



## SPANISH LANGUAGE DIVISION (SPD)

### PROFESSIONAL DEVELOPMENT COMMITTEE (PDC)

## 2020 SPD PROFESSIONAL DEVELOPMENT SURVEY REPORT

**To:** Members of the Spanish Language Division (SPD) of the American Translators Association (ATA)

**From:** Members of the Professional Development Committee (PDC) who prepared this 2020 Survey Report

*Gabriela Escarrá and Charo Welle (Committee Co-Chairs)*

*Andy Benzo, Armando Ezquerra Hasbun, Gloria Cabrejos, Tony Rosado (Committee Members)*

**Ref: Report on the Results of the 2020 SPD Professional Development Survey**

### Introduction:

Considering that our world is rapidly changing due to new technologies, globalization and breakthroughs in all fields of study, continuing education and training, whether on-site or online, has become more relevant. With this in mind, the Spanish Language Division Professional Development Committee (SPD PDC) conducted on June 6-19, 2020 a short survey to collect data about SPD members' needs, experiences, goals, and preferences pertaining to T&I training and education. The SPD's objective is to contribute adequately to the professional growth and skills development of all SPD members.

### Survey Description:

The 2020 SPD Professional Development Survey consisted of a 10-item questionnaire that included 9-multiple choice questions, seven of which offered an option to choose other or add more specific responses, and one was an open-ended question. The survey was offered to members of the Spanish Language Division (SPD) of the American Translators Association (ATA). The data collected was obtained from survey participants who represent 10.11% of the current SPD membership.

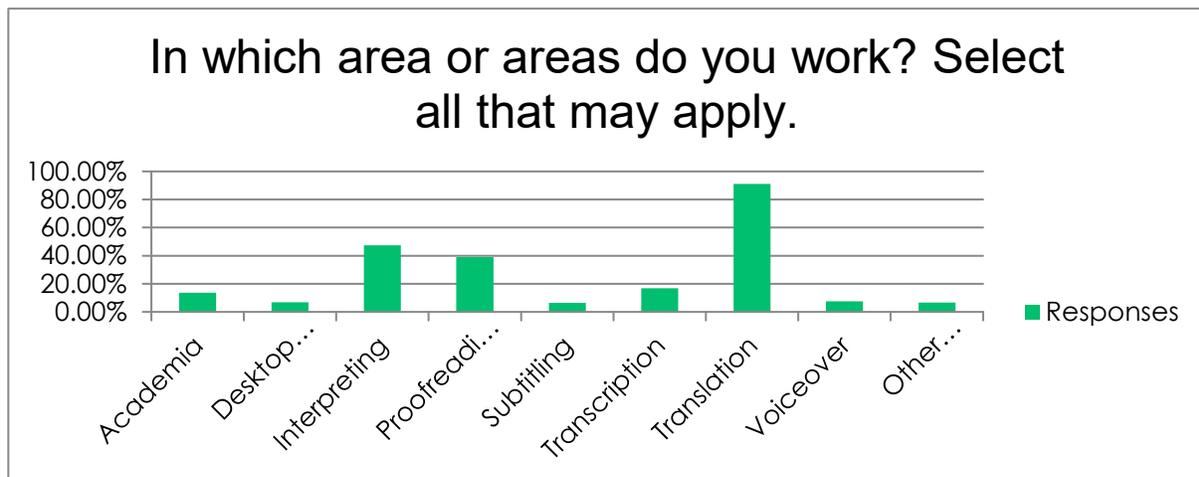
### Analysis/Summary:

The survey gathered anonymous responses through questions organized and designed coherently to elicit responses linked to the survey's main objectives, as summarized below:

