International Doctorate in Translation Studies: Foundation Document

Executive summary

The international community of translation scholars recognizes that doctoral programs are one of the primary means by which it affirms and develops its academic identity.

In view of this interest, the European Society for Translation Studies proposes to establish the International Doctorate in Translation Studies (ID-TS), as a worldwide network of existing doctoral Translation Studies programs or doctoral programs that include a Translation Studies component.

The chief aim of the network is to achieve international cooperation in the field of doctoral education in order to promote higher quality in student recruitment, program content and delivery, research design, publication of research, and mobility and placement.

In order to achieve this aim, the network must agree on a set of minimum objectives for a doctoral program in Translation Studies, and develop and revise a set of competences to be acquired by students in those programs.

This document proposes three interrelated sets of skills to be acquired by students in doctoral programs in Translation Studies, and outlines activities through which those skill sets may be acquired.

The document also describes a proposal for how doctoral programs can be admitted to the network, and how the network can be managed.

Table of Contents

Preamble

The European Society for Translation Studies, as an association "active on the international level" (EST Constitution Article 1.2) the primary aim of which is "to promote research in the field of translation and interpreting" (Article 2.1), hereby sets forth the framework and conditions for the establishment of a network of research-training institutions to be known as the International Doctorate in Translation Studies (ID-TS).

The scope of the network shall not be limited to Europe and shall concern Translation Studies in a broad sense, including research on written translation, interpreting, audiovisual translation, localization and adaptation.

This document reproduces the main text and spirit of the document "International Doctorate in Translation Studies: Towards a Network", issuing from a meeting of international representatives of doctoral programs held in Leuven, Belgium, on 27 August 2014, and drawn up by the EST Doctoral Studies Committee, chaired by Reine Meylaerts. That document in turn drew on the proposal "International Doctorate in Translation Studies" presented to the 7th EST Congress in Germersheim on 31 August 2013 and the position paper "Doctoral Studies in Translation Studies" compiled by Yves Gambier on behalf of the TS-Doc Working Group and published in the *EST Newsletter* 42 (May 2013), on which the list of competences presented herein is based. Those initiatives were also based on the TS-Doc international survey of doctoral programs (2009 and subsequent reports) and a long list of previous meetings and discussions, starting from the first *EST Round Table on Doctoral Studies* held in Misano Adriatico, Italy, in 2003, and the proposal that EST compile a list of potential co-supervisors for doctoral research (*EST Newsletter* 1, November 1992).

The European Society for Translation Studies extends its sincere thanks to all those who have contributed to those prior activities and documents. It is hoped that they will continue to participate in the discussion and improvement of the present document.

1. Aims and activities of the network

1.1. Aims

The aims of the ID-TS network are as follows:

1. To provide a support structure for cooperation between existing doctoral programs
2. To agree on a set of minimum objectives for a doctoral program in Translation Studies and a set of competencies to be acquired by students in those programs
3. To build up a database of online course materials, including copyright-cleared readings, video lectures, presentation slides and model syllabi
4. To compile a registry of supervisors who are prepared to assist in supervision or co-supervision in particular areas
5. To assist in locating training partners in industry, NGOs, and governmental institutions
6. To provide training for research supervisors in the field of Translation Studies
7. To provide a reference framework for joint doctorates, particularly those that involve different countries
8. To assist in making contacts to facilitate student mobility
9. To organize an annual graduate conference for students in member programs
10. To organize an annual meeting of representatives of member programs
11. To attract external funding for the activities of the network

1.2. Activities

The main activities of the network are as follows.

1.2.1. *Support for cooperation among member institutions*

The network shall provide a support structure for cooperation among doctoral programs by defining criteria and drafting documents with the following aims:

1.2.1.1. *Student mobility*: The network shall make it easier for doctoral students enrolled in the member programs to attend courses and participate in activities in other programs of the network. The Board of Management shall develop guidelines to ensure and facilitate exchange between the programs (develop a typology of programs and define requirements of exchangeability for each type of program: programs with/out a formalized structure, with/out a credit-system, etc.).

1.2.1.2. *Joint doctorates*: The network shall provide support for the establishment of new joint doctorates, particularly those that involve different countries. The network shall develop a reference framework for new international doctoral programs where the diversity of the backgrounds of doctoral programs can be addressed. This should be seen as a challenge and an opportunity to discuss the different traditions and to take these into account without

regarding difference as an obstacle to cooperation (see 'typology of programs' above).

