

A Reflective Report to Educational Policymakers: Field Expertise Status of Translation Programs in Turkish State Universities

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Abstract: This qualitative study investigates the educational background and fields of expertise of faculty members in English translation programs at the bachelor's degree level in state universities of Türkiye. Despite the prevalence of these programs across Turkish universities, a discrepancy emerges between the faculty members' doctoral qualifications and the specialized field of Translation Studies. The research aims to reveal the academic landscape of these programs by examining the doctoral disciplines of faculty members, utilizing data primarily sourced from the YÖK (Council of Higher Education) Atlas Database and the YÖK (Council of Higher Education) Academic Database. When information is unavailable in the database above, university websites serve as supplementary data sources. This methodological approach enables a comprehensive analysis of the extent to which academic program qualifications align with the field of Translation Studies. Preliminary findings indicate a significant underrepresentation of faculty with doctoral degrees in Translation Studies, suggesting a potential misalignment between program expertise and the specialized training needs of translation programs. This study underscores the crucial link between the program's field-specific expertise and the quality of training, highlighting the need for policy interventions aimed at bolstering the recruitment and development of academically qualified faculty in the discipline of Translation Studies. The implications of this research extend beyond academia, informing policymakers and educational administrators about the importance of aligning educational offerings with program qualifications to enhance the educational outcomes of translation programs in Türkiye.

Keywords: Academic Alignment, Educational Outcomes, Faculty Qualifications, Field Expertise, Translator Training

1. Introduction

In recent years, the domain of Translation Studies has gained considerable recognition as a critical field of academic inquiry and professional practice, particularly in multilingual contexts such as Türkiye. Programs offering bachelor's degrees in English stream play a pivotal role in preparing future translators/interpreters and bridging languages and cultures. These programs are essential for academic development and professional readiness in a globalized world. However, the alignment between the academic qualifications of faculty members and the specialized courses delivered within these programs raises concerns. A notable number of faculty members may have doctoral degrees in fields divergent from Translation Studies, potentially impacting the quality of training and the preparedness of graduates entering the translation profession.

The significance of aligning program expertise with program content cannot be overstated. As highlighted by the PACTE group (2017), translation competence combines procedural and declarative knowledge, underscoring the need for curricula that adapt to the multifaceted nature of translation. This blend of knowledge types illustrates the multicomponent nature of translation competence, suggesting that academic qualifications and field-specific expertise are crucial for educators in translation programs. Similarly, the European Master's in Translation (EMT) framework, established by the European Commission, outlines essential competencies for high-quality translation services, including language and culture, translation, technology, and service provision skills (EMT Expert Group, 2009).

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These frameworks support the notion that academic programs must closely align with industry standards to ensure the efficacy and relevance of translation training.

In this context, the necessity for alignment extends to the qualifications of faculty members within these programs. Insights from Miami University (n.d) on program qualifications in highly applied disciplines suggest that a combination of formal training and significant applied experience or equivalent certification can qualify individuals for teaching roles. This perspective is particularly pertinent for translation programs, where the practical application of translation theory is paramount. By ensuring that faculty possess both theoretical knowledge and practical experience, translation programs can better prepare students to meet the demands of the professional translation industry.

Additionally, the importance of hands-on experience in translation training, as demonstrated through practical training and internships in scientific translation programs in Türkiye (Turkey Campus, n.d.), further emphasizes the need for trainers with both strong academic backgrounds and professional experience in the field. By integrating these perspectives, this study tries to contribute to the ongoing dialogue on enhancing educational practices in Translation Studies, with the goal of elevating the quality of translation training to meet both academic and professional standards.

Despite the universally acknowledged importance of program qualifications in bolstering educational quality across various disciplines, the exploration of this critical relationship remains under-examined within the specific context of English translation programs in Türkiye. This oversight is particularly consequential given Türkiye's distinctive linguistic, cultural, and educational milieu, which not only imbues the field of Translation Studies with unique challenges but also with unparalleled opportunities for innovation and growth.

Türkiye's strategic geographical location and rich cultural heritage position it as a linguistic crossroads between East and West, thereby amplifying the need for highly qualified translation professionals who are adept at navigating complex cultural nuances. However, the dearth of focused research on program qualifications within Turkish English translation programs leaves a critical void in understanding how educators' backgrounds contribute to preparing students for the demands of the global translation market.

Furthermore, the evolving nature of the translation profession, driven by technological advancements and the increasing importance of cultural competence in global communications, underscores the urgency of aligning program expertise with these contemporary demands. The rapid advancement of machine translation technologies, coupled with the growing need for translators who possess deep cultural understanding and ethical judgment, calls for a reevaluation of program qualifications in Translation Studies programs.

Additionally, Türkiye's educational policies and institutional frameworks provide a unique context for examining the impact of faculty qualifications. The variation among state universities, each with distinct priorities and resources, may influence the recruitment, development, and retention of qualified faculty in Translation Studies. This institutional diversity, coupled with regulatory standards set by the Turkish Council of Higher Education (YÖK), necessitates a nuanced analysis of how program qualifications are defined, assessed, and enhanced across different types of universities.

This study aims to examine the training qualifications and expertise field of faculty members in English translation programs across Türkiye, focusing on their doctoral degrees. By assessing the extent to which academic qualifications match program needs, this research seeks to unveil patterns and discrepancies in state universities, aiming to inform future academic appointments and curriculum development.