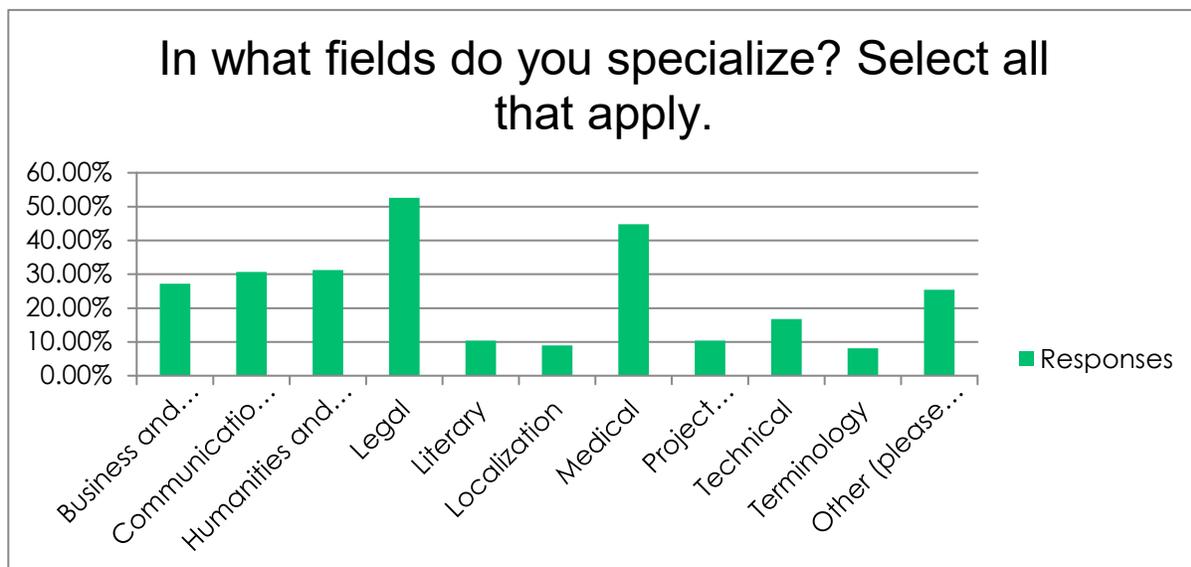
- **Objective 1 (Questions 1-2).** To have a detailed overview of SPD members' main areas of work and fields of specializations. Data shows the three main areas of work to be: translation (91%); interpreting (47%); proofreading/copy editing (39%). Further analysis of the "Other" option in Question 1 shows that of 23 respondents, 39% added education (no other

context was given), 17% copywriting, and 8% transcreation. Responses in Question 2 show the following: legal (53%), medical (45%), humanities and social science (31%), communications and marketing (30%), and business and finance (27%). The “Other” option in Question 2 shows that of 88 respondents, 45% specializes in education. The other 55% mention asylum and refugees, cannabis and hemp, hydrology, pharmaceutical, hospitality and tourism, immigration policies, information technology, international development and affairs, medical and public health, movie and TV, non-profit organizations, nuclear power, oil and gas, politics and social science and leadership, religion, social services and insurance, trade/import and export, and women issues.

