.03	8.76	27.12	1.2
621000	Ambulatory health care services	1.0	0.02	1.99	1.6	0.02	2.51	54.01	0.5
621100-300	Offices of health practitioners	0.6	0.02	1.19	0.9	0.02	1.48	52.65	0.3
621100	Offices of physicians	0.5	0.02	0.90	0.7	0.02	1.10	48.25	0.2
621400, 500, 900	Outpatient, laboratory, and other ambulatory care	0.3	0.03	0.51	0.4	0.03	0.67	61.38	0.2
621400	Outpatient care centers	0.3	0.05	0.51	0.4	0.06	0.67	61.74	0.2
622000	Hospitals, public and private	3.2	0.06	6.27	3.8	0.06	6.08	18.48	0.6
623000	Nursing and residential care facilities	0.1	0.00	0.16	0.1	0.00	0.17	30.84	0.0
624000	Social assistance	2.1	0.08	4.05	2.9	0.09	4.62	39.40	0.8
624100-300	Individual, family, community, and vocational rehabilitation services	1.9	0.12	3.82	2.7	0.12	4.39	40.37	0.8
624100	Individual and family services	1.5	0.13	2.85	2.1	0.13	3.31	41.97	0.6
624120	Services for the elderly and persons with disabilities	0.4	0.06	0.72	0.6	0.06	1.02	73.65	0.3
624200-300	Community and vocational rehabilitation services	0.5	0.09	0.97	0.7	0.10	1.08	35.67	0.2
624200	Community food and housing, and emergency and other relief services	0.4	0.26	0.72	0.5	0.29	0.79	34.06	0.1
624300	Vocational rehabilitation services	0.1	0.03	0.25	0.2	0.04	0.29	40.14	0.1
624400	Child day care services	0.1	0.01	0.23	0.1	0.01	0.23	23.00	0.0
710000	Arts, entertainment, and recreation	0.3	0.02	0.66	0.4	0.02	0.71	32.55	0.1
712000	Museums, historical sites, and similar institutions	0.3	0.24	0.61	0.4	0.26	0.67	33.83	0.1
712100	Museums, historical sites, and similar institutions	0.3	0.24	0.61	0.4	0.26	0.67	33.83	0.1
810000	Other services (except government and private households)	0.7	0.01	1.42	0.9	0.01	1.46	25.55	0.2
813000	Religious, grantmaking, civic, professional, and similar organizations	0.6	0.02	1.10	0.7	0.02	1.11	24.03	0.1
813200-300	Grantmaking services and social advocacy organizations	0.1	0.03	0.20	0.1	0.03	0.20	21.19	0.0
813300	Social advocacy organizations	0.1	0.04	0.15	0.1	0.04	0.15	21.25	0.0
931000	Federal government	0.5	0.02	0.95	0.6	0.02	0.93	19.37	0.1
931100	Federal government, excluding postal service	0.5	0.02	0.95	0.6	0.03	0.93	19.52	0.1
932000	State and local government, excluding education and hospitals	3.9	0.05	7.74	4.7	0.05	7.56	19.29	0.8
933300	State government, excluding education and hospitals	1.6	0.07	3.15	1.9	0.07	3.08	19.46	0.3
934300	Local government, excluding education and hospitals	2.3	0.04	4.59	2.8	0.04	4.47	19.17	0.4
WSE120	Wage and salary employment in agriculture, forestry, fishing, hunting, and private households	0.1	0.00	0.19	0.1	0.01	0.18	18.66	0.0
814000	Private households; all jobs	0.1	0.01	0.19	0.1	0.01	0.18	18.66	0.0
SE1000	Self-employed and unpaid family workers, all jobs	13.3	0.11	26.06	15.9	0.13	25.60	20.00	2.7
SE1300	Self-employed workers, all jobs	13.3	0.11	26.06	15.9	0.13	25.60	20.00	2.7

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Executive Session
Host's Strategic Topic for Discussion

BACKGROUND PAPER FOR THE EXECUTIVE SESSION

Outreach to Universities: A Common Platform for Action

Executive summary

The aim of this report is two-fold: (1) to present the preliminary work accomplished by international organizations (IO) and European Institutions (EI) and partner universities in order to help candidates to prepare better for the competitive language exams and develop a common platform for action; (2) to explore potential avenues for cooperation between international organizations and training institutions in the area of external training for linguists working in such institutions, in order to maintain high quality standards.

