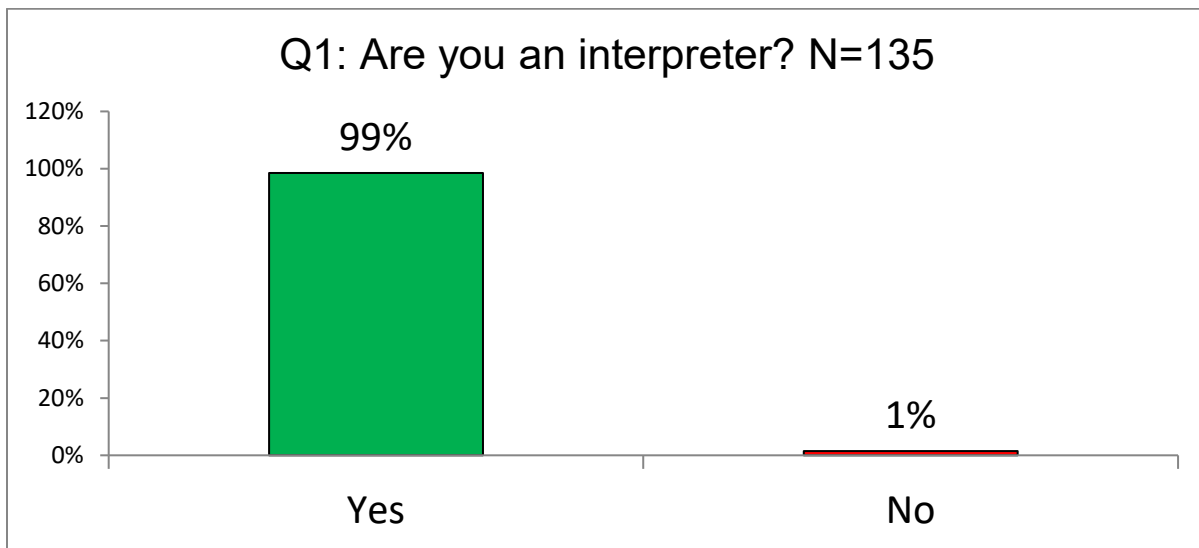


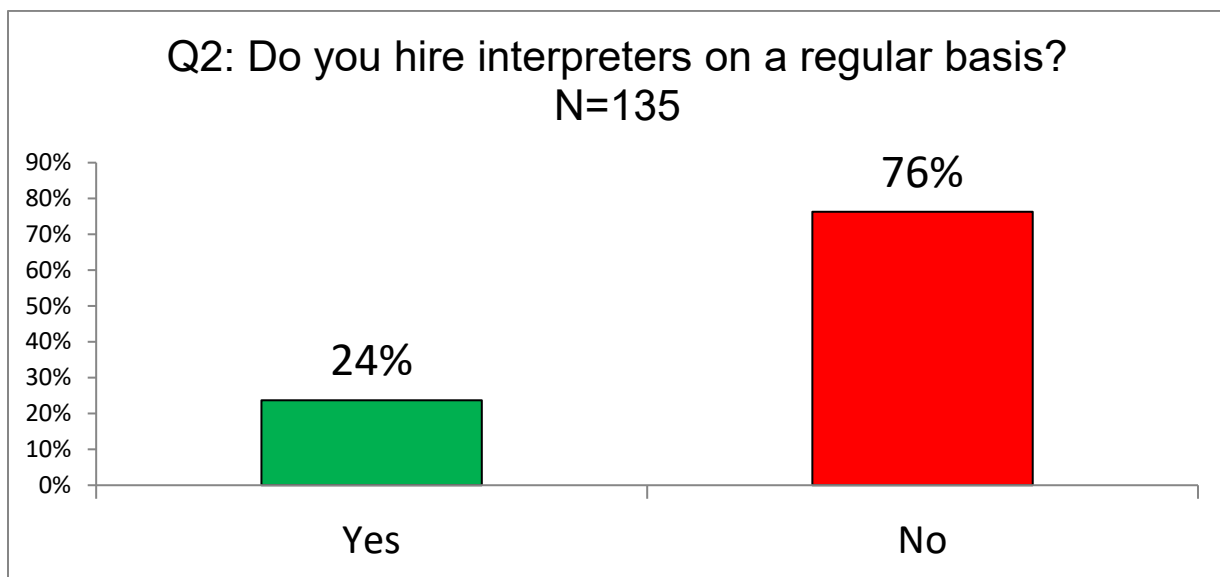
# ATA Interpreters Division Membership Survey Report June 2019

