

**Translation Studies/Traduction, BA and IBA**

**Translation Studies/Traduction, MA**

**Glendon**

**Cyclical Program Review**

**Cyclical Program Review – 2004 – 2014 (graduate program); 2008-2014 (undergraduate program)**

**Final Assessment Report and Implementation Plan**

**Reported to Joint-Committee on Quality Assurance: April 18, 2016**

**Program description:**

Glendon College is the bilingual faculty of York University and the only institution in Southern Ontario offering bilingual university programs.

The following undergraduate options are available in the School of Translation:

- Honours BA in Translation (two streams, one English to French, one French to English) – 120 credits (launched in 1979);
- Accelerated Honours BA in Translation for holders of a previous degree (two streams) – 60 credits (launched in 2006). A new Accelerated BA in Spanish-English translation was approved in 2013-2014 for implementation in 2014-2015;
- Honours iBA in Translation (bilingual or trilingual) – 120 credits (launched in 2010-2011).
- Certificate in Technical and Professional Communication – 18 credits (launched in 1987-1988);
- Qualifying Program for admission to the MA in Translation Studies) – 18 credits (launched in 1987-1988). This pre-graduate program is designed for applicants who do not hold an undergraduate degree in Translation. Three options are available: Option 1 English-French; Option 2: English-Spanish; Option 3: English and a language other than French or Spanish.

The MA in Translation Studies was established in 1991. It is a two-year program aimed at enhancing students' knowledge of the role of translation in society, allowing them to undertake research in translation-related areas, and expanding their experience and expertise as translators in specialized fields.

Program	Accepts 2014	Enrolment FTES 2014	Degrees Awarded 2014
BA/iBA	18	74	BA Hon: 16; Certificate: 5
MA	13	16	BA Hon: 14; BA 7

**Reviewers appointed by the Vice-Provost Academic:**

Yves Gambier, professeur émérite, Turun Yliopisto/Université de Turku, Département de langues et de traduction, Turku (Finlande)

Matthieu LeBlanc, professeur agrégé et directeur, Département de traduction et des langues, Université de Moncton, Moncton

Alejandro Zamora, professeur agrégé, Department of Spanish (Hispanic Studies), Glendon College, York University, Toronto



**Site Visit:** September 28, 2015

The reviewers met with Alice Pitt, Vice-Provost, Academic, Fahim Qadir, Associate Dean Graduate Studies, Donald Ipperciel, Principal of Glendon College, Lyse Hébert, director, School of Translation, María Constanza Guzmán, graduate program director (MATS), Candace Séguinot, coordinator, Certificate in Technical and Professional Communication, Dany Savard, librarian, faculty members teaching in the undergraduate and graduate programs, students in both undergraduate and graduate programs and administrative staff.

**Outcome:** The Joint-Committee on Quality Assurance concluded that the Principal's Implementation plan adequately addressed the review recommendations. Progress on the recommendations will be included in the Follow-up Report due October 31, 2017. The next Cyclical Program Review will commence in the Fall of 2022.

### **Program Strengths**

- Dynamic academic leadership within the School ensures strong collegial governance and an excellent student experience.
- Programs are responsive to societal and student needs (the accelerated program for students with a degree in a different subject area is an example).
- The Certificate in Technical and Professional Communication offers important skills for graduates of a variety of programs and reflects Glendon's distinctive mandate.
- Students are attracted by the bilingual environment of the Glendon campus, and these programs are central to nurturing this environment.
- Online and blended courses are increasing, an option embraced by faculty and students alike
- The program's consideration of adding courses or other opportunities for students to learn about computer assisted translation (CAT) is evidence of the programs' commitment to cutting edge offerings.
- Undergraduate level courses offered in the School of Translation have been mapped against the program level learning outcomes. Assessment criteria are explicit and clear but can also take into consideration individual needs and strengths.
- Graduate level courses have been mapped against the graduate program learning expectations.

### **Opportunities for Program improvement (selected from self-study and reviewers' report)**

Undergraduate Program:

- The opportunities and challenges of having students interested in research as well as those attracted by the professional nature of the program should be more fully considered.
- Online and blended course offerings as well experiential education opportunities should continue to be increased. More attention should be given to providing support for the development of French language skills of students, both Anglophone and allophone; better coordination with the French Department's language courses should be explored.
- Placements of both undergraduate and graduate students should be tracked.
- Direct entry to the Translation Studies program (instead of delayed entry) should be implemented.
- The proposed BA in Communications should be aligned with School, College and University priorities.

Graduate Program:

- Linkages between the BA and the MA should be improved as a way to increase student pathways to the graduate program.
- The time to completion rates for the graduate program need to be improved.

- The existing list of courses should be reviewed and pared back to include only those that can be offered every year. Assessment methods in graduate courses should be expanded.
- Ways to increase collaboration between faculty members and to improve research output of faculty should be explored.

### **Decanal (Principal's) Implementation Plan (selected)**

The Principal's Implementation Plan provided a fulsome response to the recommendations and identified the office or unit in the University best positioned to advance.

The School of Translation has primary responsibility for the largest share of the recommendations; most have already been given consideration. For example, the proposal for a new Communications major within the School of Translation is in the development and consultation stage. Curriculum, assessment, technology, and course delivery recommendations are being considered and enhancements refined. Much of this will be ongoing work. The proposal for a direct entry option to the undergraduate program goes before the York University Senate in the Winter term. The Principal is responsible advancing plans for faculty complement renewal with the Provost and is aware of the need to replace retiring faculty.

Alice J Pitt  
Vice-Provost Academic