2. Literature Review

The field of Translation Studies has undergone significant transformation, evolving from a mere vocational skill into a comprehensive academic discipline. This literature review explores the intricate journey of Translation Studies, emphasizing its transition to a field enriched by theoretical insights, methodological advancements, and an interdisciplinary approach that captures its essence as a medium of intercultural dialogue. Through the critical analyses provided by scholars such as Snell-Hornby (1988), Bassnett (1991), and Holmes (1988), among others, the narrative unfolds to reveal the key developments and modern dynamics that have influenced the field, including the embrace of cultural studies, the effects of global interconnectedness, and the innovations in technology that have revolutionized translation practices and studies.

Additionally, the review scrutinizes the pivotal influence of program qualifications on the caliber of higher education, with insights from studies conducted by Umbach and Wawrzynski (2005), and Braxton et al. (2002), illustrating the importance of matching program expertise with the curriculum to foster superior student achievements. Importantly, a notable gap in research is highlighted concerning the specific scenario of English Translation Programs in Türkiye, underscoring a compelling need for focused research on the influence of program qualifications in a region uniquely positioned as a linguistic and cultural nexus. This identified gap lays the groundwork for a suggested investigation aimed at assessing how well program expertise aligns with the educational demands of translation programs in Türkiye, aiming to enhance the educational quality in this dynamically changing discipline.

2.1. Translation studies as an academic discipline

The academic discipline of Translation Studies has undergone significant evolution over the past few decades. Historically, translation was often viewed as a practical skill rather than a scholarly discipline. However, the late 20th century marked a pivotal shift towards recognizing Translation Studies as an integral field of academic inquiry. Snell-Hornby (1988) delineates this transformation, emphasizing the transition from practical task-oriented approaches to theoretical and methodological frameworks that seek to understand the complexities of translation as an intercultural communication process. Similarly, Bassnett (1991) tracks the evolution of the field, highlighting how it has expanded beyond linguistic boundaries to incorporate cultural studies, thus reflecting the interdisciplinary nature of Translation Studies today.

Holmes (1988) proposed a comprehensive map for the discipline, distinguishing between 'pure' and 'applied' branches and laying the groundwork for Translation Studies as an academic field. This emphasis on a systematic approach to studying translation phenomena has been pivotal in shaping the discipline. Moreover, Toury (1995) introduced the concept of norms in translation, providing a framework for analyzing translations within their sociocultural contexts. His work has been influential in shifting the focus from prescriptive to descriptive approaches in translation research.

The expansion of Translation Studies into cultural studies underscores the importance of understanding translation within a broader context of cultural and power dynamics. Lefevere (1992) explored the concept of translation as rewriting and its impact on literary fame, highlighting the cultural and ideological influences on translation. Similarly, Baker (1992) introduced key concepts and methods that emphasize the role of context, ideology, and narrative in the translation process, contributing to the integration of linguistic and cultural studies within translation research.

Contemporary trends in Translation Studies have been significantly shaped by globalization and technological advancements. Tymoczko (2007) advocated for the expansion of Translation Studies to include non-Western traditions and practices, emphasizing the need for a more inclusive global perspective that acknowledges the diversity of translation practices across cultures. Furthermore, the

intersection of translation and technology has become a critical area of study, with O'Brien (2012) exploring the implications of human-computer interaction for translation practices and highlighted the growing importance of machine translation and localization in the digital age.

The evolution of Translation Studies from a practical skill to a complex academic discipline reflects a broadening of focus to include theoretical frameworks, cultural studies, and the impact of globalization and technology. These developments underscore the dynamic nature of Translation Studies, adapting to meet the challenges and opportunities presented by a rapidly changing global context.

2.2. Program qualifications and educational quality

The qualifications of faculty members play a crucial role in determining the quality of training and student outcomes. Umbach and Wawrzynski (2005) provide empirical evidence supporting the positive impact of faculty qualifications, including their academic and professional backgrounds, on student learning and engagement. Their research underscores the significance of aligning program expertise with educational content to enhance the learning experience.

Further compounding this, Braxton, Luckey, and Helland (2002) demonstrate that faculty qualifications, particularly their field-specific expertise, directly contribute to the depth and quality of the learning environment. They assert that higher levels of academic and professional expertise among faculty are associated with more effective teaching methodologies, richer course content, and consequently, enhanced student learning outcomes. This enrichment of the curriculum through program expertise underscores the importance of faculty backgrounds in delivering a comprehensive educational experience.

Moreover, the role of program qualifications extends beyond the mere delivery of content to significantly influence student engagement and motivation. Umbach and Wawrzynski (2005) highlight that faculty members who are recognized experts in their field not only command respect but are also better positioned to inspire curiosity, critical thinking, and deeper engagement with the subject matter among students. Such engagement is deemed critical for student retention, satisfaction, and overall academic success, reinforcing the argument for the strategic recruitment and development of faculty members.

3. Methodology

The methodology section of this study outlines the qualitative research design and systematic data collection instruments employed to explore the educational backgrounds and expertise fields of faculty members within English translation programs at the bachelor's degree level at state universities of Türkiye.

3.1. Research design

This study adopts a qualitative research methodology to explore the educational backgrounds and expertise fields of faculty members within English translation programs at the bachelor's degree level at state universities in Türkiye. The qualitative approach is particularly suited for this examination as it allows for an in-depth exploration of complex, nuanced phenomena, such as the alignment between program qualifications and the specific needs of translation training. Qualitative research is instrumental in uncovering the subtleties and variations in academic qualifications, facilitating a comprehensive understanding of how these factors impact the quality of training in translation programs. This methodology supports the study's aim to explore the discrepancies between the academicians' doctoral qualifications and their expertise in the specialized field of Translation Studies, a concern highlighted in similar studies across various disciplines (Creswell & Poth, 2018; Merriam & Tisdell, 2015). By focusing on qualitative data, the research seeks to provide detailed insights into the

academic landscape of Translation Studies in Türkiye, emphasizing the need for a closer alignment between program qualifications and programmatic objectives.