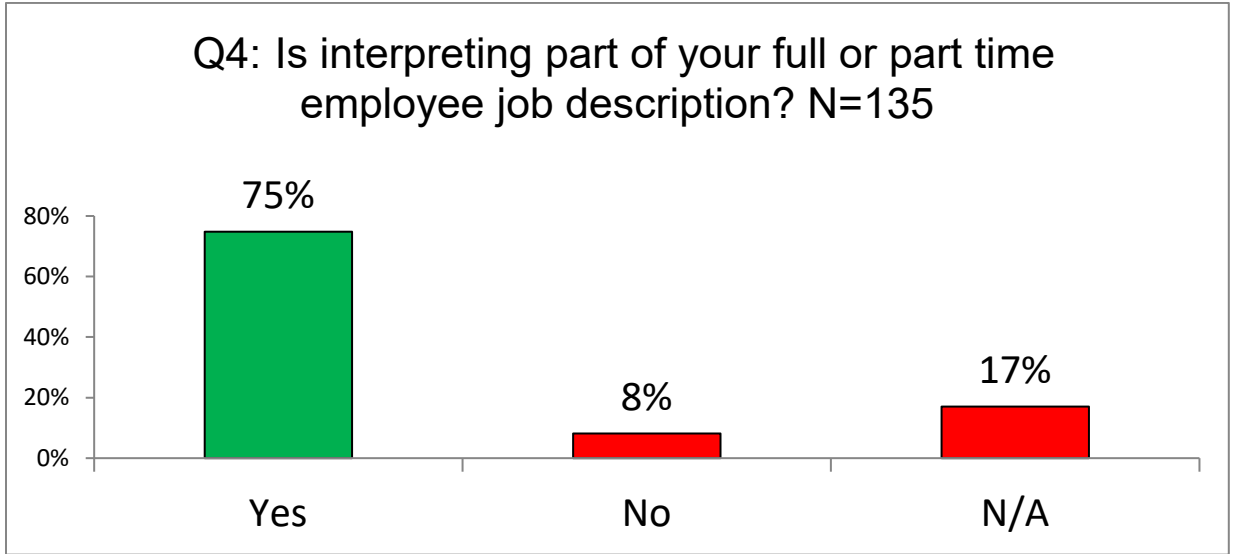
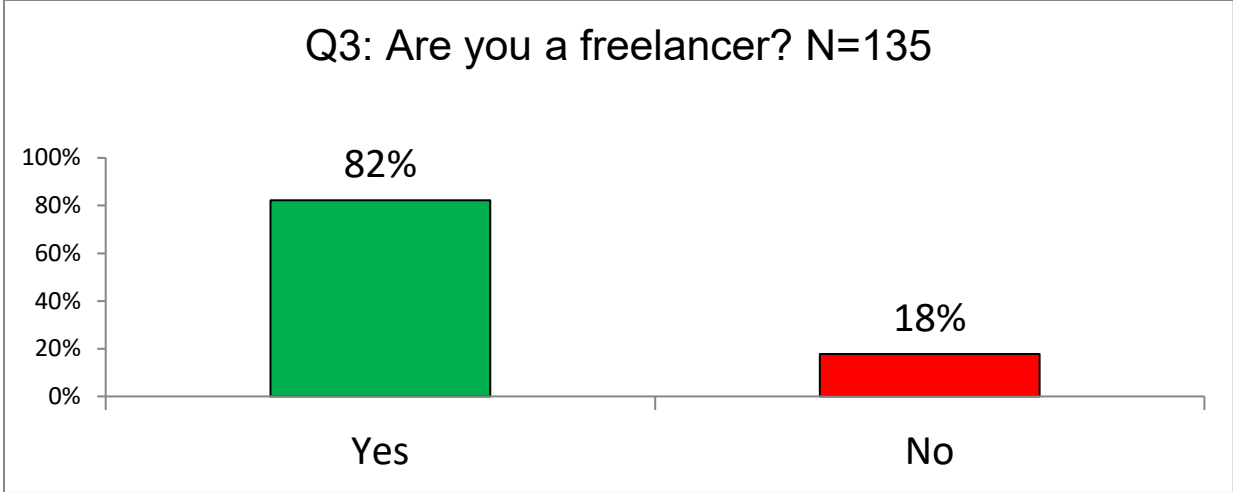
Sent to: 3518 ATA ID members. Responses: 135.