### Question 1



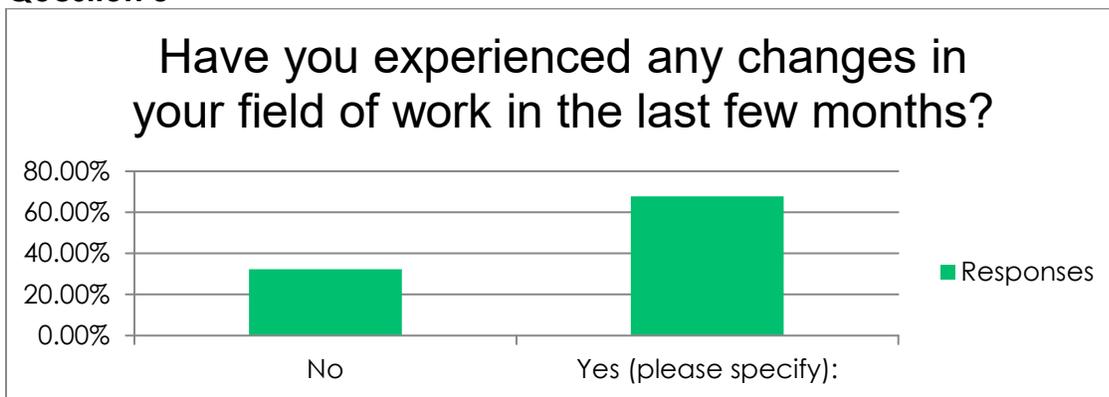
### Question 2



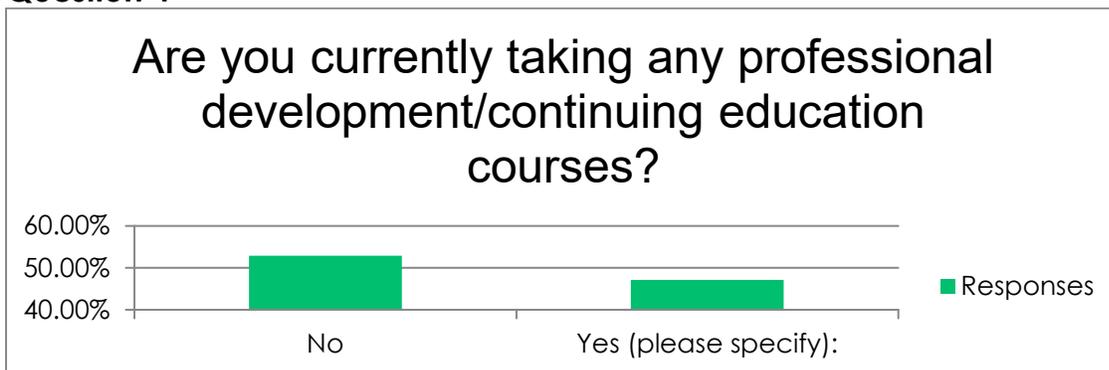
- **Objective 2 (Questions 3-4).** To understand current changes in SPD members' fields of work and how these changes, if any, have impacted their

training and professional development opportunities. In Question 3, data analysis shows that 68% of respondents experienced changes in the last few months, mostly as a result of the COVID-19 pandemic. Participants reported the following main changes in their workload: reduction of work and rates, and loss of income (61%), an increase of work (12%), no work at all (0.07%), some fluctuations in the demand for work (0.002%), the increase in translation scammers (0.002%), or the loss of some clients (0.002%). Also, they reported a transition from on-site and face-to-face to telework and remote interpreting (0.02%). Question 4 showed that 53% were not taking any professional development/continuing education courses. In contrast, 47% were taking courses or training in areas such as terminology, interpreting and remote interpreting, SEO, marketing, branding, Legal translation, and CAT tools.