3.2. Research questions

The following research questions guide the study:

1. What is the current distribution of Translation Studies programs across different faculties in Turkish state universities?
2. To what extent do faculty members in English translation programs at Turkish state universities possess doctoral degrees specifically in Translation Studies?
3. What is the ratio of academicians with a Ph.D. in Translation Studies to the total number of academicians in English translation programs at Turkish state universities?
4. What are the doctoral fields of academicians in English translation programs that do not have faculty members with a Ph.D. in Translation Studies?
5. How do faculty qualifications and expertise align with the specialized needs of Translation Studies programs in Türkiye?

3.3. Data collection instruments

This section of the methodology outlines the strategic approach employed to collect comprehensive data on the academic qualifications and expertise of faculty members in English translation programs at the bachelor's degree level across Turkish state universities. The data were collected through the data collection instruments in December 2023.

3.3.1. YÖK atlas database and YÖK academic database

The primary data sources for this study are the YÖK (Council of Higher Education) Atlas Database and the YÖK Academic Database, which offer comprehensive information on faculty members across all Turkish state universities. These databases will be systematically explored to identify faculty members working within English translation programs, with a particular focus on their doctoral qualifications. This method ensures the collection of verified, up-to-date academic profiles, facilitating an accurate assessment of program expertise concerning their training responsibilities. The use of official databases for program information has been validated in academic literature as a reliable method for assessing qualifications and expertise within higher training settings (Brewer & Brewer, 2010; Henard & Leprince-Ringuet, 2008).

3.3.2. Direct university website searches for supplementary data

When information was not available in the YÖK Academic Database or YÖK Atlas Database, direct searches on university websites were employed as a supplementary data collection method. This approach allowed for the acquisition of detailed, specific information regarding faculty members' academic backgrounds, including their doctoral fields of study, research interests, and contributions to Translation Studies. Direct website searches have been acknowledged in scholarly research as a valuable technique for enriching data obtained from databases, ensuring a comprehensive understanding of faculty profiles (Johnson, 2014; Smith, 2011).

3.4. Data collection process

The data collection process for this study was designed to gather comprehensive and reliable information on the academic qualifications and expertise fields of faculty members within English

translation programs at the bachelor's degree level across Turkish state universities. The process was carried out systematically in December 2023 and involved multiple steps to ensure the accuracy and completeness of the data.

3.4.1. Data extraction from YÖK databases

The data extraction process involved systematically searching the YÖK Atlas and Academic Databases to identify faculty members affiliated with English translation programs. The following steps were undertaken:

Program Identification: English translation programs at the bachelor's degree level were identified across various state universities in Türkiye. The program details, including the department and faculty affiliations, were noted.

Faculty Identification: Faculty members teaching in these programs were identified. Their academic profiles were retrieved from the YÖK databases, focusing on their doctoral qualifications and fields of study.

Verification of Qualifications: The doctoral degrees of the identified faculty members were verified to determine their relevance to Translation Studies. This step ensured that only accurate and pertinent data were included in the analysis.

3.4.2. Supplementary data collection from university websites

In cases where information was incomplete or unavailable in the YÖK databases, supplementary data collection was conducted through direct searches on the official websites of the respective universities. This approach included:

Faculty Webpages: Examination of faculty webpages to obtain detailed academic profiles, including doctoral fields of study, research interests, publications, and contributions to Translation Studies.

Departmental Information: Review of departmental websites to understand the academic and research focus areas, faculty members' roles, and the overall structure of the translation programs.

3.4.3. Data compilation and organization

The collected data were compiled into a comprehensive database, categorized by university, faculty, and individual faculty members' qualifications. This database included:

- University name and location
- Faculty/department affiliation of the translation program
- Names and academic profiles of faculty members
- Doctoral qualifications and fields of study
- Any additional relevant information obtained from university websites

3.4.4. Ensuring data accuracy and reliability

To ensure the accuracy and reliability of the data, the following measures were implemented:

Cross-Verification: Data from YÖK databases and university websites were cross-verified to confirm the consistency and correctness of the academic profiles.

Regular Updates: The data collection process was aligned with the most recent updates available in December 2023, ensuring that the information reflected the current academic status of faculty members.

Quality Control: A thorough review of the compiled data was conducted to identify and rectify any discrepancies or incomplete entries.

By employing these systematic and rigorous data collection methods, the study aimed to provide a detailed and accurate analysis of the academic qualifications and expertise fields of faculty members in English translation programs across Turkish state universities. This process was critical in addressing the research questions and testing the hypotheses related to the alignment of faculty qualifications with the specialized needs of Translation Studies programs.

3.5. Data analysis

In the proposed qualitative study on the educational background and expertise of academicians within English translation bachelor's programs in Türkiye, the descriptive analysis will be pivotal in shedding light on the academic environment. This analysis method was employed to systematically collect, categorize, and illustrate the data from the YÖK Atlas Database, the YÖK Academic Database, and university websites through charts, providing a detailed overview of the doctoral qualifications among faculty members. Such an analysis facilitates a better understanding of the distribution of doctoral degrees and the potential implications for the quality of training offered. By pinpointing the discrepancy in doctoral qualifications specifically in translation within these programs, the study aims to initiate a discussion on refining academic staffing policies to enhance educational outcomes. The expected findings intend to enrich the discourse on the necessity of aligning educators' expertise with their teaching fields, thereby elevating the quality of academic programs and student achievements.