1.2.1.3. *Cooperation with non-academic institutions*: The network shall establish principles for cooperation with non-academic institutions (industry, NGOs, and governmental institutions). The network shall at the same time encourage reflection on cooperation with industry and other partners, and encourage scholars to incorporate this consideration into research projects involving such partners.

1.2.2. *Support for students beginning doctoral studies*

The network shall facilitate students' access to programs, particular courses and activities, and to supervisors in the following ways.

1.2.2.1. *Registry of doctoral programs*: The website of the network shall provide an overview of all member programs, including the specializations offered, the possibilities for exchange, and the person in charge of the network activities of each program. The member institutions shall agree on basic principles and determine minimal requirements for exchange.

1.2.2.2. *Registry of doctoral supervisors*: The network shall compile a registry of academics who are prepared to supervise or co-supervise in particular areas. The registry will make it possible to search by the supervisor's name, specialization, country and institution, with a link to the programs in which the supervisors are involved

1.2.2.3. *Graduate conference*: The network shall provide support so that students may organize an annual graduate conference for students in member programs, with one host institution. The conference should enhance dialogue among students from different programs. Students should actively design the format and content of the conference by cooperating with each other. A call for proposals may be issued, in which students are invited to propose a topic for the following year's conference. To ensure cooperation, some basic principles should be stated in the call: students from at least three different programs should be involved in the organization of the conference. The committee evaluating the proposals should include doctoral students and young scholars who have recently completed their doctoral thesis.

1.2.2.4. *Support for students*: The network may provide support to students by organizing tutorials, mentoring, workshops and other training activities.

1.2.2.5. *Course materials*: The network is encouraged to establish a database of online course materials, including copyright-cleared readings, video lectures, presentation slides and model syllabi.

1.2.2.6. *Training for research supervisors*: The network shall provide training for research supervisors in the field of Translation Studies.

1.2.3. *Quality assurance*

The network shall ensure the development of standards and quality assurance in the following ways.

1.2.3.1. *Membership criteria*: The network shall define selection criteria for admitting programs to the network.

1.2.3.2. *Other quality criteria*: The network shall investigate and identify best practices regarding admission criteria for doctoral students, high quality publications by supervisors and other academic staff involved in doctoral education, and the calibre of the doctoral students themselves as they enter the job market.

1.2.3.3. *Objectives and competences*: The network shall develop and periodically revise a set of minimal objectives and competences for a doctoral program in Translation Studies, including the skills to be acquired by students in those programs.

1.3. *Other*

The network may also undertake the following activities.

1.3.1. *External funding*: The network may attract external funding for the activities of the network (e.g. Erasmus+ agreements)

1.3.2. *Journal ranking*: The network may discuss the rankings of Translation Studies journals, in conjunction with the President and Executive Board of the European Society for Translation Studies.

2. Competences

The following is a slightly modified version of Annex 1 "Objectives and skills" compiled by Yves Gambier on behalf of the TS-Doc Working Group (*EST Newsletter* 42, 2013).

Competence here means knowledge, skills and attitudes.

2.1. Objectives (based on the Dublin descriptors, 2004)

- Students should have a systematic understanding of Translation Studies as a unified field of research (not only as a narrow subfield) and mastery of the skills and methods of research associated with Translation Studies;
- Students should have the ability to conceptualize, design and implement a substantial and original research project in Translation Studies;
- Students should be capable of critical analysis and evaluation of new and complex ideas in Translation Studies research, and if the program structure allows for it, capable of the same for professional translation environments and their development;
- Students should be able to communicate about their research with their peers, the larger Translation Studies community, professionals, all other stakeholders, and society in general;
- Students should be able to promote, within academic and professional contexts, social and technological progress related to international and multilingual communication;
- Students should be able to pursue a high-level career involving research in Translation Studies – with possible applications not only in academia but also in the professional domain.

2.2. Research competences of a Translation Studies Doctorate

It is worth highlighting here that the proliferation of huge amounts of data, coupled with the use of technologies and the Internet for content creation, have produced a need for certain skills that Translation Studies doctoral students hone throughout the course of their studies and careers. Feedback from the professional translation sector consistently underscores the fact that the high-level skills of evaluation, assessment, research, information gathering and compilation, data interpretation, critical analysis, resource management, and consultation are in demand and that this demand is expected to rise. The sector stresses the generation of original content in diverse formats, with a need to extract it for translation and adaptation in order to reincorporate it into systems or prepare it for diverse platforms that are multilingual and multicultural. If doctoral students are aware of the contemporary context globally, they can define their research interests and position their research projects so that they are employable in the public, private and academic sectors.