Survey sent on June 5, 2019, closed on June 20, 2019, only one broadcast sent.



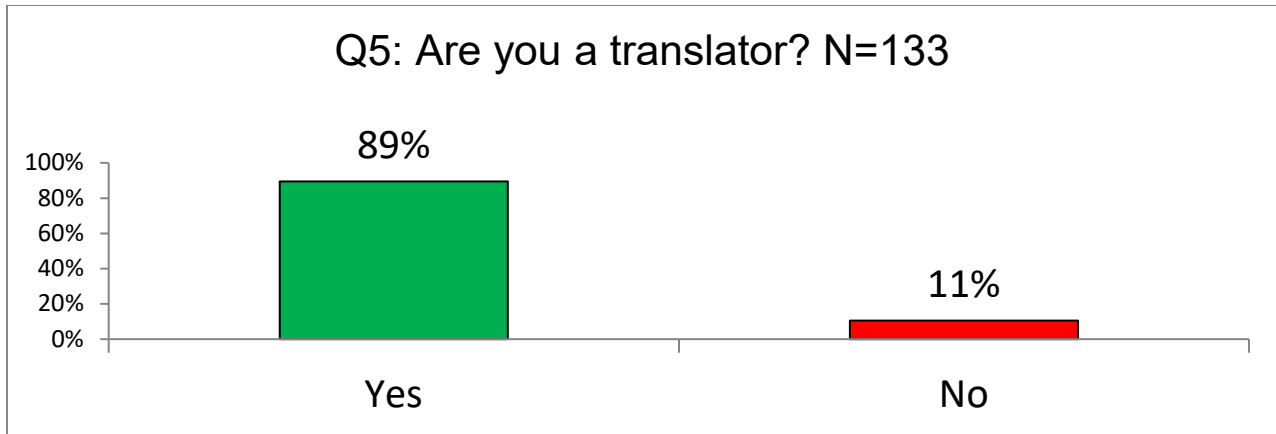
**Recommendation:** Change this question to read, “Do you interpret?”





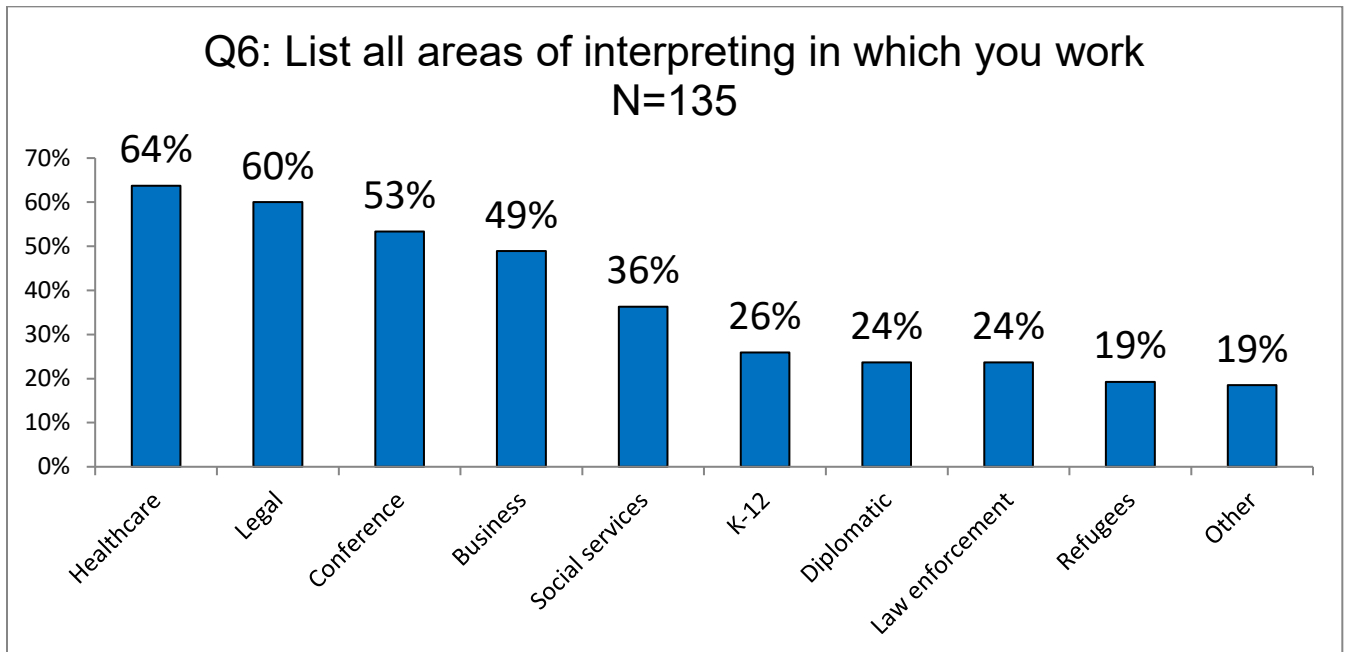
**Problem detected:** Most people identified themselves as freelancers (111) and most people (101) answered Q4 that was intended for employees, not freelancers. At the same time, a few people (11) checked N/A because they probably understood the question to be solely for employees.