3.6. Limitations of the research

The data needed for the research were first collected through YÖK Atlas Database and YÖK Academic Database. When the necessary data could not be found in these databases, the websites of the relevant universities were examined as complementary sources. The data collected is limited to the data provided by the relevant institutions regarding the programs and faculty members working in the programs during the data collection process mentioned above.

4. Findings

The findings of this qualitative investigation into the educational background and field of expertise of academicians within English translation bachelor's programs in Türkiye reveal insightful trends and disparities. The categorization of the collected data into four pivotal themes—Distribution of the Program by Faculty, Presence or Absence of Academicians with Ph.D. in Translation Studies, Distribution of Academicians in the Programs, and Distribution of Doctoral Fields among Academicians Working in Departments without Academicians Qualified in Translation Studies Doctorate—provides a structured and comprehensive analysis. This categorization is justified based on the need to systematically address the research questions and hypotheses, ensuring a thorough examination of the factors influencing the quality of translation training.

Distribution of the Program by Faculty: This category examines the academic homes of Translation Studies programs, providing insights into how different faculties contribute to the interdisciplinary nature of translation training. Understanding this distribution helps highlight the diverse academic environments in which these programs operate, reflecting their integration with various humanities and social sciences disciplines.

Presence or Absence of Academicians with Ph.D. in Translation Studies: Assessing whether faculty members possess doctoral degrees specifically in Translation Studies is crucial for evaluating the specialized expertise available within these programs. This category addresses the alignment of faculty qualifications with the academic and professional demands of the field, offering a clear picture of the current state of specialized knowledge within translation programs.

Distribution of Academicians in the Programs: Analyzing the overall distribution of academicians within English translation programs provides a broader perspective on the faculty composition. This category helps identify patterns and disparities in the academic qualifications of faculty members, shedding light on the potential impact on the quality of training and student outcomes.

Distribution of Doctoral Fields among Academicians Working in Departments without Academicians Qualified in Translation Studies Doctorate: This category explores the academic backgrounds of faculty members in departments lacking Ph.D.-qualified Translation Studies academicians. It highlights the diversity of doctoral fields represented and examines how these varied academic backgrounds contribute to the curriculum and training. Understanding this distribution is essential for identifying areas for improvement and potential interdisciplinary approaches to enhance translation education.

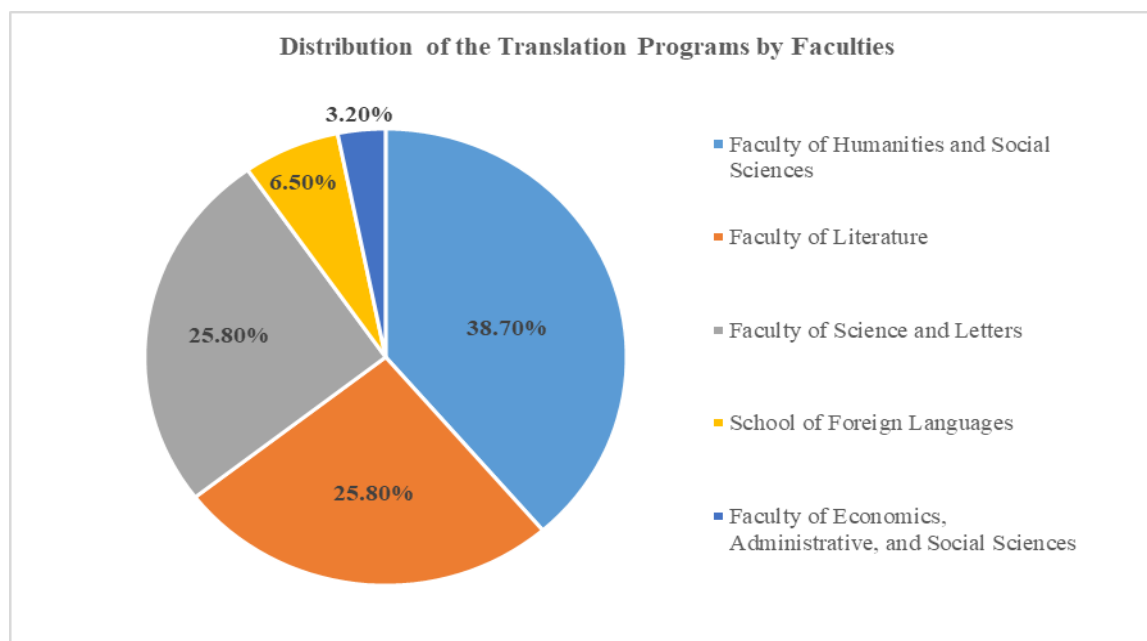
Each category provides a distinct lens through which the current academic landscape in English translation programs across Turkish universities can be scrutinized. By delineating the distribution of programs across faculties, assessing the prevalence of Ph.D.-qualified staff in Translation Studies, analyzing the overall distribution of academicians within these programs, and examining the diversity of doctoral fields among staff, this section endeavors to shed light on the intricate dynamics shaping the quality of translation training in Türkiye. The following subsections detail how academic qualifications align with the specialized demands of Translation Studies, thereby influencing the pedagogical efficacy and the educational quality offered to students.