A. REACHING OUT TO STUDENTS AND TEACHERS

1. BACKGROUND

For the last several years, managers of IO and EI, that are the major employers of language professionals in the world, have been discussing increasing shortages of qualified staff and free-lance interpreters and translators, especially for certain language combinations. In particular, interpretation and translation into English have been identified as an area where the market was being more and more tilted against the employers, as many universities and colleges in the English-speaking countries were phasing out specialized foreign language courses and replacing them with ESL programmes.

At their annual meeting in 2006 in Vienna, members of IAMLADP adopted a joint statement in which they expressed concern that conference and language professionals possessing the high level of expertise and experience required by international organizations were in short supply on the commercial market. They felt, therefore, that the problem of identifying, attracting, recruiting and retaining such qualified professionals must be addressed in order to meet the demand, both at present and in the near future when large numbers of translators and interpreters are and will be retiring, and because certain language combinations are in very short supply.

They also advocated closer cooperation between the international organizations and universities and other reputable academic institutions to promote the training of conference and language service professionals. In this context, they approved the proposal from the Working Group on Training to set up a Universities' Contact Group (UCG) (in place of the former Standing Committee), co-chaired by DG Interpretation and the University of Bath, subsequently replaced by the University of Leeds. IAMLADP approved the UCG's mandate to look into two items of interest to international organizations and universities: 1) on professional development courses offered by universities for language professionals and 2) on alleged shortages of qualified language professionals.

The statement was presented to the UN Committee on Conferences, which supported the renewed attention to the training of conference and language service professionals by reaching out to the academic community, as well as to EU Education Commissioner Jan Figel, who also encouraged work in this direction.

It should be noted that both the UN and the language directorates of EI have a long history of fruitful cooperation with academic institutions, aimed at training of their future interpreters and translators. The UN had very effective post-graduate programmes in Moscow and Beijing, which trained hundreds of high-caliber professionals before they were closed in the early nineties, presumably based on a perception that existing pools of graduates would not be exhausted for many years. However, 15 years later, the UN Russian Translation Service is already encountering difficulties with identifying and attracting suitable candidates to offset natural attrition. In 2007 the US Department of State singled out 3 UN languages (Arabic, Chinese and Russian) as "critical" in terms of availability of qualified service providers and launched scholarships for intensive overseas studies targeted at US tertiary-level students.

The results of the questionnaires sent out by the UCG to its 34 members bear out the claims that graduates specializing in several language combinations are in very short supply, beginning with the English as target language, although the need for such professionals is acute both in translation and the interpretation services. 9 out of 14 respondents put English on top of their shortage lists, followed by Arabic. These hard facts give significant backing to statements which before that moment could have been perceived as allegations or impressions.

The EI language directorates, and first of all the Directorate-General for Interpretation (also known as SCIC) and the Directorate-General for Translation of EC, facing the challenges of multilingualism and enlargement, developed very strong ties with European and non-European universities. DGI/EC took the lead when a decade ago it spearheaded the setting up of a consortium of European universities to launch a European Master's in Conference Interpretation (EMCI)[1] degree. DGI provided the consortium members with some funding and, more importantly, methodological and pedagogical assistance, such as sending its staff to teach students and sitting in on admission and graduation exams, including their marking, training the trainers, and participating in the development of curricula and study materials. This initiative has now involved two US universities – Monterey Institute for International Studies and Georgetown University, and EMCI Steering Committee led by Prof. Moser-Mercer of the University of Geneva has submitted a proposal to launch an international master's degree in conference interpreting for funding under the *Atlantis* agreement between EU and US on joint activities in the area of education, which was signed in April 2006[2]. Prof. Moser-Mercer is also providing methodological and pedagogical assistance to both of the aforementioned universities in order to help them prepare the curricula. The participants of the IAMLADP Executive Session hope that the US State Department, which this year is represented for the first time in the Annual Meeting as observer, will support this mutually beneficial initiative.

