

Master's Degree in Translation Academic Business Plan Translation Research and Instruction Program (TRIP)

Overview

The Translation Research and Instruction Program (TRIP), where the MA in Translation will be housed, was founded in 1971 by Distinguished Service Professor Marilyn Gaddis Rose. TRIP offers a Graduate Certificate in Translation (since 1973), an undergraduate Minor in Translation Studies (since 2005), and a doctoral degree in Translation Studies (since 2009).

During this five-decade period, the program obtained resources from its home department, Comparative Literature, and from a long-standing center, the Center for Research in Translation (CRIT), that is no longer in operation. Today, though TRIP remains housed with the Department of Comparative Literature, the program budget operates independently of this department association. Most resources are in the form of doctoral student funding, including four annual state TA-GA lines and one adjunct line, plus a TA line from the Marilyn Gaddis Rose Endowment Fund (currently generating a half-funded line). Additional funding comes from annual OTPS from the Harpur Dean's office and, before the pandemic, from fees collected from approximately four annual visiting scholars, who maintain a research affiliation with TRIP.

As a program, TRIP *has no faculty with fully dedicated appointment*. From its founding, TRIP has taken advantage of Binghamton University's language and literature departments to build its faculty base. More recently, five faculty with translation studies research interests were hired with teaching obligations in TRIP (Bryan Kirschen (25%), Katherine Martineau (25%), Jeanette Patterson (25%), Joshua Price (50%), and Tarek Shamma (50%)). Our doctoral students form committee from faculty from many departments as indicated on our [faculty webpage](#).

With the program's origins in the translation workshop and in providing graduate education in the practice of translation through the popular Graduate Certificate in Translation, the addition of a Master's degree in translation is both a logical addition to TRIP's earliest vision for itself and a new offering that draws on a solid existing selection of courses.

- Program Description

The MA in Translation requires thirty-two credits that can be completed in three or four semesters of full-time study and prepares students for careers as professional translators with companies or as freelancers or for further graduate study at the doctoral level. Driven by the ever-greater reliance of business, industry, and governments on

translation, the demand for professionals with strong translation skills is now higher than ever. Well-trained translators are employed in a wide spectrum of positions, both with translation companies and as direct hires in a wide-variety of industries. Students who complete the MA in Translation are well-prepared to fill this growing need. The Master's program offers individualized tracks to accommodate a variety of backgrounds. Students develop a solid experience in the practice of translation, from literary genres to real-world applications to deep dives into specialized areas of translation, such as arts, medical, and financial translation. Real world opportunities exist for those who opt for an internship. Everyone receives a foundational knowledge in translation studies theories and considers how theory informs their practice. Along with translation and translation studies, our faculty specialize in areas such as linguistics, literature, race and gender theory, and area studies for languages such as Arabic, Chinese, French, Korean, Japanese and Spanish.

- Enrollment Trends

There are few programs in the United States specifically for the study of translation. We have seen a shift from the idea that anyone can translate to the professionalization of the field and the belief that to be a translator requires training. Thanks to the better understanding of the translation process and advancement of translation technologies, translators require training to make the best use of these technologies and meet the expectations of translation businesses. In our globalized world, demand for translators is constant. Our institution and SUNY have many advanced language learners and students with a multicultural background. This M.A. serves these students by sharpening their existing skills and equipping them with the technological tools.

At present, SUNY offers no graduate degrees in translation. Within the CUNY system, Hunter College offers one, and across New York State, New York University offers a second. Approximately a dozen MA programs nationally have excellent reputations in the field. These similar programs certainly meet some of the need, but many students study in Canada, Europe, or East Asia for translation MA degrees. The addition of a program in the SUNY system would support not only a demonstrable need within New York State but potentially attract students globally to study at Binghamton. Employment statistics show that 26% of those employed in the field are in positions that require a Master's degree and that open positions in the field are on the rise, both in New York State and across the country.