4.1. Distribution of the program by faculty

This section presents the distribution of Translation Studies departments across different faculties, revealing patterns that not only reflect the academic homes of these programs but also indicate the broader educational philosophies shaping translation training. By examining the faculties housing these programs, we can gain a deeper understanding of the interdisciplinary nature of Translation Studies and its alignment with various academic disciplines. The findings, categorized under several faculties, underscore the diverse yet distinct academic landscapes in which Translation Studies are situated. From the predominance in the Faculty of Humanities and Social Sciences to its notable presence in the faculties of Literature, Science and Letters, and beyond, the distribution highlights the multifaceted approach to translation training, emphasizing a blend of cultural, linguistic, and practical skills essential for the evolving demands of the translation industry. The following pie chart presents a detailed breakdown of the distribution, offering a window into the institutional frameworks that foster the development of translation professionals.

Chart 1

Distribution of the Translation Programs by Faculties



Note: Categories were obtained from research findings.

Chart 1 looks at the distribution of Translation Programs by faculties as follows: Faculty of Humanities and Social Sciences holds 38.70%, Faculty of Literature and Faculty of Science and Letters each have 25.80%, School of Foreign Languages has 6.50%, and Faculty of Economics Administrative and Social Sciences has 3.20%. This breakdown highlights the predominant affiliation of translation programs with humanities and literary faculties, underscoring their significant role in Translation Studies training in Türkiye.

Faculty of Humanities and Social Sciences (38.70%): This faculty emerges as the primary home for Translation Studies departments, comprising the largest share of the pie. The significant presence in this faculty underscores the strong association of Translation Studies with the core humanities disciplines, reflecting the emphasis on cultural, linguistic, and social dimensions in translation training.

Faculty of Literature (25.80%) and Faculty of Science and Letters (25.80%): Both faculties host an equal number of departments, representing essential pillars in Translation Studies training. The focus here is likely on developing deep literary and linguistic competencies, critical analysis, and understanding of texts—skills crucial for effective translation.

School of Foreign Languages (6.50%): Though a smaller segment, the presence in this school indicates specialized language instruction's importance in Translation Studies, focusing on practical language skills alongside theoretical knowledge.

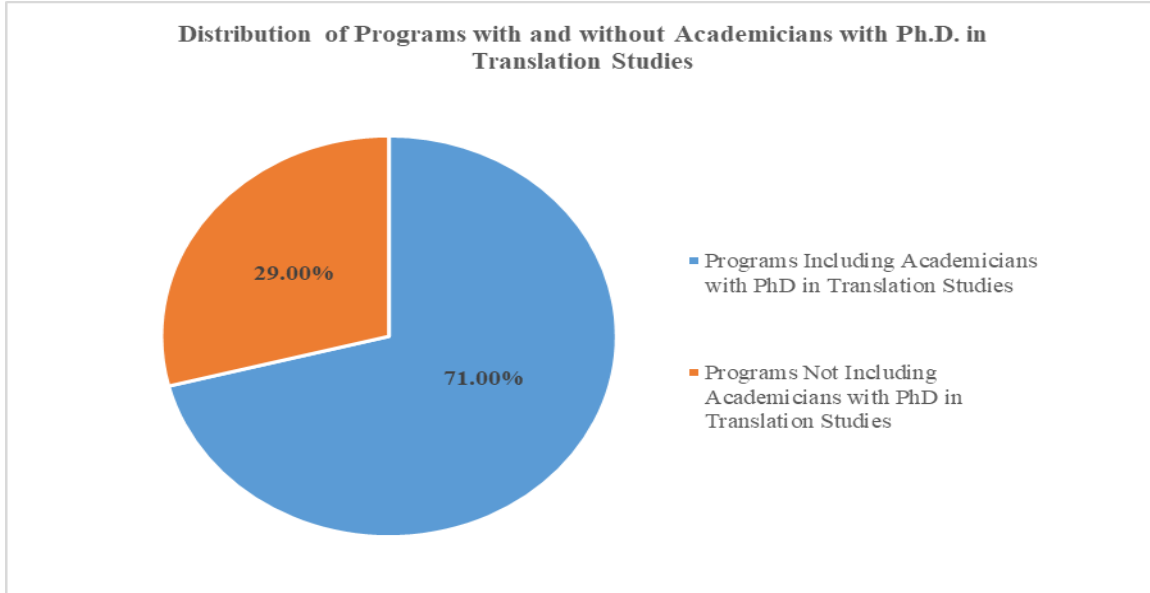
Faculty of Economics, Administrative, and Societal Sciences (3.20%): The minimal representation in this faculty suggests that while Translation Studies intersect with diverse fields, its academic foundation remains more closely tied to humanities and languages than to economics or administrative sciences. However, this single department indicates the field's potential applicability and relevance across various domains, including business, law, and social sciences.

4.2. Distribution of programs with and without academicians with Ph.D. in translation studies

Another finding focusing on the purpose of the present study is about the distribution of programs with and without Academicians with Ph.D. in Translation Studies. The pie chart and the corresponding lists of universities with and without academicians holding doctoral degrees in Translation Studies offer a view of the academician employment in Türkiye's English translation programs.

Chart 2

Distribution of Programs with and without Academicians with Ph.D. in Translation Studies



Note: Categories were obtained from research findings.