In terms of ID-TS admission criteria, this has at least three implications: 1) Student *employability* can be linked to acquisition of certain generic and transferable skills; 2) *'Mature students'* who already have these skills due to professional work experience need to re-contextualize them in an institutional academic environment; and (3) *Doctoral programs* in the humanities and social sciences, and Translation Studies in particular, can prepare students for both academic and professional careers.

2.2.1. *Basic skills (generic and transferable)*

Management skills
- Manage time and stress; demonstrate self-discipline; manage intermediate milestones and prioritization of activities
- Manage research with motivation, self-reflection, awareness, creativity, open-mindedness, curiosity, integrity, flexibility (manage projects with uncertain outcomes in diverse settings and organizations)

Information mining skills
- Identify, select and access appropriate bibliographical resources, archives, and other sources of relevant information (acquisition and collection of information through the effective use of appropriate resources and equipment)
- Use information technology for database management, recording and presenting information
- Learn from other disciplines

Collaboration skills
- Identify one's own training needs and knowledge gaps
- Be able to network and develop working relationships with supervisors, peers, colleagues within one's own institution, as well as the wider research community
- Be able to work effectively in a team in an interdisciplinary, international and intercultural context

Intellectual/ethical skills
- Criticize and intellectually defend solutions (use critical judgment in an objective manner based on verifiable evidence) on the basis of sound methodology
- Resolve problems involving professional and research ethics
- Demonstrate awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research, e.g., confidentiality, ethical issues, copyright, ownership of data, plagiarism.
- Read scientific literature critically (think analytically and synthetically in order to formulate original research questions, draw inferences from data, construct consistent argumentation, and elaborate self-criticism)
- Develop awareness of the scholar's role in society

Communication skills
- Communicate academic arguments and complex concepts with consistency, precision and explicitness; present logical thinking and evidence; defend research outcomes effectively (transfer new knowledge to scholarly communities and non-specialists)
- Write academic papers, using appropriate citation skills and presenting information coherently and cohesively
- Use technologies and mark-up languages to create content for presentations and other means (including digital) of disseminating research and knowledge
- Speak and present effectively in public
- Summarize, document, report and reflect on progress in research
- Present skills, personal attributes and experience effectively in CVs, applications and interviews

- Plan and write successful funding applications
- Organize workshops, meetings and conferences

2.2.2. *Research skills (generic and transferable)*

Background and basis of a research project
- Be aware of what has been done before (understand complex theories, new insights in a given field)
- Recognize and define problems and issues; formulate and test hypotheses
- Pay attention to claims, possible counter-evidence, counter-arguments (apply highest standards of rigor in the testing of ideas)

Methodology
- Understand relevant research methodologies and techniques and their appropriate applications
- Select and evaluate the methods used for the research topic chosen
- Select and collect appropriate and sufficient material/data/subjects/examples for the research
- Choose appropriate variables in relation to the objectives and the resources available

Critical mind
- Develop theoretical concepts and thinking
- Analyze critically and evaluate one's findings in relation to the findings of others
- Justify the principles and techniques used in one's own research
- Question the position of the researcher as an observer with subjectivity, assumptions, implicit ideology, cultural background, stereotypes
- Have a clear view of generalizability, the risk of oversimplification, and comparability of situations, actions and data
- Understand the processes for the evaluation of research
- Demonstrate the potential impact of the research project

2.2.3. *Translation Studies research skills*

- Have knowledge of recent developments in Translation Studies and related areas
- Read and analyze critically the literature in Translation Studies and evaluate findings (read about the same topics researched using different methods; read about different topics researched using the same methods)
- Be open to research in one's own and other areas of Translation Studies
- Be critical of Translation Studies scholars, schools and trends
- Be familiar with and evaluate Translation Studies research that uses different methods
- Understand and apply the current metalanguages of Translation Studies; clarify basic terms; provide working definitions
- Resolve complex problems in an interdisciplinary context
- Understand and apply research techniques relevant to the doctoral research project
- Have knowledge of (and apply as appropriate) current language technologies to carry out projects
- Understand and apply methods relevant to new developments in Translation Studies
- Appreciate standards of good research practice in Translation Studies
- Demonstrate the relevance of the research project to Translation Studies

- Demonstrate an awareness of and appreciation for languages and translation in its various forms

3. Methods for developing and assessing competences

As part of the application process for admission to the ID-TS network, programs are required to provide information regarding how the competences are developed and assessed.