**Recommendation:** Modify the question to read as follows, “If you are an employee (not a freelancer), is interpreting part of your job description?”



**Recommendation:** Change this question to read, “Do you do written translations?”

**Q6: Please check the box that identifies the areas where you work as an interpreter**

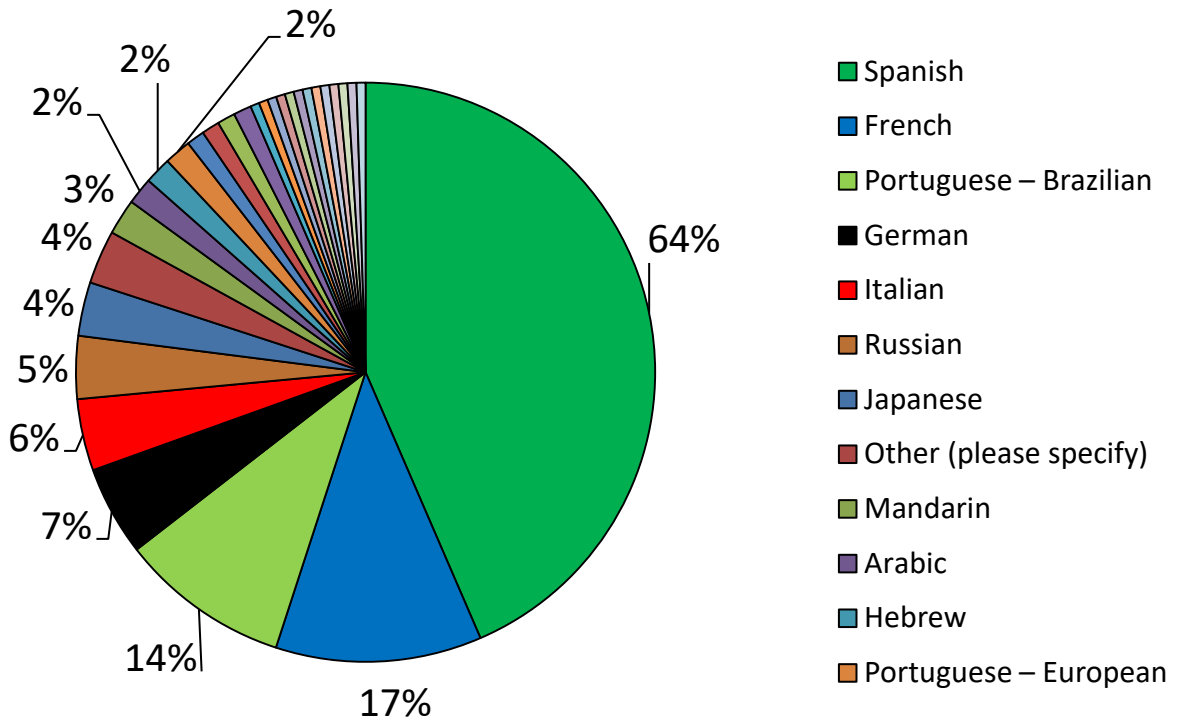


**Problem detected:** Refugee is an invalid category. A high proportion of LEP people are current or former refugees that need services in all areas of interpreting. Furthermore, the category “Other” does not provide valuable or actionable information.