Faculty Recruitment and Retention

The program seeks to jointly hire with a department a tenure track faculty and to hire one lecturer. Both positions would provide stability to course offerings and support for M.A. students. TRIP strives to increase diversity of faculty who teach or support our students.

The values and beliefs of the American Translators Association (ATA) and the International Federation of Translations include the promotion of recognition of translators who have historically been made invisible, their labor unseen and unvalued. As a field whose very work has been minoritized, members of the field take very

seriously issues of visibility that arise in parallel with those from underrepresented minorities. The field of translation as a whole is globally, linguistically, and ethnically diverse. We strive for similar diversity among our faculty and recognize the importance of such diversity for our student body. Despite the diversity in the profession, and despite the linguistic and ethnic diversity of our faculty, racial diversity among tenured and tenure track faculty at Binghamton University whose area is in translation studies or related language and literature fields is less reflective of the general population or the field of translation.

As a program with no faculty of our own, tenure-track faculty hiring is always necessarily in conjunction with other departments. We intend to collaborate with the department with whom we partner on a hire to ensure we work with DEI and to follow best practices in hiring minority candidates, such as those referenced and linked by UNC-Charlotte on their page titled [Where to Find Under-Represented Minority Faculty Candidates for Your Search](#).

TRIP bears full responsibility for hiring a lecturer. We will work with DEI and follow best practices, parallel to those for hiring tenure track faculty, to attempt to fill this position with a minority candidate.

Context

- Current Academic Unit

All faculty who serve with TRIP have a full berth in an academic department, with the exception of one faculty member, Joshua Price of the Sociology Department, who has a fifty percent appointment with TRIP that includes fifty percent teaching. The TRIP Director, Chenqing Song, whose home department is Asian and Asian American Studies, has a program director appointment. One faculty member, Tarek Shamma of the Department of Comparative Literature, has a fifty percent teaching appointment in TRIP. Three faculty have twenty-five percent teaching appointments in TRIP: Bryan Kirschen and Jeanette Patterson of Romance Languages and Katherine Martineau of Asian and Asian American Studies. Of these six faculty, one originates from Syria, one from China, and the others from the U.S.; their languages are Arabic, Chinese, French, Hebrew, Ladino, Odia, Spanish, and some Hindi.

As fields, translation as a profession and its scholarly arm, translation studies, both tend to draw diverse populations of people. They are dominated by women, those who are bilingual and multilingual, individuals from a variety of ethnic and racial groups and non-US countries of origin. Our faculty and students fit this big picture of the profession, and we intend to further increase the diversity of our faculty and student body.

Our existing graduate student body is comprised of 37 students, all but three of whom are international students. Our M.A. program, with its attention on the market, will potentially attract more domestic students. When the domestic student population grows, our goal is to make sure they represent a wide range of demographics, including historically underrepresented groups. We expect to draw students from our own institution as well, as we already do for our undergraduate minor and for our Graduate

Certificate in Translation. The domestic students among these two groups frequently are in categories such as first-generation college student, first generation American (or 1.5 or 2.0 generation immigrants), Hispanic, and mixed race.

While our program admits students from around the world and of many different language areas, at any given time, our enrollment numbers among groups historically underrepresented in the institution remain lower than desired. Our primary demographics include students of white, Asian, and Arabic-speaking ethnicities. We have historically attracted a significant population of Latinx students but currently, these numbers are low. At present, we have few to no known students who identify as Black or Native American.

- Enrollment Plan

Anticipated enrollments for Years 1 through 5 were determined by considering the likelihood of initially recruiting undergraduate Binghamton University students for the program. These recruits will increase as we implement a 4+1 option that presents cost-savings for obtaining an MA degree.

Through advertising efforts conducted with our Graduate School and Harpur College of Arts and Sciences Dean’s office, and through advertising with professional organizations and other institutions, we will expand our recruiting in an effort to establish a reputation that will attract a steadily larger cohort of registered students. We desire to seek a diverse student body that includes a diversity of undergraduate experiences; ultimately, we hope to enroll students from a variety of undergraduate institutions.