DGT/EC took an important step forward in building the base for training of future generations of conference translators when in October 2006 it held in Brussels a Conference to launch a new European Master of Translation degree. The participants, including major European universities and European Institutions, the UN and a number of other IOs, adopted, in principle, a proposal to launch the degree along the lines of the *desiderata* presented by DGT[3]. Soon after that, UNHQ prepared a concept paper on outreach to the Universities, while UNOG hosted a CIUTI conference on translators' training and suggested another set of elements for a prototype curriculum. UNOG subsequently participated in the CIUTI General Assembly on 24 May 2007, at which avenues for cooperation between the 32 member institutions and the international organizations were further discussed. The present paper is to a large extent based on the results of the aforementioned DGT Universities' Conference and seeks to integrate them with the approach taken by the UNHQ and UNOG in their efforts taken since last IAMLADP in order to encourage development of programmes that would suit the needs of the all major institutional employers. Their views are also included in the report from the UCG (UNHQ, UNOG and DGT are members) which outlines concrete measures to

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[1] See http://www.emcinterpreting.net/

[2] Information about ATLANTIS can be found at http://ec.europa.eu/education/programmes/eu-usa/call_en.html; see also http://europa.eu.int/rapid/pressReleasesAction.do?reference=IP/06/812&format=HTML&aged=0&language=EN&guiLanguage=en and http://ec.europa.eu/education/programmes/eu-usa/call06/guideus_en.pdf. Under ATLANTIS, a student can start his/her master's studies in one university – member of a "consortium" and graduate in another one. It also encourages faculty mobility.

[3] Materials of the Conference, including a detailed model curriculum, can be found at http://ec.europa.eu/dgs/translation/events/emt2006/index_en.htm.

be taken in the field of training, including several new ideas for incorporation into university curricula.

During the period between the IAMLADP 2006 and the 2007 meeting, at least three concept papers on the subject of training new language professionals were prepared within the UN system alone, in addition to the aforementioned DGT Conference proposals. Results of the Universities' Contact Group's survey and its meeting in May, as well as its recommendations for the future reflect the same concerns. A successful translator training programme that was conducted at the Economic Commission for Africa in the late 1980s and early 1990s is being studied at UNHQ with a view to determining how it might be adapted to current training needs for translators and interpreters.

Obviously, organizational resources will be optimally used if such projects are thoroughly coordinated – in particular, if the ideas are widely shared among IAMLADP participants and their comments/input sought and analyzed during the projects development phase. Cooperation between IAMLADP (UNHQ and DG Interpretation) and EMCI to set up a training programme at Georgetown University seems to be a convincing illustration of good practice of mutually beneficial common action and, therefore, deserves to be described in some detail.

The process started when IAMLADP members, first of all DGI (SCIC) and the WG on Training which it leads, identified shortages of interpreters in certain language combinations. They contacted EMCI Steering Committee to see whether they were able to help in expanding training programmes and reaching out to universities, especially in the US. The Steering Committee discussed the matter and decided that indeed, dissemination of its model curriculum was high on its agenda, but overseas dissemination was not explicitly covered by the grant it was working under. However, EMCI concurred with IAMLADP and decided to go ahead without asking the US-based IOs for additional funding.

Then EMCI representative prof. Moser-Mercer went on a "fact-finding" mission to GU to establish the necessary contacts and academic structure and reported back to IAMLADP and DGI. In co-operation with the UNHQ and the IAMLADP Secretary, DG SCIC/I/EC then organized a high level mission to GU with the participation of UNHQ, EC/DGI and all the Washington-based IOs and the US State Department.