### Question 3



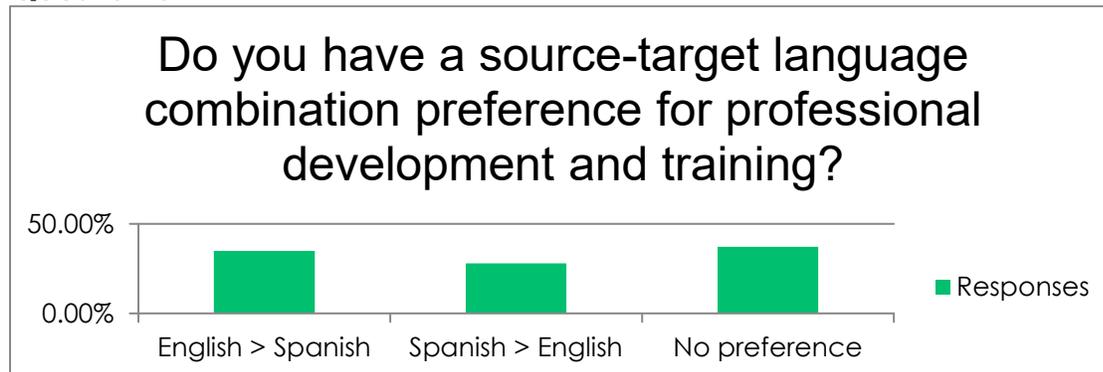
### Question 4



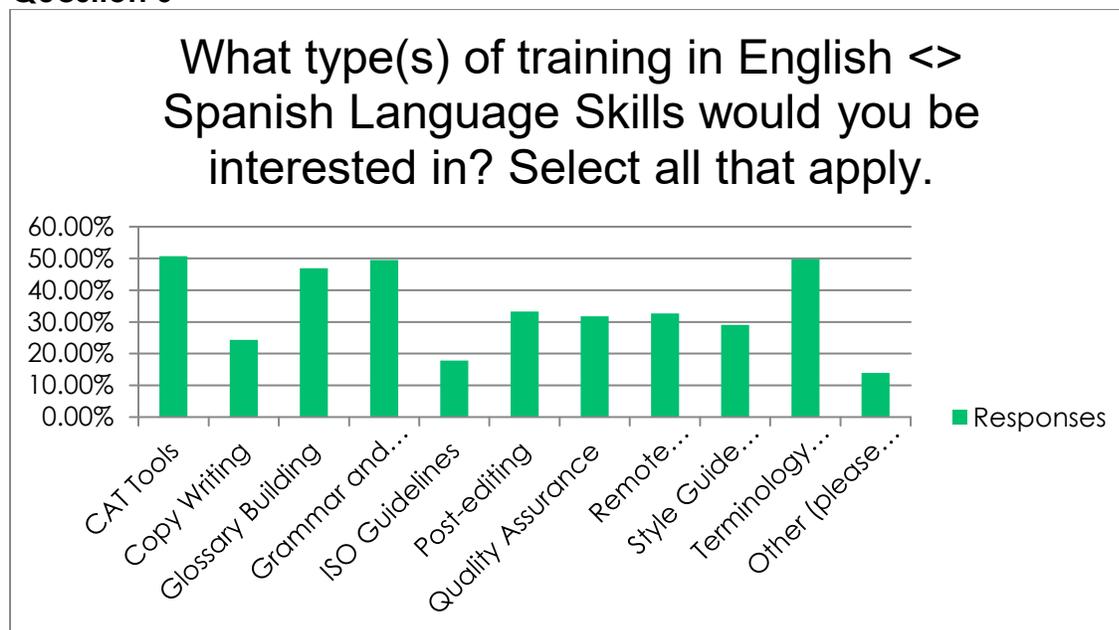
- Objective 3 (Questions 5-6).** To obtain a detailed overview of language combination (English and Spanish) preferences and type of training based on such language preferences. Responses show that 37% of participants have no language combination preferences for training, 35% preferred training for English to Spanish combination, and 28% preferred training for the Spanish into English language combination. Data shows the following main areas for English <> Spanish types of training skills: CAT tools (51%), grammar and proofreading/copyediting (50%), terminology research (50%), and glossary building (47%). The "Other" option in Question 6 shows that of 47 answers, the

top areas of interest for English <> Spanish training are business (skills translation), localization and websites, CAT tools, and legal.