Our objectives for the M.A. include the following: Geographically, we might expect approximately thirty-five percent of students will be from New York State, and sixty-five percent from out-of-state or abroad. In terms of first language, it’s likely that at any given time, approximately seventy-five percent of students’ first language will not be English. In terms of minority group members, we can expect our demographics to be approximately 25% white, 50% Asian, 15% Hispanic/Latinx, 5% Black, and 5% Native American. We will direct program advertising to HBCUs and institutions that serve large undergraduate populations of Black, Indigenous, and Latinx students to ensure we reach these populations of students.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	4	2	6	5
2	12	5	17	15
3	20	7	27	25
4	30	9	39	36
5	38	12	50	47

- Support Services

TRIP graduate student advising for TRIP minors, graduate certificate, and doctoral students is presently managed by the TRIP Director and the TRIP Coordinator. Current

advising involves orientation and other degree progress and professionalization programming, regular outreach, targeted coursework for doctoral students, and regular office hours and availability via email. We help students transition to the rigor of graduate-level expectations and to progress to exams in a timely manner. We prioritize our students' well-being. We collaborate with our GSO to offer social events, talks and reading series, and other events that interest our students and bring them together and facilitate peer partnerships. We believe that these supports help sustain our students through the inevitable challenges they face during their studies.

With the addition of a master's degree, the lecturer who will be hired will provide the M.A. students with orientation and a skills assessment at the end of their first year, along with degree progress and academic progress advising and job market preparation they need to succeed when they leave the program.

To retain students and ensure their success, in addition to program advising and support, the TRIP Graduate Student Organization involves students outside the classroom and provides peer support and programming to students throughout the academic year. Our students take advantage of student service and student groups for diversion and to make friends, find support, and participate in activities that support them both in and beyond their academic studies.

- Benefits

The Translation Research and Instruction Program' strategic initiatives are aligned with the University's Roadmap to Premier by growing our scope and graduate-level degree offerings with a new degree in translation that will attract more graduate students to Binghamton University. Since our Ph.D. and minor offerings are in the theoretical area of translation studies, the master's degree will join our Graduate Certificate in the focus on the practice of translation and broaden our mission in this professional and practical area of study that contrasts with the scholarly pursuit of our doctoral program. We will build on our already strong nationally and globally recognized program, known through the efforts of founder Marilyn Gaddis Rose in the field and through her founding of the first doctoral program in translation studies in the U.S. The master's degree gives us the opportunity to continue to collaborate with departments and faculty across the university, building on the partnerships developed by Marilyn Gaddis Rose. Our students will contribute to translation projects in and around Binghamton University and the Binghamton area, offering a much-needed service for which they earn credit and obtain professional work experience.

Mission and Graduate Learning Outcomes

The Translation Research and Instruction Program Mission is to:

- Advance the frontiers of translation studies research;
- Inspire and train the next generation of translators and translation studies researchers;
- Provide an excellent education in translation and translation studies;

- Foster translation studies research and teaching across departments within Binghamton University;
- Enhance the social recognition of translation and translation work and the profile of a translators in the community and the professional conditions of translation;
- Expand awareness and application of translation studies knowledge within the broader community;
- Dismantle power structures in place since the founding of the institution that have historically oppressed BIPOC people.

The M.A. program's educational objectives are:

- to train students in the practice of translation, including to build students' translation ability in both the major text types of both literary and non-literary translation, including specialized areas of translation, such as arts and film, health and medical, and financial;
- to expose students to translation studies' theory and require them to justify their translation choices within the scope of such theories;
- to prepare students for the rigor of professional-level translation by exposing them to professional-level translation tools and the critical matters beyond linguistic ability that a translator must appreciate and implement in their professional environment.