The overall objectives (based on the Dublin descriptors) specify the three interrelated skill sets constituting the research competence of a Translation Studies Doctorate. These skills function as a reference framework for the competences to be acquired. The reference framework is to be understood within the overall context of university education and taking into account the resources (human, financial, institutional and technical) available in a given context. The three skill sets specify what is to be achieved, acquired and mastered by the end of doctoral training, regardless of where, when and how. They are thus concerned with the program outcomes, or *ends* (the competences), but in no way prejudge the *means* (resources, programs, supervision arrangements).

One aim of the ID-TS is to identify good practice in competence development and assessment, so that at a later stage expectations can be formulated in a more detailed way. For evaluating whether programs are successful in developing and assessing the achievement of the competences, the Evaluation Committee will consider information such as:

- Evidence that procedures are in place for developing the competences (such as course descriptions with learning outcomes directly linked to the competence/skill sets)
- Evidence that interim monitoring and assessment procedures are in place (e.g. interim or qualifying exams, regular progress reports)
- Evidence that procedures are in place to ensure that at the end of the doctorate the acquisition of all three sets of competences/skills are assessed objectively (i.e. above and beyond the assessment of the final research report)

Below is a more detailed list of possible activities and methods for development and assessment, aligned with the specified skill sets.

3.1. Management skills

- Assign interim tasks to be completed by a specific deadline (e.g. writing a literature review; creating an annotated bibliography; doing a survey of journals in the field of Translation Studies and producing an evaluative report about them; surveying funding opportunities and writing a critical reflective report on options available to doctoral students during and after the research; writing a proposal/abstract for a conference or submission of a manuscript to a journal).
- Ask students to create and defend a timeline for completion of their research project, which can be regularly evaluated.
- Ask students to write a reflective report immediately after a meeting with the supervisor / after having received feedback from supervisor on tasks / draft chapters / abstracts for conference or publication / draft paper to be submitted / presentation to be given at a conference.

3.2. Information-mining skills

- Much the same as the first point sub 3.1
- Ask students to investigate whether and how key concepts in their own research are also used in other disciplines and write a critical report
- Have students create an index using a concordance file

3.3. Cooperation skills

- Ask students to prepare a joint presentation for a research seminar
- Ask students to write an evaluative report on a presentation by a fellow student (at a research seminar or conference)
- Organize a research seminar with doctoral students and have them debate a topic from different perspectives (for/against, assign roles/positions to students)
- Ask students to prepare a panel proposal for a conference

3.4. Intellectual and ethical skills

- Ask students to write a report on potential ethical implications of their research project or of sample research projects
- Require students to participate in a plagiarism workshop, where they learn to identify and avoid plagiarism

3.5. Communication skills

- Offer students the opportunity to present their work (orally or in writing) in a department or university setting
- Offer students the opportunity to discuss and respond to feedback (orally or in writing) from their supervisor and others
- Have students create a website for their research project

3.6. Research skills

- All three skill sets can be developed by asking students to submit interim reports / draft chapters / revised chapters / papers, and providing detailed feedback
- Ask students to create an annotated bibliography / write a literature review / write a critical report on one specific paper relevant to their research / write a book review

4. Admission criteria and application process[1]

4.1. Overview of the application process

The application and admission process is as follows.

Application → Evaluation → Discussion → Decision
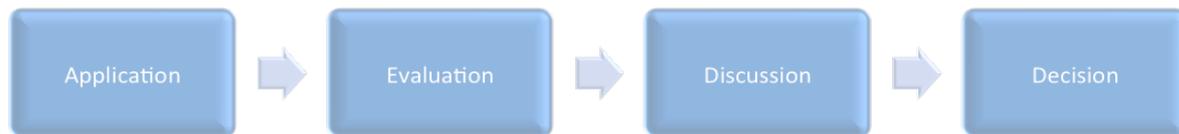
In order to facilitate the process, a 'Guideline for Applicants' and 'Guideline for Assessment' will be drafted.

4.1.1. *Minimal eligibility criteria*: A candidate program shall be a university doctoral degree granting program, duly accredited in its home country, *either* in Translation Studies *or* in a disciplinary or interdisciplinary area with options for a Major or Specialization in Translation Studies.

The candidate program shall have been operational for a minimum of three years, or for a period equal to completion of at least one cycle of students (from intake to graduation) in the program.