As mentioned in the limitations of the research section, the list of universities whose data were accessed and which have field expert academicians in their translation programs was found as follows:

- ✓ Adana Alparslan Türkeş Science and Technology University
- ✓ Ankara Yıldırım Beyazıt University
- ✓ Bandırma Onyedli Eylül University
- ✓ Bartın University
- ✓ Boğaziçi University
- ✓ Bursa Technical University
- ✓ Dokuz Eylül University
- ✓ Ege University
- ✓ Hacettepe University
- ✓ Istanbul University
- ✓ Kahramanmaraş Sütçü İmam University
- ✓ Kırıkkale University
- ✓ Kırklareli University
- ✓ Manisa Celal Bayar University
- ✓ Marmara University
- ✓ Muğla Sıtkı Koçman University
- ✓ Sakarya University
- ✓ Samsun University
- ✓ Trakya University
- ✓ Amasya University

- ✓ Ağrı İbrahim Çeçen University
- ✓ Bolu Abant İzzet Baysal University
- ✓ Trabzon University

As mentioned in the limitations of the research section, the list of universities whose data was accessed and which do not have field expert academicians in their translation programs is found below:

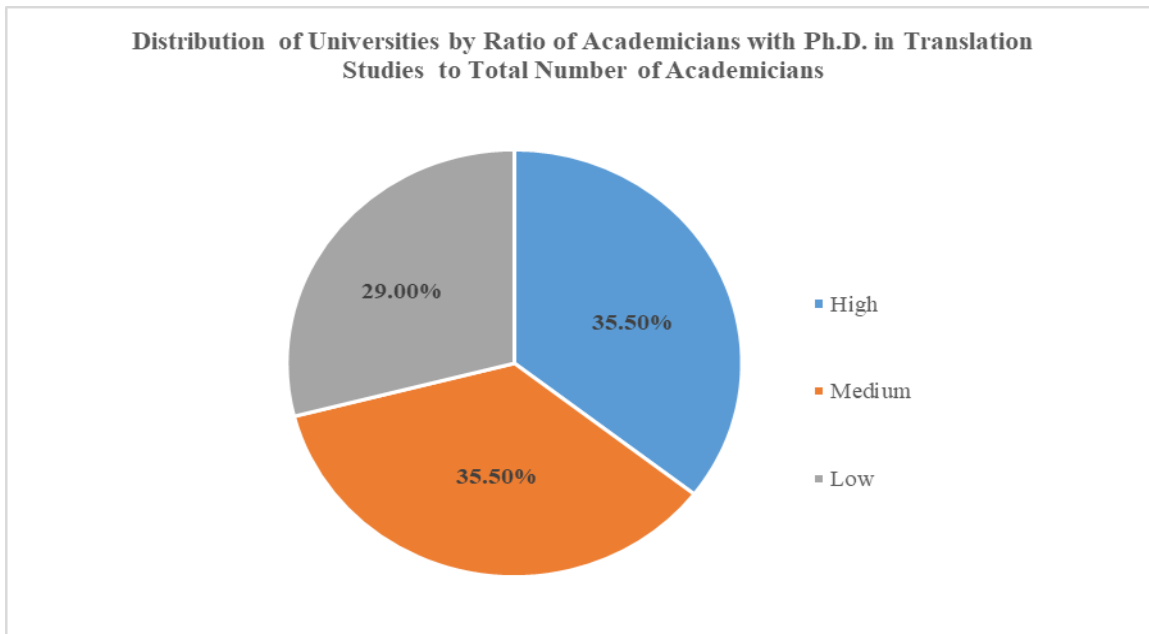
- ✗ Kahramanmaraş İstiklal University
- ✗ Malatya Turgut Özal University
- ✗ Osmaniye Korkut Ata University
- ✗ Bingöl University
- ✗ Gaziantep İslam Bilim ve Teknoloji University
- ✗ Kutahya Dumlupınar University
- ✗ Mardin Artuklu University
- ✗ Selçuk University
- ✗ Siirt University

4.3. Distribution of universities by ratio of academicians with Ph.D. in translation studies to total number of academicians

The pie chart illustrates the distribution of universities in Türkiye by the ratio of academicians with a doctorate in Translation Studies to the total number of academicians in those universities. The universities are categorized into three groups based on their ratio.

Chart 3

Distribution of Universities by Ratio of Academicians with Ph.D. In Translation Studies to Total Number of Academicians



Note: Categories were obtained from research findings.

In the category of low, there are 9 universities. These universities have no academicians with Ph.D. in Translation Studies. The list of the universities is as follows;

- ✗ Kahramanmaraş İstiklal University
- ✗ Malatya Turgut Özal University

- ✘ Osmaniye Korkut Ata University
- ✘ Bingöl University
- ✘ Gaziantep İslam Bilim ve Teknoloji University
- ✘ Kutahya Dumlupınar University
- ✘ Mardin Artuklu University
- ✘ Selçuk University
- ✘ Siirt University

In the category of medium, there are 14 universities. These universities have a ratio of academicians with Ph.D. in the field that is greater than 0 but less than 0.5 in terms of the distribution of universities in Türkiye by the ratio of academicians with a doctorate in Translation Studies to the total number of academicians in those universities. The names of the universities in this category are listed below.

- Adana Alparslan Türkeş Science and Technology University
- Ankara Yıldırım Beyazıt University
- Bandırma Onyedli Eylül University
- Bursa Technical University
- Dokuz Eylül University
- Hacettepe University
- Kahramanmaraş Sütçü İmam University
- Kirikkale University
- Sakarya University
- Samsun University
- Trabzon University
- Amasya University
- Ağrı İbrahim Çeçen University
- Bolu Abant İzzet Baysal University

In the last category, high, 9 universities are available. These universities have a high ratio (≥ 0.5) of academicians with a Ph.D. in Translation Studies compared to the total number of academicians. The list of the relevant universities is below;