The M.A. program's primary student learning outcomes are for students to:

- Articulate the major theories of translation studies and their importance to the translator;
- Apply one or more schools of translation theory to their translation practice and articulate which theory/ies and which decisions demonstrate these choices and how;
- Demonstrate the ability to produce professional-level translation products, including for such specific areas as literature, the arts and film, health and medical, or financial;
- Demonstrate the ability to use tools approved by the profession;
- Demonstrate an understanding and appreciation of critical matters for translators, such as gender and race sensitivity, ethical choices in translation, bilingualism and bicultural knowledge in relation to the needs of the translator; translation of taboos, translation and human sciences.

Anticipated Revenues and Expenses

Many current resources – including faculty, course offerings, software licenses – will be leveraged for the master's program. SUNY is currently reviewing our application to recertify our doctoral program; this application includes several new classes intended primarily as part of the M.A. program. Our master's application therefore involves no new courses and fewer resources than might be expected for a new degree offering.

When we launch the MA program, we estimate we can accommodate up to four full-time and two part-time M.A. students with no additional cost. As the enrollment of the M.A. increases, we will need additional sections of existing courses, which will require more TA-GA lines. The TA-GA cost can, we hope, be covered by the M.A. tuition income. We have qualified instructors in our Ph.D. student pool to serve as these additional TA instructors. We include four additional TA-GA lines in our budget, one each year beginning in year 2. If fewer students enroll than anticipated, we will adjust this structure accordingly. The teaching experience enhances doctoral students' employability, and we would like to be able to extend this opportunity to more of our student body.

With a larger enrollment of M.A. students, we intend to shift our current model of having our students teach some required courses to having an additional tenure-track faculty to provide 50% teaching support, someone who could teach a lecture for our translation workshop courses and oversee M.A. students' translation projects and internships.

For OTPS, we purchase translation software for our computer-assisted translation tools course. We plan to replace our current eleven 2019 licenses for SDL Trados (one of which is for the instructor) and to purchase an additional five licenses (for a total of sixteen licenses) to cover the increased number of students by year three of the M.A. program. This expense recurs every 5-7 years. Other software licenses used in this course are provided to us for free through academic partnerships with the companies.

We anticipate an initial year revenue of \$71,784 with modest enrollment. If we are able to attract the students we hope to enroll, revenue will increase significantly each year in years two through five, to a height of \$576,492. The revenue expectations offset the projected expenses starting in year two.

Marketing, Recruiting, and Promotion

Our applicant pool will consist especially of language, linguistics, and literature majors who seek a higher credential along with professional knowledge and experience to boost their chances of career success as a translator. Translation can attract those outside of these majors from a much broader group of students who already possess the language dual language skills required to become a translator. Program marketing will be directed in the following ways, among others:

- Internally via department listservs and other marketing to promote the M.A. and 4+1 option
- Through professional translator organizations, such as the American Translators Association
- Through SUNY by contacting language, linguistics, and literature departments across the state to promote this new SUNY M.A. option
- To HBCUs and institutions that serve large undergraduate populations of Black, Indigenous, and Latinx students

- In partnership with the Harpur Dean’s Office and Graduate School, to advertise to students who have taken the GRE or are otherwise accessible because they have expressed interest in Slate or can be reached through these office’s existing marketing methods.

Faculty Hiring Plan

Hiring plans are outlined in the table below. For the M.A. to offer the level of expertise needed for students intending to enter the translation profession, we intend to hire a senior faculty member and a lecturer who is a translation industry professional.

Senior Faculty hire: We would like to hire a senior faculty to teach:

- (1) A lecture portion for our existing translation workshop courses;
- (2) A topics course;
- (3) Intro to Interpretation and Notetaking (to be added)
- (4) Oversee and be the instructor of record for our M.A. students’ culminating event, which for each student will be either the Internship or Translation Project.

The reason we prefer a senior faculty is because, as a program, we cannot, in ordinary circumstances, host a junior tenure-track faculty since the tenure process must take place in a regular department.