**Question 5**

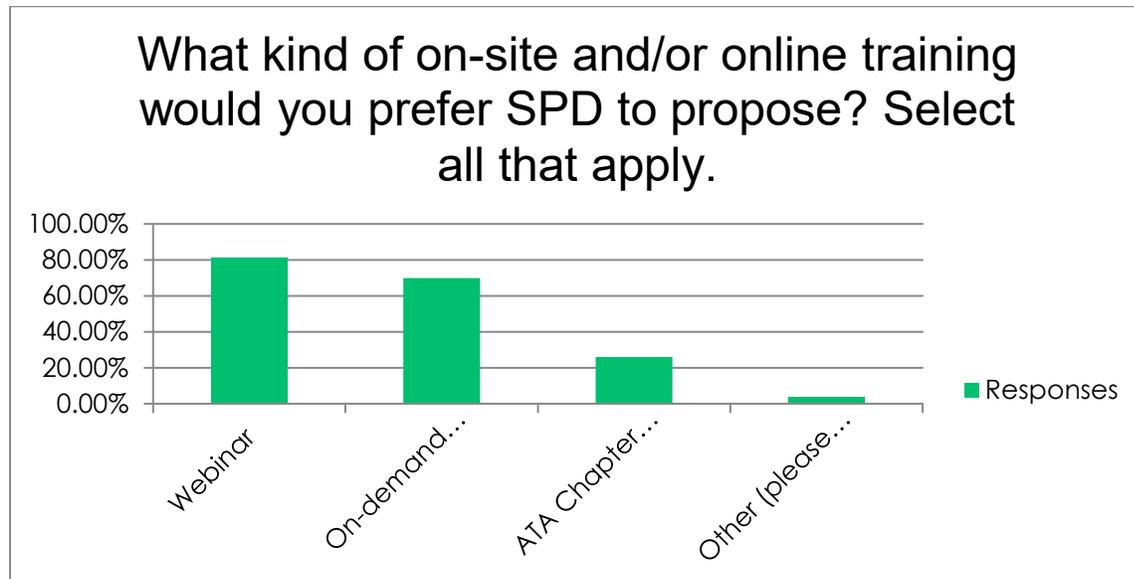


**Question 6**

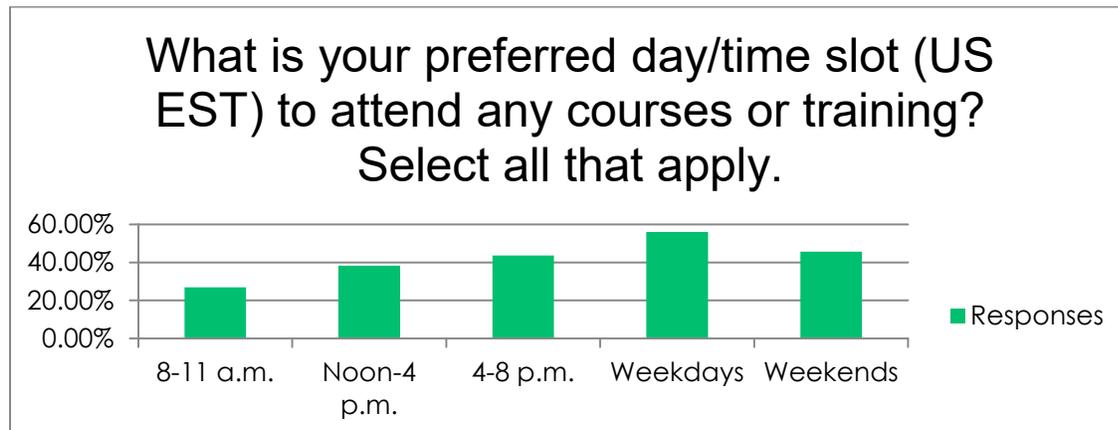


- Objective 4 (Questions 7-9).** To gain understanding and detailed information on preferred training methodology, format (synchronous or asynchronous), quantity per year, and day and time slots. Data analysis shows that 81% would like the SPD to propose webinars; 70% would rather have on-demand training; and 26% chose ATA-Chapter on-site training. The responses show that 56% of respondent preferred weekdays and 46% preferred weekends. Concerning time slot (US EST), the top was 4-8 pm with 44% of responses and 38% noon to 4 pm. 58% of participants would attend 1-3 courses per year and 27% would attend 4-6.

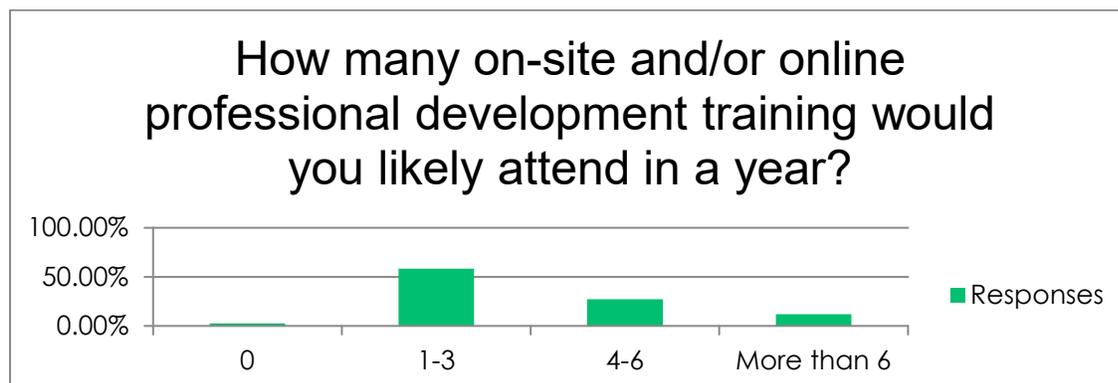
### Question 7



### Question 8



### Question 9



- **Objective 5 (Questions 10, open-ended).** To offer members an opportunity to suggest other professional development and training. Responses from 87 participants show five main areas of other training: 1) collaboration with universities and colleges; 2) other than English language combinations; 3) joint

trainings with other ATA divisions; 4) invite subject-matter expert speakers who may not be ATA members; and 5) provide continuing professional development opportunities for ATA and SPD members at no charge. It is worth noting that in Question 10 some participants stated that the SPD has been doing a great job supporting professional activities with multiple diverse offerings on many topics and for all levels.

### **Conclusion:**

The Division is pleased to report that all comments in the final question were positive and provided good suggestions for professional development and training. The SPD PDC will use these survey findings to propose—in alignment with ATA's guidelines and subject to its approval—appropriate professional development opportunities based on the most relevant needs and preferences derived from the responses collected. The SPD PDC remains available and open to suggestions and comments as the world, the ATA and its divisions continue to evolve and adapt to rapid changes.

SPD members who would like to view the complete survey results, please open this link: [2020 SPD Professional Development Survey Responses](#).