The groundwork for the mission had been laid by EMCI. The mission was successful in persuading the GU to consider re-establishing a training programme which had ended in the early 90's. EMCI was invited back by GU to help develop a project proposal to set up a new course.

The EMCI representative again visited GU to discuss the project proposal on site, which was submitted to the Faculty. It passed this first stage of approval with the full support from IAMLADP in form of recommendation letters. The next step will be to

submit the proposal to the University Board. If approved, the new course will be established.

At the same time, a proposal to apply for funding under the EU/US Atlantis Programme was prepared by EMCI and Monterey Institute of International Studies (MIIS) and submitted to the Atlantis screening body If the bid is successful, financial help would be provided and the GU, when its new course is introduced, could join the consortium after a year or two.

2. SOME GENERAL FEATURES OF THE PROPOSED APPROACH

Some general principles emerged from the experience of the UN programmes and EMCI and from the conclusions of the UCG. To succeed, the future graduate programmes should encompass the following features:

- Interpretation and translation techniques should be taught by experienced interpreters and translators, not just by general language specialists or linguists; however, best results are achieved when the actual training is provided at the universities or colleges with the help from IOs, rather than directly by IOs, which lack the necessary capacity and general pedagogical expertise;
- Programmes should contain courses devoted to enhancement of communication skills in the mother tongue;
- Programmes should be targeted at building practical skills, rather than devoted to teaching theory of translation and interpretation; courses on in-house linguistic resources (e.g., on-line documents and databases) as well as stylistic rules in use in international organizations should be included.
- In addition to communication skills, students should enhance their knowledge of subjects dealt with by IOs;
- As the second foreign language appears to be the Achilles heel of many candidates at the IOs qualification exams, intensive courses to enhance the second languages are recommended;
- Admission to programmes should be highly selective and based on general aptitude tests and examinations designed to ascertain necessary cognitive abilities, language proficiency and broad general knowledge. As a rule, to be admitted to a graduate programme, candidates should have completed undergraduate or higher degrees in the target language of their choice, normally their mother tongue. Graduate programmes should be open not only to language or linguistics majors, but also to those with degrees in law, economics, political science and scientific and technical subjects etc., who demonstrate adequate proficiency, even "passive", in at least two foreign languages[4].

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[4] The Working Group on Services' Task Force on the Status of the Language Professions also refers to the last point above, i.e. that graduates of all disciplines be addressed in any awareness raising campaign. Furthermore, such a campaign is advocated by the UCG as one of its future mandate items.

3. OUTLINE OF THE PROTOTYPE INTERNATIONAL MASTER'S OF CONFERENCE TRANSLATION PROGRAMME[5]

3.1. Type of training programme envisaged

The suggestions in this paper presuppose an intensive training programme along the lines of the EMCI model curriculum. The basic assumption is that the programme should correspond to some 60–100 credits (under the European Credit Transfer System, ECTS) and take a minimum of 1 year and a maximum of 2 years to complete. Experience of UN translators' training programmes in Moscow and Beijing shows that 10 months may be an optimal duration. Obviously, such a programme must focus primarily on the translation component of the training, and not on the language skill / language acquisition component, although the enhancement of the second foreign language might be suggested. Therefore, selection of candidates possessing adequate proficiency in source languages is of paramount importance. A long-term solution of the problem of inadequate knowledge of the 2nd source language can only be reached by systematic outreach by the consortium members to undergraduate colleges.

3.2. Objectives of the programme

The main objective of the programme should be to produce highly qualified translators who possess all the basic skills required of a professional conference translator and who are capable of carrying out translation and translation-related tasks in a highly demanding and sensitive environment of IOs and of acting responsibly as members of their profession and as international civil servants. Secondly, the programme should produce – in sufficient numbers – translation professionals who meet the special requirements of the IOs which are major institutional employers of conference translators. It should cover modern telework-inspired non-traditional modes of translation (off-site translation, retainer-contract option, etc.)