Lecturer: The lecturer will have worked in the translation industry, and as a professional, be able to effectively teach our existing professionalization courses along with new professionalization courses recommended by our external reviewer. The lecturer will offer stability to courses that are currently offered by advanced doctoral students. This person can bring in, and remain up to date with, the technology and data expertise needed for training today’s top-notch professional translators.

Adjunct: We currently rely on the Harpur Dean’s office temporary allowance to fund several recently added specialized two-credit translation workshop courses. We recognize this funding may not continue to be available. While these courses are optional add-ons for our doctoral and undergraduate minor students, they are important specialized professionalization courses for our M.A. students, where they can continue to improve their practical abilities. The funds included will cover these courses.

5B. SUNY Program Expenses Table

Enrollment and Revenue						
	Before Start	AY 1	AY 2	AY 3	AY 4	AY 5
Enrollment Full Time	0	4	12	20	30	38
Enrollment Part Time	0	2	5	7	9	12

Revenue from Full Time (in-state)	\$ -	\$ 8,478	\$ 23,550	\$ 47,100	\$ 70,650	\$ 77,244
Revenue from Full Time (out-of-state and international)	\$ -	\$ 52,002	\$ 144,450	\$ 219,564	\$ 329,346	\$ 431,424
Revenue from Part Time (in-state)	\$ -	\$ 11,304	\$ 28,260	\$ 39,564	\$ 50,868	\$ 67,824
TOTAL REVENUE	\$ -	\$ 71,784	\$ 196,260	\$ 306,228	\$ 450,864	\$ 576,492

Program Expense Categories	Expenses (in dollars)					
	Before Start	AY 1	AY 2	AY 3	AY 4	AY 5
<i>(a) Personnel (including faculty and all others)</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>(i) TA/GA lines</i>	\$ -	\$ -	\$ 17,000	\$ 34,000	\$ 51,000	\$ 68,000
<i>(ii) Adjunct hires</i>	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
<i>(iii) Senior faculty hire</i>	\$ -	\$ -	\$ -	\$ -	\$ 85,000	\$ 86,700
<i>(iv) Lecturer</i>	\$ -	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,121
<i>(b) Library</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>(c) Professional Development for affiliated faculty</i>	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000
<i>(d) Laboratories</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>(e) Supplies</i>	\$ -	\$ -	\$ -	\$ 9,000	\$ -	\$ -
<i>(f) Capital Expenses</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>(g) Other: GA-TA Tuition:</i>	\$ -	\$ -	\$ 17,325	\$ 34,650	\$ 51,975	\$ 69,300
Sum of Rows Above	\$ 13,000	\$ 63,000	\$ 98,325	\$ 142,670	\$ 254,035	\$ 291,121

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related
PART 1. Full-Time Faculty					
Chenqing Song, Associate Professor, Asian and Asian American Studies Program Director for the Translation Research and Instruction Program	25%	TRIP 595: MA Summative Project	Ph.D., University of Wisconsin, Madison	Linguistics	
Bryan Kirschen, Assistant Professor, Romance Languages	25%	580V: Contact Linguistics; alternate with 582A: Language Endangerment and Revitalization	Ph.D., University of California, Los Angeles	Linguistics	
Katherine Martineau, Assistant Professor, Asian and Asian American Studies	25%	562: Scholarly Methods in Translation, alternates with TRIP 580H: The Translator's Invisibility	Ph.D., University of Michigan	Anthropology	
Jeanette Patterson, Assistant Professor, Romance Languages	25%	580P: Taboos in Translation; alternate with 582F: Proseminar for Future Academics; TRIP 582J: French Translation; TRIP 580I: Politics of the French Language; TRIP 580R: Translation Transformation-Pre-Modern World	Ph.D., Johns Hopkins University	Medieval French Literature	
Joshua Price, Professor, Sociology	50%	582E: Translation Theory beyond West; 580E: Translating Race & Gender	Ph.D., University of Chicago	Anthropology	