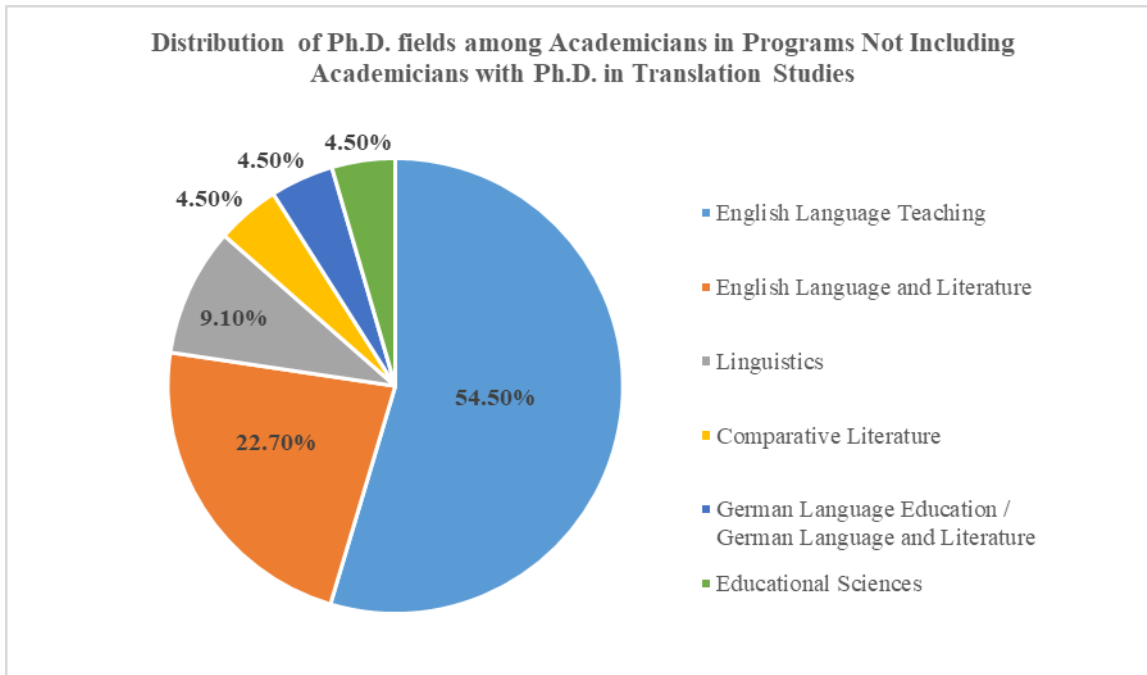
- ✓ Bartın University
- ✓ Boğaziçi University
- ✓ Ege University
- ✓ İstanbul University
- ✓ Kırklareli University
- ✓ Manisa Celal Bayar University
- ✓ Marmara University
- ✓ Muğla Sıtkı Koçman University
- ✓ Trakya University

4.4. Distribution of Ph.D. fields among academicians in programs not including academicians with Ph.D. in translation studies

The pie chart below illustrates the distribution of Ph.D. fields among academicians in departments that do not have faculty members with Ph.D. degrees in Translation Studies. This visualization is based on the collected data, reflecting the variety of academic backgrounds among these faculty members.

Chart 4

Distribution of Ph.D. Fields among Academicians in Programs Not Including Academicians with Ph.D. in Translation Studies



Note: Categories were obtained from research findings.

When the departments in universities that do not have academicians with a doctoral degree in Translation Studies are examined, it is seen that other disciplines related to English are dominant. However, although rare, there have also been academicians with doctoral degrees in non-English-based departments. When the departments in universities that do not have academicians with a doctoral degree in the field of Translation Studies are examined, the doctoral fields available are as follows, in order of density:

- English Language Teaching
- English Language and Literature
- Linguistics, Comparative Literature, German Language Education / German Language and Literature
- Educational Sciences

The findings of this study illuminate the variegated landscape of Translation Studies programs across Turkish state universities, showcasing a predominant alignment with humanities and literary faculties. This distribution underscores the interdisciplinary nature of Translation Studies, integrating linguistic, cultural, and technical competencies. As it is transitioned to the conclusion section, it will discuss and explore the implications of these findings for the academic and professional development of Translation Studies in Türkiye. It will be aimed to explicate how the distribution of programs by faculty affects curriculum design, field expertise, and ultimately, the quality of training and preparedness of graduates entering the translation industry.

5. Discussion

The purpose of this study is to examine the academic qualifications and expertise of faculty members in English translation programs across Turkish state universities, focusing on the alignment of their doctoral degrees with program needs to inform future academic appointments and curriculum

development. In parallel with the purpose of the study, the findings were presented according to four different categories. In this regard, it is more beneficial and remarkable to discuss these findings under subheadings, linking them to the references in the literature review.

5.1. Distribution of the program by faculty

The organizational structure of Translation Studies programs within Turkish universities offers insightful perspectives into the academic prioritization and interdisciplinary integration of this field. The distribution of translation programs by faculties highlights the diversity and interdisciplinary nature of Translation Studies within the academic landscape. Snell-Hornby (1988) and Bassnett (1991) emphasize the importance of incorporating cultural studies into translation training, which is reflected in the predominant affiliation of these programs with humanities and literary faculties. This alignment suggests that Turkish universities recognize the need for a blend of cultural, linguistic, and practical skills, essential for the evolving demands of the translation industry.

5.2. Distribution of programs with and without academicians with Ph.D. in translation studies

In some leading universities such as Boğaziçi University, Ege University, Hacettepe University, Istanbul University, and Marmara University, the presence of academicians with doctoral degrees in Translation Studies contributes to robust academic frameworks, advanced research opportunities, and quality training. This aligns with Braxton et al. (2002), who assert that field-specific expertise enhances the learning environment and student outcomes. However, the absence of such qualified faculty in certain universities highlights growth potential and the need for strategic faculty development, supporting Umbach and Wawrzynski's (2005) argument that aligning program expertise with educational content is crucial for student engagement and academic success.