3.3. Translator's skills profile

In selecting candidates for the degree, universities are advised to include sufficient numbers of students with one active and at least two passive languages that are official languages of the UN, EC and other major employers.

A professional conference translator, working in the international setting, would be expected to have sufficient **language skills**, including writing skills in the mother tongue, which is the target language, **communication**

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[5] This paper is focused only on translation. An outline of the prototype conference interpretation training curriculum is contained in a separate proposal already submitted by EMCI for financing under the EU-US Atlantis programme.

skills, thematic proficiency (including expertise in the acquisition of knowledge), and **technical skills, and also** ability to use all sources of reference and information relevant to text at hand; ability to maintain an adequate speed and volume of output, taking into account the difficulty of the text and the specified deadlines and ability to establish priorities and to plan, co-ordinate and monitor own work.

EXAMPLE:
UN TRANSLATOR'S PROFILE AS CONTAINED IN GENERIC JOB PROFILE FOR P-3 LEVEL (ENTRY LEVEL FOR RECRUITS WITH AT LEAST 2 YEARS QUALIFIED EXPERIENCE) IS AS FOLLOWS:

"**Professionalism** - Good writing skills; high standards of accuracy, consistency and faithfulness to the spirit, style and nuances of the original text; good grasp of the subject matter; ability to use all sources of references, consultation and information relevant to text at hand; ability to maintain an adequate speed and volume of output, taking into account the difficulty of the text and the specified deadlines.

. **Planning and Organizing** -Ability to establish priorities and to plan, co-ordinate and monitor own work.

. **Commitment to Continuous Learning**- Commitment to pursuing in-service training, external study or independent study to acquire the ability to perform at higher levels of difficulty and complexity.

. **Teamwork** - Good coordination with others working on same document in order to ensure consistency of terminology and style; demonstrated ability to gain the support and co-operation of others in a team endeavour, with sensitivity and respect for diversity.

. **Communications** -Good interpersonal and communication skills.

. **Technological Awareness** - Acquisition of experience in using translation technology and word processing packages."

3.4. Recommended basic components of the programme

To enable students to acquire the skills and knowledge listed above, it is suggested that the curriculum include the following components.

– **Translation as a profession/ Translation studies**: Translation history, reviewing the main trends of thought world-wide on translation, basic outline of translation theory and intercultural communication. The course would include an overarching review of major theories and lay solid foundations for professional expertise.

Students will be acquainted with the most important and authoritative literature in this field. A link between theory and practice is advisable. It would develop a strong professional identity and pride and emphasize the ethics of the profession

- (Optional) intensive course in a **second foreign language** to enhance comprehension skills

- **Basic facts** about major international organizations

– Basic linguistic categories and text/discourse analysis and translation assignment analysis, including types/genres of texts translated in major international organizations; basic comparative grammar and comparative stylistics

– **Special fields and their languages (registers/functional styles):**

- Legal matters in major international organizations

- Social and economic matters in major international organizations

- Budgetary and financial matters in major international organizations

- Organization-specific subjects (e.g. for the UN - disarmament, non-proliferation, international peace and security, peacekeeping and peacebuilding, human rights, environment (climate change, desertification), etc.)

This component may be enhanced by supervised readings and/or basic orientation courses in the following academic disciplines:

- International public law;
- Comparative law studies (common law, *shari'a* or Islamic jurisdiction, etc.).
- Constitutional law
- Civil and criminal law
- International relations and international organizations;
- Regional and inter-regional organizations;
- Economics;
- Chemistry (for environmental issues)
- Current global issues;
- Introduction to media studies;

– **Terminology work**: sources, basic lexicography, search methodology, with emphasis on practical applications. E.g., students can be involved in preparing specialized terminology, in cooperation with the United Nations, and updating and supplementing DtSearch and UNTERM terminological data bases.