4.1.2. *Call for Applications*: The Call for Applications shall comprise the following forms[2]:

1. Standard application cover form
2. Dossier comprising the following materials:
    i. Form: Program Description and Admission Criteria
    ii. Form: Program Curriculum and Courses (where applicable)
    iii. Form: Program Infrastructure and Resources
    iv. Form: Program Statistics
    v. Form: Program Self-Assessment
    vi. Other documentation, including accreditation documents

4.1.3. *Reception process*: The applications shall be processed as follows:

1. Reception of applications
    i. Submit to contact person (rotation basis) delegated from the Evaluation Committee
2. If the application dossier is incomplete:
    i. Reject outright

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[1] All these tasks will be the responsibility of the Board of Management once the Network has been set up.
[2] Language Policy: the application forms and templates need to be completed in English (in line with the EST Constitution). Additional documentation submitted as evidence can be submitted in the original language but the Evaluation Committee reserves the right to ask for an English translation if needed.

ii. Rejection form letter is sent by delegated contact person
3. If the dossier is complete:
    i. Circulate to all members of the Evaluation Committee
    ii. Proceed to the evaluation stage: Evaluation Committee members review and score each applicant's application
    iii. Points are awarded on the basis of the dossier presented
    iv. Members of the Evaluation Committee discuss the points in terms of the program's context and other more qualitative factors
    v. Admission decision is made and communicated to the applicant
4. After admission, some complementary information is required from the new members

4.2. Application dossier

The application dossier is designed to gather information not just for evaluation purposes but also for the various databases to be compiled by the network.

The dossier shall comprise the following documents.

4.2.1 *Cover form*: Basic applicant information

i. University name, address, etc.
ii. Official title of doctoral program
iii. Application contact person and contact details
iv. Statement that "minimal eligibility criteria for application are met"

4.2.2. *Program description*

i. Basic program description as per official university catalogue and/or website
ii. Focus/foci of program, as per faculty (teaching staff) expertise, university marketing, program self-categorization, etc. (options: literary, theory, cultural studies, linguistics; cognitive; process-oriented; multimedia/audio-visual; technology [including localization, post-editing, MT]; others)
iii. Special features of program (for example, joint doctorates or projects and partnerships considered innovative)
iv. Links to or partnerships with industry or the professional sector, especially when designed to enhance graduate employment
v. Doctoral program admission criteria, as per university and program (options: prior degree in TS; language requirement [specified languages, choice dependent on student research]; entrance exam; others)
vi. Language(s) of instruction and supervision
vii. Student time-to-completion, as per university and program requirements and descriptions
viii. Alumni follow-up (if data collection is permitted)

4.2.3. *Program curriculum*

i. Basic curricular sequence (options: admission, coursework, comprehensive or qualifying exam, research proposal, research report writing, oral defence, additional requirements needed for research, other)
ii. Mandatory courses and credit hours, and time allotted for coursework completion if applicable (are all courses offered every year, or on a rotating basis?)
iii. If there is no course requirement, note any equivalent and its credit hour(s) if applicable (options: workshops, seminars, peer-reviewed publications, peer-reviewed conference presentations, other)
iv. Required number of courses (mandatory and optional) and course credits
v. Credit-breakdown for doctoral comprehensive exam (if required), research proposal, and research report (thesis or dissertation)
vi. If no prior qualification in Translation Studies is required for admission to the program, how does the program assess the student's understanding of Translation Studies scholarship? (options: coursework, comprehensive exam, research proposal, other)
vii. At which point in the doctoral program does the supervisor undertake supervision of the doctoral student? (options: upon admission, upon completion of coursework, upon acceptance of thesis proposal, other)
viii. Modes of course delivery and/or research supervision (including distance-learning technologies)
ix. Program/curricular objectives and learning outcomes in relation to competences required
x. How closely is the student supervised and monitored? (options: regular meetings, annual progress reports by both supervisor and/or student; other)
xi. How much time is devoted to thesis/dissertation writing and revision of feedback?
xii. In which language(s) can students write the doctoral thesis/dissertation?
xiii. Is an oral defense of the doctoral thesis/dissertation mandatory?
xiv. Is the doctoral thesis/dissertation uploaded to a university repository after successful completion? Is the thesis/dissertation accessible digitally to scholars outside the university?

4.2.4. *Program infrastructure and resources*

i. Does the university, graduate school and/or program offer specialized workshops or seminars for doctoral students? (options: general graduate studies, developing teaching skills, developing research skills, grant writing, thesis writing; academic writing; academic writing in L2, public speaking, technology assistance or training, conference presentation preparation, ethics and academic integrity, career guidance, employment prospects, time management, statistics, other)
ii. Does the student have access to scholarly materials, library resources, online databases, etc. for adequate scholarly research in translation studies? (options: university library, university online subscriptions, other)
iii. Do students have easy and dependable access to laboratories, specialized software, etc. if their research requires this type of infrastructure?