5.3. Distribution of universities by ratio of academicians with Ph.D. in translation studies to total number of academicians

The varying ratios of academicians with Ph.D.s in Translation Studies among universities underscore the critical role of specialized expertise in enhancing the quality and reputation of these programs. Institutions with higher ratios demonstrate a stronger foundation in academic expertise, potentially leading to better educational outcomes. This supports Umbach and Wawrzynski (2005) and Braxton et al. (2002), highlighting that higher academic and professional expertise among faculty is associated with more effective teaching and enhanced student learning outcomes. The variation across institutions also points to opportunities for growth and strategic investment in faculty development.

5.4. Distribution of Ph.D. fields among academicians in programs not including academicians with Ph.D. in translation studies

The interdisciplinary nature of faculty qualifications in programs lacking Ph.D.-qualified Translation Studies academicians suggests a rich tapestry of knowledge that can inform various aspects of translation training. However, the absence of specialized doctoral degrees in Translation Studies indicates potential areas for development. This aligns with Snell-Hornby (1988) and Bassnett (1991), who emphasize the necessity of integrating theoretical frameworks and cultural studies within translation research. Furthermore, the emphasis on language instruction skills, as seen with faculty holding degrees in English Language Teaching and English Language and Literature, reflects Umbach and Wawrzynski's (2005) findings on the positive impact of academic and professional backgrounds on student learning and engagement.

6. Conclusion

This study has sought to examine the academic qualifications and expertise of faculty members within English translation programs at Turkish state universities, with a particular focus on the alignment of their doctoral degrees with the specific needs of these programs. The findings, categorized under four distinct themes, reveal significant insights into the current academic landscape and highlight areas for improvement to enhance the quality of translation training in Türkiye.

Firstly, the distribution of programs by faculty underscores the interdisciplinary nature of Translation Studies, with a strong presence in humanities and literary faculties. This reflects the necessity for a multifaceted approach to translation training, integrating cultural, linguistic, and practical skills essential for the profession. The results suggest that Turkish universities recognize the need for a blend of these elements to prepare students for the globalized market.

Secondly, the presence or absence of academicians with Ph.D. degrees in Translation Studies across different universities reveals a disparity that impacts the quality of education. Leading universities with a robust presence of Ph.D.-qualified academicians demonstrate the benefits of specialized expertise in fostering advanced research opportunities and quality training. The data indicate that field-specific expertise significantly enhances the learning environment and student outcomes.

Thirdly, the analysis of the ratio of academicians with Ph.D.s in Translation Studies to the total number of academicians highlights the critical role of specialized academic expertise. Universities with a higher ratio of such academicians are likely to provide more effective teaching and enhanced student learning outcomes, underscoring the need for strategic faculty development.

Lastly, the diverse academic backgrounds of faculty members in programs lacking Ph.D.-qualified Translation Studies academicians suggest an interdisciplinary approach to translation training. While this diversity can enrich the curriculum, the absence of specialized doctoral degrees indicates a need for targeted development to ensure a comprehensive educational experience. The emphasis on language instruction skills among faculty highlights the positive impact of academic and professional backgrounds on student learning and engagement.

In summary, the study's findings illuminate the necessity for a strategic alignment of faculty qualifications with the specialized demands of Translation Studies programs. By addressing the identified gaps and leveraging interdisciplinary strengths, Turkish universities can enhance the quality of translation training, ultimately preparing graduates to meet the evolving demands of the global translation industry. The recommendations outlined in the subsequent section provide a roadmap for achieving these goals, emphasizing the importance of faculty development, collaborative networks, and an interdisciplinary curriculum approach.

7. Recommendations

Translation programs are essential in fostering communication in a globalized world. The inclusion of academicians with a Ph.D. in Translation Studies is vital for ensuring rigorous academic standards and advancing the field. These recommendations aim to guide educational policymakers and program directors in strengthening these programs.

A comprehensive approach to enhancing the potential of Translation Studies within academic institutions encompasses various facets, starting with the implementation of a national strategy to stimulate faculty development. This strategy would include the encouragement of individuals to pursue Ph.D. degrees in Translation Studies, underpinned by specialized scholarships and research grants. Moreover, the allocation of resources to establish and broaden doctoral programs in Translation Studies is essential, with particular attention to areas where such expertise is lacking.

There is also a significant need to create collaborative networks among universities. Such networks would facilitate knowledge exchange, the development of joint programs, and research initiatives, all of which are instrumental in raising the academic bar for Translation Studies.

Turning attention toward translation programs, there is a clear imperative to establish compelling incentive structures to attract Ph.D. holders in Translation Studies. These structures would not only bolster hiring packages but also pave the way for clear career progression within academic institutions. It is equally important to integrate an interdisciplinary approach within the curricula, merging Translation Studies with other relevant fields like technology, business, and cultural studies, to mirror the dynamic nature of translation in the real world.

Encouraging existing faculty from allied disciplines to engage in interdisciplinary translation research would contribute to the diversity and richness of the academic program, ultimately enhancing the breadth and depth of the educational experience.

To support continuous improvement and informed decision-making, initiating longitudinal studies is crucial. Such studies would track the evolution and impact of incorporating academicians with Ph.D. qualifications into translation programs. Additionally, conducting comparative analyses between various institutions to identify effective practices and successful program models would provide valuable insights. Finally, assessing the impact of educational policies on the proliferation of Ph.D. holders in Translation Studies programs is vital. This evaluation would serve to refine and improve strategies, ensuring they effectively contribute to the advancement of the discipline.

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