Tarek Shamma, Associate Professor, Comparative Literature	50%	560: Introduction to Translation Studies; 580Z: Culture and Translation; TRIP 580J: Arabian Nights in English Lit/Film; TRIP 582D: The Bible in Arabic	Ph.D., Binghamton University (SUNY)	Comparative Literature	
Mary Youssef, Associate Professor, Classical and Near Eastern Studies	12%	TRIP 580L: Orientalism/Postcolon & Translation; TRIP 580D: Postcolonial Theory & Arabic Lit	Ph.D., University of Wisconsin, Madison	Arabic Literature	
Rumiko Sode Associate Professor, Asian and Asian American Studies	12%	TRIP 580O: Seminar in Translation: Japanese	Ph.D., Ohio State University	Linguistics	
Luiza Moreira Professor, Comparative Literature	12%	TRIP 582I: Theories of Poetry	Ph.D., Cornell University	Comparative Literature	
Jeroen Gerrits Associate Professor, Comparative Literature	12%	TRIP 580H: Film Adaptation: Theory & Criticism; TRIP 582H: Lit Theory: A Critical Survey	Ph.D., Johns Hopkins University	Comparative Literature	
Neil Christian Pages Associate Professor, German and Russian Studies	12%	TRIP 580M: Kafka and His Readers	Ph.D., New York University	Comparative Literature	
Part 2. Part-Time Faculty					
Irem Ayan, adjunct	25%	572: Translation Workshop: Literary; 573: Translation Workshop: Non- Literary; TRIP 574: Health & Medical Translation; TRIP 575: Financial Translation; TRIP 576: Film & Theater Translation	Ph.D., Binghamton University (SUNY)	Translation Studies	Professional Interpreter, including for the United Nations

Beth Polzin Program Coordinator for the Translation Research and Instruction Program	100%	561: Intro to Computer-Assisted Translation; 582B: Project Management for Translations	Ph.D., Binghamton University (SUNY)	Comparative Literature	
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date)					
TBH1, Tenure-Track, Associate or Professor, expected hire date: 2025-26 AY	100%	TRIP 572/573: Translation Workshop; Graduate Topics course; Summative Project; Intro to Interpretation and Notetaking (to be added)	Ph.D.	Fields related to translation and translation studies	
TBH2, Lecturer Expected hire date: 2022-23 AY	100%	TRIP 561: Intro Computer-Assisted Translation; TRIP 582B: Project Management for Translation; TRIP TBD: Localization (to be added); TRIP TBD: Editing and Revising for Translators (to be added); Topic-specific translation workshop for one language	Ph.D.	Open, assuming candidate possesses the required industry experience	Real-world industry translation experience; translation pedagogy expertise; translation technology experience
TBH2 Adjunct, expected hire: 2021-22 AY	50%	Topic-specific translation workshops for two languages	M.A.	Field related to translation and translation studies	

Program Design Planned Course Sequence

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prereq	Course Number & Title	Credits	New	Co/Prereq
TRIP 560: Intro to Translation Studies	4			TRIP 573: Translation Workshop: Non-Litry	4		
TRIP 572: Translation Workshop: Literary	4			TRIP Elective or TRIP 597	4		
TRIP Elective	4			Non-TRIP Elective	4		
Term credit total:	12			Term credit total:	12		
Term 3: Fall 2				Term 4: Spring 2			
Course Number & Title	Credits	New	Co/Prereq	Course Number & Title	Credits	New	Co/Prereq
TRIP 561: Intro Computer-Assisted Translation	4						
TRIP Elective or TRIP 597	2-4						
TRIP 595: MA Summative Project	2-4						
Term credit total:	10-12			Term credit total:			
Term 5:				Term 6:			
Course Number & Title	Credits	New	Co/Prereq	Course Number & Title	Credits	New	Co/Prereq
Term credit total:				Term credit total:			
Program Total:	Total Credits: 34-36	Identify the required comprehensive, culminating element(s), such as a thesis or exam course number(s), if applicable: TRIP 595: MA Summative Project (Internship or Translation Project)					