– **Information technology for translation and CAT tools,** including inputting methods: The purpose is to make the student aware of all aspects of the state-of-art in the sphere of CAT tools, and in particular as regards available translation memory software

and systems as well as computer-assisted quality control, and to prepare him/her for the utilization of these tools.

- **Developing advanced writing skills in the mother tongue** The course aims at enabling students to acquire advanced writing skills through learning and practical exercises, with special emphasis on technical writing and obstacles and interferences in the communication process.

– **Practical translation (in at least two language combinations).** Can include both "homework" during the year and end-of-course internship at a chosen IO. E.g., students can be offered a two-month contract at the entry-level, after successfully passing their graduation exams, and their performance would be assessed as part of the overall evaluation process for awarding the Master's degree in conference translation. A representative of the IO would be a member of the board of examiners and the MA in Conference Translation would be recognized by the IOs and would qualify for external translation contracts.

- **Revision, editing, précis-writing and verbatim reporting.** The exact structure of the programme remains for the training institutes to determine. However, it is evident that some of the components listed above and some of their sections have to precede others. For instance, some sections of the information technology component should be offered right at the beginning of the programme so that IT tools can be used. Similarly, "Translation as a profession", "Text/discourse analysis" and "Terminology work" would by their nature be better placed in the early part of the programme. It is recommended that practical translation courses be started very soon after the beginning of the programme, so as not to separate them too much from the other components. IOs might assign to students having demonstrated their ability to provide quality translations, subject to revision by the IOs-approved faculty members, some jobs for official translation as part of financial assistance to partially offset the tuition cost. Specific terms of such assignments should be discussed directly with the universities that will host proposed programmes, but will always be based on the IOs rules and regulations with regards to contractual translation.

3.5. Admission criteria

The admission criteria should be in general similar to those applied in the EMCI programme. In other words, to be eligible for admission an applicant must:

- normally hold a recognised degree from a university or equivalent educational establishment at which the applicant's mother tongue is the language of instruction, although there should be room for exceptions, subject to specified, transparent criteria, for those students who studied at universities where the language of instruction is not their mother tongue but who nonetheless possess the high level command of and communications

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skills in that language (A-language) over a wide range of topics and registers;

- have an in-depth knowledge of his/her working source languages (at least 2 languages, B and C);

- be well-informed about the economic, political, legal, social and cultural background of the countries in which his/her working languages are used and the world in general.

In addition, s/he should have:

- good powers of concentration

- an ability to grasp varied and often complex issues swiftly

- general erudition

- a high degree of motivation and intellectual curiosity

- an inclination to show initiative and imagination

- an ability to work quickly, consistently and under pressure, both independently and as a member of a team

- a readiness to accept advice and an ability to give feedback

- basic computer skills.

Admission should be subject to an aptitude test.

3.6. Practical implementation

The programme may combine different modes of teaching/learning (contact teaching, remote learning, e-learning). However, personal contact between the trainees and the trainers and among the trainees is vital, especially in teaching practical skills such as those related to document handling and the use of terminology tools and translation tools. It is equally important in practical translation courses where discussion and debate among the participants serve a fruitful purpose.

The involvement of experienced conference translators in the programme is recommended. For instance, experienced professionals could play a role as guest lecturers, assessors, outside tutors, teachers and staff trainers. The DGT's Visiting Translator Scheme could make a useful contribution in this respect. The UN could also provide its staff for limited periods of time for the same purposes as above, and help with study materials, including terminology databases. An internship programme for translators will be

developed at the main UN duty stations. In order to address possible training needs of the teaching staff, the UN, the EC and other IOs may provide orientation seminars for trainers.

3.7. Assessment

The students' progress should be monitored closely. In addition to tests related to the individual courses/modules, collections (or "portfolios") of selected student work representing an array of performance could be used. These portfolios could also include "work in progress" illustrating, for instance, the evolution of translations through various stages. Student self-evaluation could also be used.