4.2.5. *Program statistics*

    i.   Optimal time-to-completion for doctoral students, as determined by the university and program, and comparison between desired student time-to-completion and actual time-to-completion (options: on-time, 10% longer, 20% longer, 30% longer, over 45% longer)

    ii.   Graduate publications and dissemination of research:
1. Traditional academic peer-reviewed journals and publications (indexed)
2. ISI Web of Knowledge impact score
3. Citation scores
4. National lists of approved peer-reviewed journals
   A. Open access/open peer-to-peer review academic publications
   B. Digital research repositories
   C. Presentations at peer-reviewed conferences

4.2.6. *Program self-assessment*

    i.   Faculty (i.e. professor/teacher) profiles and qualifications, and communication of their research profiles to potential doctoral students
    ii.   Doctoral student supervision
1. Number of faculty (i.e. teaching staff) members eligible to supervise
2. Number of faculty (i.e. teaching staff) members with supervisory experience
3. Percentage of full-time students to part-time students, if program includes this option
4. Tracking mechanism in place for student assessment (options: annual progress reports, student evaluations of classes taught by doctoral students; Principle Investigator reports for doctoral research assistants, other)

4.2.7. *Other documentation*

    i.   Time period and number of years being assessed
    ii.   Specific institutional quality assurance processes (IQAP in Ontario, Canada, for example) protocols in place
    iii.   Recent program reviewer reports (internal and external)
    iv.   Accreditation documents.

4.3. Evaluation

4.3.1. *General criteria*: Evaluation of the applicant's dossier should take into account the aims of the ID-TS, the tangible possibility of attaining them with the institutional members accepted into the network, and the indicators formulated (on the basis of the information presented in the application dossier) to gauge the network's progress and to help guide programs that decide to reapply or renew membership.

Evaluation could seek to ascertain whether or not the admission requirements, program objectives and learning outcomes, available resources (human, physical, academic, financial, technical) and activities are all appropriately aligned for successful student performance and completion of the doctoral thesis.

4.3.2. *Items to evaluate*: The information gathered through the forms and documentation that comprise the applicant's dossier should allow evaluators to assess:

1. *Capacities*: Whether the following capacities are present:

- Capacity for doctoral students to acquire a solid understanding of Translation Studies scholarship, history, conceptual frameworks, metalanguage, trends and debates
- Capacity for doctoral students to readily access up-to-date resources and scholars in Translation Studies
- Capacity for doctoral students to apply appropriate conceptual frameworks and methodologies from Translation Studies and other disciplines to their research in Translation Studies
- Capacity for doctoral students to communicate their ongoing research to peer-reviewed forums and contribute to the academic community (conferences, journals, online venues, etc.)
- Capacity for doctoral students to produce original research (scholarly partnerships, grants and other funding, etc.)

2. *Indicators of success*: Whether the following indicators of program success have been adequately achieved:

- Acceptance rate (based on program description & admissions procedures)
- Retention/attrition and completion rates, as well as average time-to-completion
- Student & alumni satisfaction with the program
- Faculty (i.e. teaching staff) qualifications and workloads
- Infrastructure and resources
- Opportunities for students to be mentored
- Student scholarly production and participation in scholarly activities
- Internationalization of program
- Program highlights and unique aspects
- Funding availability
- Quality control and monitoring mechanisms (internal and external)
- Graduate employability

3. *Competences*: Whether the desired doctoral competences in Translation Studies, within the scope of certain objectives, are attended to.

Evaluation shall be on the basis of the information presented in the application dossier, specifically with respect to the sections designed to measure:

a. Alignment of program description, focus areas, and courses or workshops and seminars in relation to faculty's (i.e. teaching staff) areas of expertise, student access to resources, etc., in order to determine whether students are potentially able to complete the program successfully.
b. Student body (international, local) in relation to resources (university and program) available (for example, assistance with research and writing in non-native language)

c. International profile of the supervisors, of the supervisory committee, of the examining board
d. Student acceptance, retention, attrition and completion rates
e. Availability of resources (academic, financial, structural/physical) to students in relation to total student performance and production
f. Student and faculty (professor/teacher) feedback (self-reported) in relation to stipulated program objectives

4.3.2. *Evaluation scale*: Evaluation shall be given in terms of a numerical scale of 1-5, as follows:

5 – Excellent:
- item exhibits coherence/alignment with ID-TS objectives and criteria
- item is firmly in place

4 – Very good
- value reflects coherence/alignment with ID-TS objectives and criteria
- item is solid, but with less experience

3 – Good
- item exhibits coherence/alignment with ID-TS objectives in some or most of the criteria
- object assessed is rated as mostly solid with some areas needing more development and experience

2 – Fair
- item does not have major coherence/alignment with ID-TS objectives and criteria (doctoral studies; translation studies)
- object assessed is rated as needing more development and experience

1 – unsatisfactory
- Item does not have coherence/alignment with ID-TS objectives and criteria
- Item needs development and experience

Scores for each section shall be calculated for each applicant, giving a total number of points.