**Recommendation:** For areas of interpreting, use ASTM F2089-15 categories which have been already vetted and include the description for each category, as follows:

- *Business Interpreting* - interpreting performed in the course of business activities.
- *Community/Social Services Interpreting* – interpreting for the purpose of outreach, information, and where human services programs are provided.
- *Conference Interpreting* – interpreting performed primarily in the simultaneous mode for persons attending congresses, conventions, seminars, summits, or other meetings.
- *Diplomatic Interpreting* - interpreting performed to facilitate communication between governments and/or international organizations or both.
- *Disaster Relief and Humanitarian Interpreting* – interpreting performed in support of humanitarian operations and of individuals affected by disaster or other emergency situations.
- *Educational Interpreting* – interpreting in settings where educational services are provided such as K-12 schools.
- *Healthcare Interpreting* – interpreting in settings where medical services are provided.
- *Labor Relations Interpreting* - interpreting performed for negotiations between management and their workers, and unions and their members.
- *Legal Interpreting*- which includes court interpreting (interpreting in the courtroom and depositions) and quasi-judicial interpreting (interpreting of interviews and hearings in settings that may have a bearing on legal proceedings)
- *Liaison Interpreting* – interpreting generally performed in the consecutive mode while escorting visiting individuals or groups.
- *Media Interpreting* – interpreting performed for media outlets such as television networks, radio stations, or the Internet.
- *Military and Conflict Zone Interpreting*– interpreting performed in support of the armed forces and their mission and of individuals affected by armed conflict.
- *Security-related Interpreting* - interpreting performed in support of government agencies working in law enforcement and national security.

Q7: What is your working language other than English?  
N=135

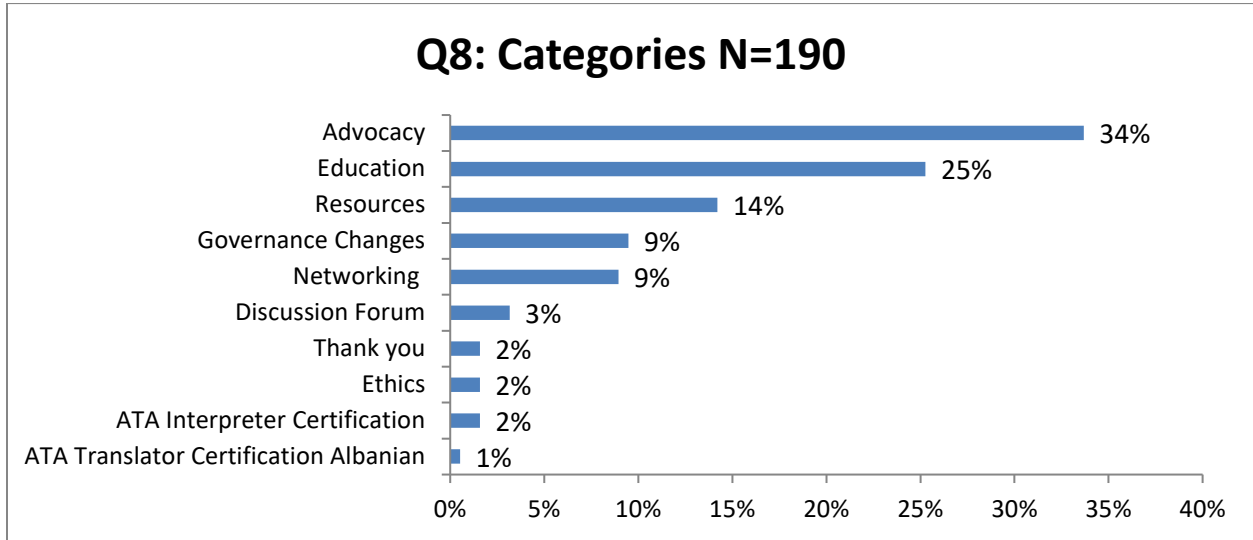


**Problem detected:** English was one of the options, which resulted in being the most popular answer (90%). Another option for languages was “Other (please specify)” which resulted in a 4% of responses that give no valuable or actionable information.

**Recommendation:** Change the question to, “What is your primary working language other than English?” and don’t put English as a possible answer. Do not have “Other” as a language answer.