As to the final assessment of the students, several options are available, including final translation examinations, a demanding translation project with commentary (which could be used as a substitute for a final thesis), or an assessment based simply on the student's results in the different modules/courses of the programme. UN experience supports official final translation examinations that imitate UN qualifications exams. They would include translations of general and specialized texts from B and C into A to be marked and evaluated by the Exam Board (faculty and IOs representatives). As one of the purposes of such tests would be to prepare the candidates for the IOs recruitment examinations, it should be taken into consideration that currently applicants are not allowed to use dictionaries or computers during the examinations, although it does create an artificial situation of inaccessibility of open information sources.

4. FORMS OF COOPERATION WITH UNIVERSITIES

- Training institutions could mention in course prospectuses or promotional materials that their programmes were geared to preparing students to take the competitive examinations organized by the United Nations and other organizations and could spell out the specific assistance provided to them by the UN and other IOs. However, it would be contrary to established UN practices to allow explicit use of the UN name or logo in external training programmes' titles. Training programmes or degrees could mention in their titles "conference interpretation" and "conference translation" "for international organizations". In the case of the UN, in order to be recruited graduates of the training programmes will still be required to pass the existing UN competitive examinations.

- Provision of training materials (texts of speeches and documents and sound recordings of speeches, including examples of excellent, good and substandard translations/interpretation, terminological and reference materials, etc.)

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- Advising on the structure and content of curricula and assistance in developing course modules and teaching materials;

- Lending of IO staff to conduct training (practical (i.e. financial) modalities to be worked out, including duration of training (short workshops, lecture series, master-classes etc.))

- Participation of IO staff as observers in juries for end-of-course examinations;

- Receiving selected students on internships with IO language services;

- Establishment of on-line learning centres accessible to students and teachers in the training programmes.

- Providing orientation seminars for trainers; also, Non-IO-staff teachers, who are assigned to such programmes, could be recruited to IOs on short term contracts to get acquainted with IO-specific jargon and usage.

- Supporting universities seeking external funding.

5. POSSIBLE PURPOSES OF EXTERNAL FUNDING

- Direct financial assistance to the most desirable students with rare language combinations to offset tuition cost;
- Assistance to universities to purchase specialized hardware/software and attract the best instructors;
- Financial assistance to employers of conference services providers to facilitate:
- secondment of staff members to universities as lecturers/instructors;
- assignment of staff to participate in selection/graduation exams as jury;
- sending staff to career fairs at undergraduate schools;
- Funding the most desirable students to facilitate their internship at IOs;
- Funding a study aimed at further developing and expanding the outreach programme.

B.   COOPERATION WITH UNIVERSITIES IN THE AREA OF EXTERNAL TRAINING

External training opportunities should be offered to language staff in order to promote excellence in translation, interpretation, terminology and editing. The expertise available in universities should be better known in international organizations. Several areas of cooperation with universities should be explored in this respect:
- Ask universities to create in-service training seminars for language staff in international organization taking into account their specific multilingual needs;
- Give access to e-learning opportunities that lead to degrees;

- Establish and maintain a list of university experts in languages and/or areas of interest to international organizations;
- Share information about training opportunities offered to international organizations;

<u>Draft decision of the Executive Session:</u>

1. To adopt the paper as their common platform for action

2. To request the Universities' Contact Group of the WG on training in cooperation with the IAMLADP Secretariat to coordinate the outreach activities of the IAMLADP members by collecting and disseminating pertinent information about each organization's projects and activities of the partner universities.

3. To request the WG on training to include information about outreach activities of IAMLADP members into its report to the next Annual Meeting and to support their outreach efforts during the year.

4. To encourage members to cooperate with each other, IAMLADP Secretariat and the Universities' Contact Group in pursuing outreach activities and in areas of external training for linguists working in international organizations, based on this agreed common platform.