The evaluation scale for scores could be flexible, expressed along a continuum. For example:

30-20 points = acceptance into ID-TS network
19-11 points = acceptance with discussion and possibility to reject
10-0 points = rejection of application, with possibility to reapply at later date

4.4. Discussion

Discussion of the applicant's dossier should take into account the main objectives of the ID-TS network, i.e. to function as "a label of quality that can be accorded to existing programs meeting certain minimal criteria".

Local and global quality metrics could also be articulated and considered. Global metrics are understood to be the objectives and competences listed above (section 2). Local metrics are understood as including the following considerations:

- Local and university-specific histories condition the way doctoral programs have emerged (options: within non-TS departments; within TS departments of schools; humanities-based; social sciences-based; interdisciplinary or cross-disciplinary programs, etc.). The applicant could mention these specificities and indicate their relation to predominant areas of research and expertise within the program. (Note that new hires within programs could alter research areas of expertise and offerings to doctoral students, through coursework or supervision.)

- Local translation markets and academic settings could also be mentioned by the applicant when addressing issues of student employability (options: bilingual; multilingual; professional sectors of prominence; in-house positions; freelance market; others) and available resources for partnerships on certain research projects, etc.

4.5. Decision on the application

Applicants' scores are calculated and tabulated by the Evaluation Committee delegate (rotation basis) according to the evaluation scale.

Final scores are categorized as follows:

V=accept for membership
W=withhold from membership
X=retain for membership based on further discussion, with possibility of refusal

The decision shall be communicated in the following way:

1. Delegate informs members of the Evaluation Committee and the ID-TS Board of Management
2. Delegate issues acceptance and rejection form letters. Rejection letters should include detailed feedback on how the applicant can prepare to reapply
3. The assistant to the ID-TS Board of Management prepares to incorporate basic data into website/content management system so that the ID-TS membership information is online
4. Based on feedback concerning the first round of applications and evaluation process, adjust or modify the forms and process. Post online the date when new applications will be accepted and evaluated by the committee

4.6. Required data/information after a positive evaluation

Applicants accepted for membership are requested to provide some statistics and other information.

4.6.1 Program statistics

i.Proportion of full-time to part-time faculty (i.e. teaching staff) for coursework required, if any

ii. Proportion of full-time to part-time students in the doctoral program

iii. Proportion of students funded (options: scholarships; assistantships; grants; others)

iv. Proportion of students awarded prizes

v. Proportion of graduates who carry out postdoctoral research; data on successful post-thesis employment (self-reports, surveys, etc.)

vi. Student research and thesis focus:

1. Choice of research focus (options: choice made before entering program, choice made during period of program coursework)
2. Choice of supervisor (options: choice constrained to department faculty / teaching staff expertise, choice a mix of department faculty expertise and accessible local expertise, choice requiring outside expertise that must be organized by program director)
3. Choice of evaluation committee (strictly academic, or including researchers from the professional sector) [note: R&D is often advanced in professional entities where funding is more readily available, and some professionals hold doctoral theses]

vii. Student monitoring and alumni follow-up [self-report]

1. Data collection through surveys (if permitted)
2. Analysis of data
3. Use of analysis results to publicize program

4.6.2   *Program self-assessment*

i .Time period and number of years being assessed

ii. Specific local historical dynamics that potentially influence research areas of expertise and student knowledge (e.g., official language policies)

General strengths of program

Program areas being developed or enhanced

iii. Communication of program activities through website and social media

iv. Doctoral student opportunities:

1. Teaching assistantships (options: translation courses, other courses)
2. Research assistantships (options: university, department, faculty/teaching staff members)
3. Other experiential learning opportunities
4. Grants [including travel grants] for graduate students (options: department; university; local; national; international)
5. Competitions and awards
6. Faculty (teaching staff)-assisted conference, workshop, or speaker organizational possibilities for student
7. Faculty (teaching staff) assistance to student for preparation of peer-reviewed conference presentations
8. Faculty (teaching staff) assistance to student for preparation of articles in peer-reviewed journals
9. University assistance (faculty teachers, staff, peers) to international students writing their theses in a non-native language

10. Active student associations (for example, official university graduate translation student associations) or graduate 'reading groups' or opportunities for intellectual exchange

11. Resources available for students to set-up and maintain research-related blogs, websites, wikis, or other online media

5. Management of the network

5.1. General Assembly

The governing body of the network is the General Assembly, which shall comprise representatives of all paid-up members of the network and shall convene at least once every three years, coinciding with the triennial EST Congress.