**Q8: What do you want the ATA Interpreters Division to do for its members? N=93**

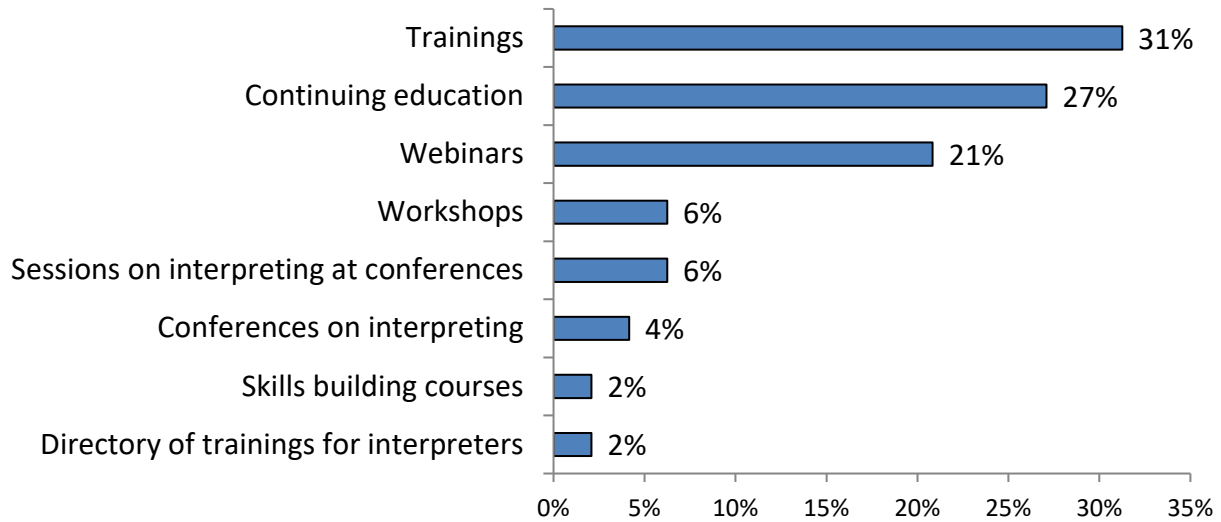
Frequently, there was more than one category chosen by a single respondent. Accordingly, there are more responses than respondents.



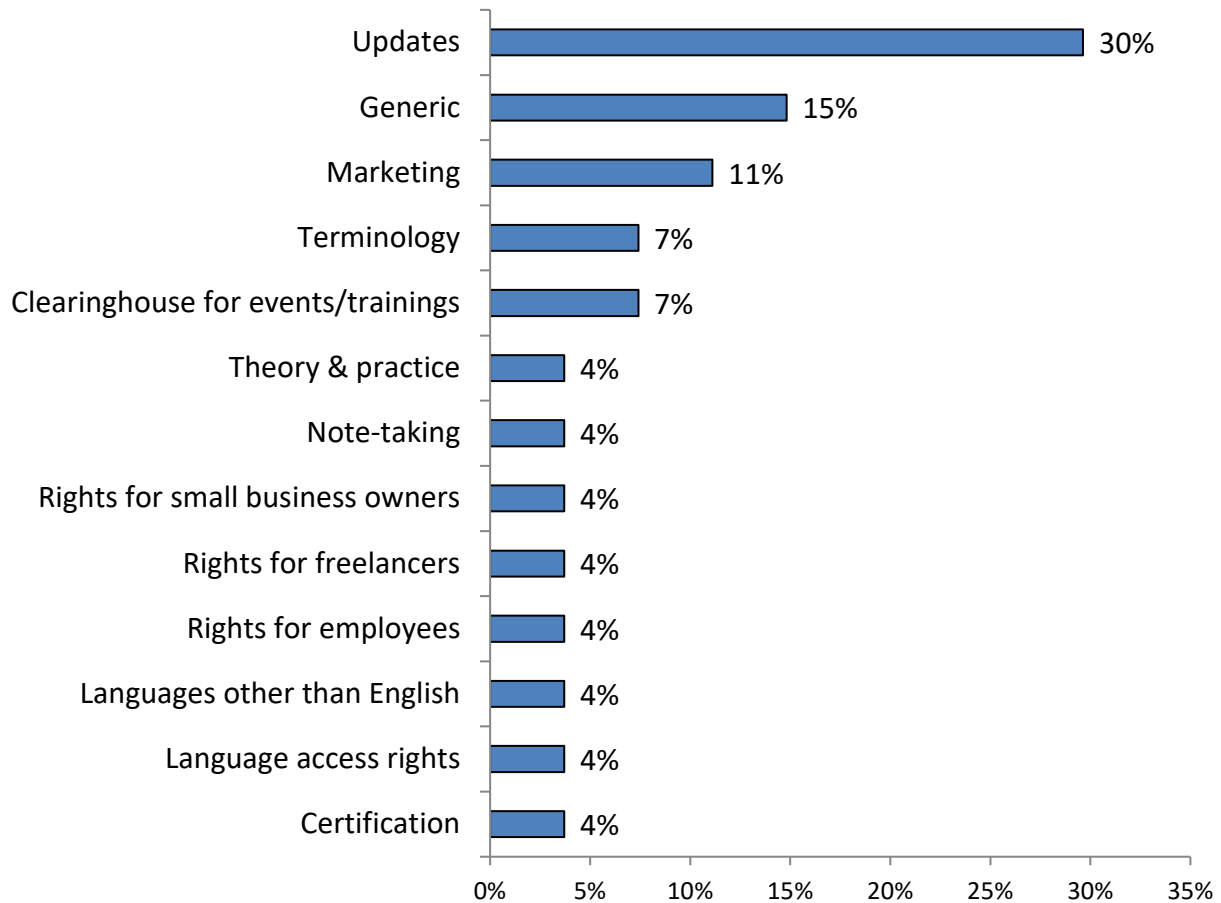
## Q8: Advocacy N=63



### Q8: Education N=48

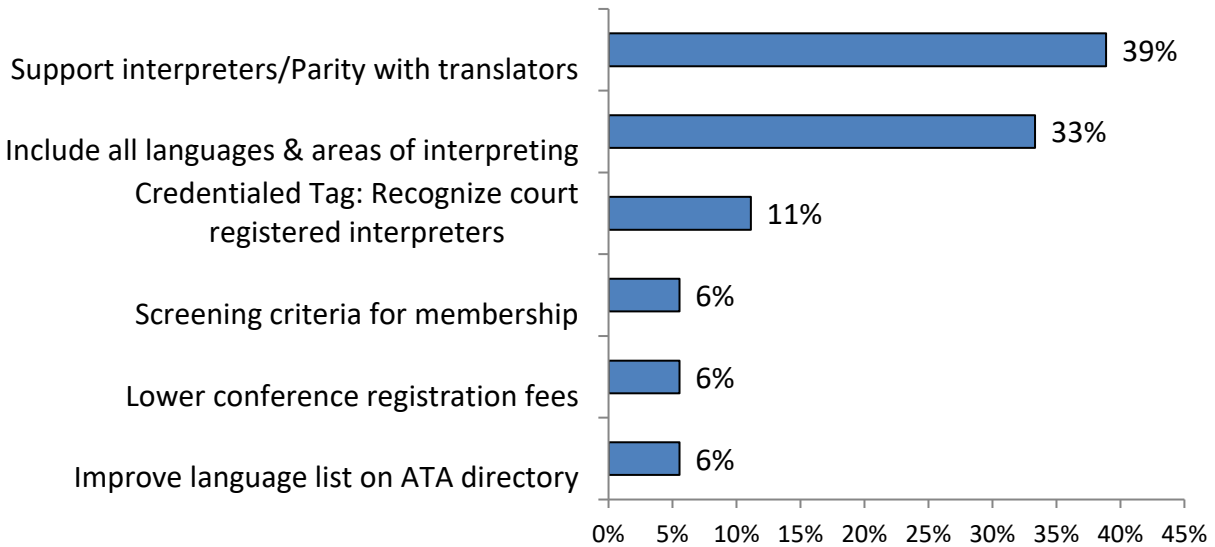


### Q8: Resources N=27

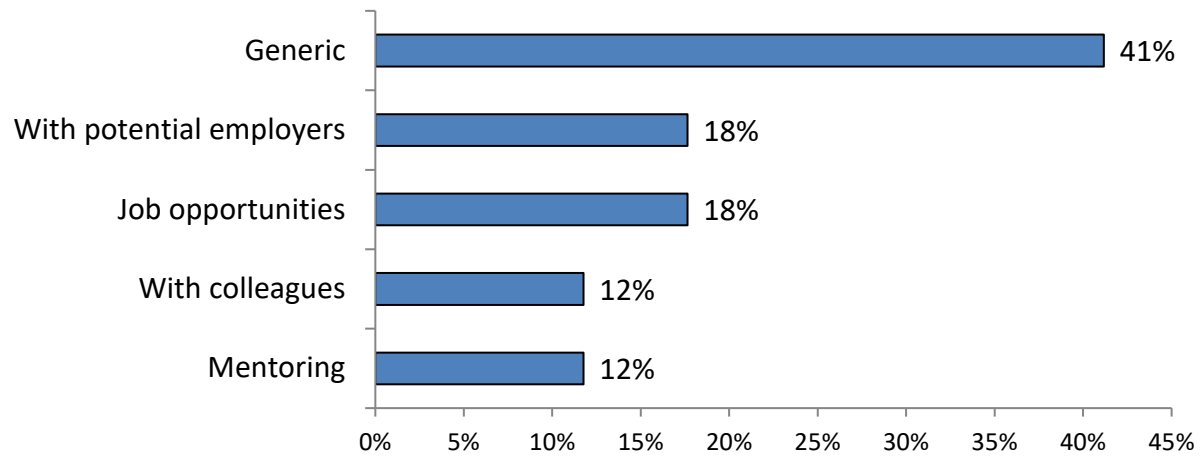




### Q8: Changes in governance N=18



### Q8: Networking N=17



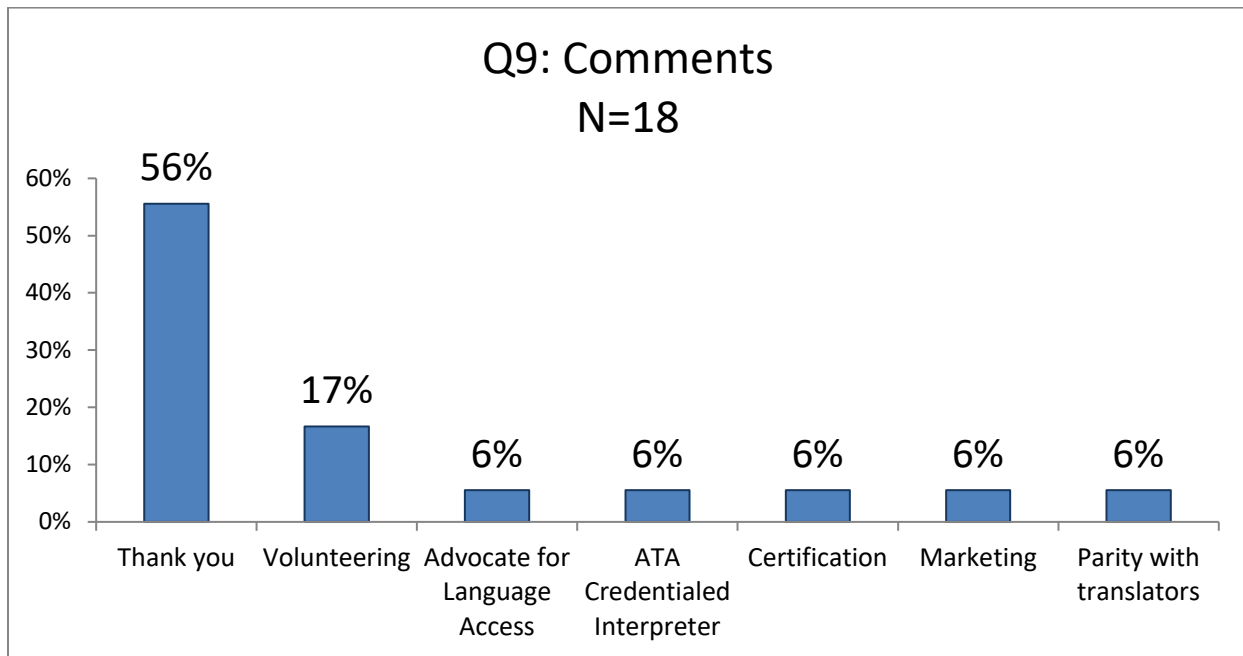
#### Concerns:

- There is an underlying feeling that ATA does not care about interpreters as much as it cares about translators.
- There is ignorance about US federal anti-trust laws and regulations that forbid professional associations, such as ATA, to set group rates. There is a need to educate the membership about how to form labor unions, which are the organizations that can legally negotiate group rates.

- Interpreters are required by their credentialing bodies to do a certain number of continuing education activities in order to maintain their credentials. This explains interpreters' demands for ATA to offer continuing education opportunities at low cost.

**Recommendations:**

- Create a tab on the ATA ID website called "Resources" with the following subcategories: standards, terminology, certification, and marketing.
- Create a tab on the ATA ID website called "Advocacy" with the following subcategories: legislative updates, tools, labor unions, contracts.
- Publicize the ATA ID listserv on the website as the ATA ID Discussion Forum.



Respectfully submitted,

Milena Calderari-Waldron  
June 22, 2019