All decisions taken by at the General Assembly shall be voted on the basis of one vote per member institution, independent of the size of the member institution. In the case of a tied vote, the Director of the Board of Management shall have the deciding vote.

Decisions made by the General Assembly shall not contravene the articles and spirit of the Constitution of the European Society for Translation Studies.

The General Assembly shall elect a Board of Management at least once every three years.

5.2. Board of Management

The network shall be managed between General Assemblies by a five-member Board of Management comprising a Director, a Secretary and three further members. All members of the Board of Management shall be representatives of member institutions of the network. One member of the Board, to be selected by said Board, shall also serve as a member of the EST Executive Board and shall liaise between the two bodies.

A Board member may be reelected once only and may thus hold office for a total of six consecutive years.

The Board shall report to the members of the network at least once a year and at the General Assembly of the network. The Board shall also report to the Executive Board of the European Society for Translation Studies at least once a year.

The Board shall meet at least once a year to discuss policy and strategy matters and prepare network activities for the coming year. Decisions shall be made by a simple majority of votes. Day-to-day operations shall be dealt with via email. The Board may consult directly with the members of the network.

The work of the members of the Board is pro bono, although the network shall cover travel and accommodation costs required for annual Board meetings.

An assistant may be employed to assist the Board and the Evaluation Committee, run the network's website, update resources, prepare materials and meetings, and further administrative tasks.

The Board is responsible for applying the overall strategies and policies of the network, for taking new initiatives (training courses, resources, etc.), for ensuring efficient communication

with and between the members of the network, and for undertaking the day-to-day operations of the network. The assistant is paid on the basis of hours worked and may liaise directly with the Treasurer of the European Society for Translation Studies.

The Board shall select and renew the members of the Advisory Committee and organize the election of the members of the Evaluation Committee.

5.3. Advisory Committee

The Board shall establish an Advisory Committee consisting of a maximum of ten members representing a variety of stakeholders from outside the network.

The members of the Advisory Committee shall be selected by the Board and are appointed for a period of three years. The members may be reappointed once and may thus hold office for up to six consecutive years.

The Board may consult the Advisory Committee on policy and strategy issues and major initiatives.

The work of the members of the Advisory Committee shall be pro bono.

5.4 Evaluation Committee

The Evaluation Committee is responsible for evaluating the applications for membership of the network.

The Evaluation Committee shall comprise ten members, who may be from outside the network.

The members of the Evaluation Committee are appointed from among academics with strong credentials, and they cannot act as evaluators of their own institution or institutions in the country in which they are employed.

The Board of Management shall appoint the members of the Evaluation Committee.

Members are appointed for a period of three years; they can be reappointed once only and may thus hold office for up to six consecutive years.

The work of the members of the Evaluation Committee is pro bono.

5.5. Fees

The network operates on a non-profit basis, with all income invested in the activities of the network (see 1.2.) or associated activities of the European Society for Translation Studies, except in the case of dissolution.

Each member institution pays a membership fee, the amount of which shall be proposed by the Board of Management and voted on at each General Assembly.

The fees shall be calculated to cover the remuneration of the assistant, the travel expenses of the Board members in connection with Board meetings, plus other expenses necessary to secure the long-term and day-to-day operations of the network.

Receipt of fees and payment of expenses shall be through the accounts and the Treasurer of the European Society for Translation Studies.

5.6. Future expansion of the network

The network is established by the European Society for Translation Studies operating within its international mandate, and the ID-TS Board reports annually to the Executive Board of the European Society for Translation Studies.

The network, acting through the ID-TS General Assembly and upon approval of the Executive Board of the European Society for Translation Studies, may nevertheless seek and include cooperation with other institutions.

5.7. Dissolution

The network shall be dissolved by a decision of the ID-TS General Assembly or by a decision voted at the General Assembly of the European Society for Translation Studies.

Upon dissolution, all financial obligations and unspent operating funds shall pass to the European Society for Translation Studies.