

## APPENDIX 2



**Trinity College Dublin**  
Coláiste na Tríonóide, Baile Átha Cliath  
The University of Dublin

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# *We Value Your Opinion Of QualityIn Trinity Survey Report*



ISER - Section 1.2

## We Value Your Opinion of Quality in Trinity – Survey Report

Acknowledgments: Thanks to the members of the Communications Sub-Group responsible for assisting the Quality Office in the development of the survey, the analysis of findings and the writing of the report. This report was compiled and written by **Professor Jan de Vries, Ms Roisin Smith, Professor Jan Skopek, Professor Paul Coughlan** and **Professor Gizem Arikan**. **Dr Mark Byrne** was Research Assistant, providing data analysis and reporting.

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## 1. Introduction

The survey ‘*We Value Your Opinion of Quality in Trinity*’ was designed to inform the Institutional Quality Review of Trinity College Dublin in 2021. This is the first time such a survey has been conducted in Trinity. It is a response to a recommendation of the 2012 Institutional Quality Review:

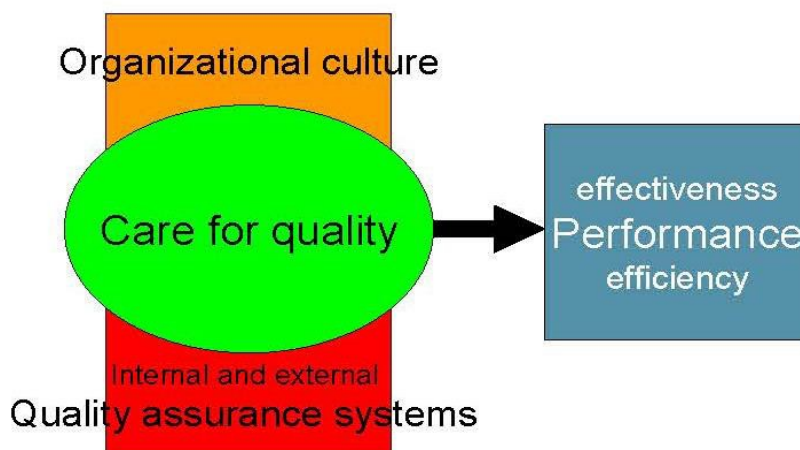
*In any future review Trinity College should exploit the opportunity to undertake a more self-critical examination of the effectiveness of its quality assurance and enhancement processes.*  
(R6.13, Institutional Review of Irish Universities (IRIU) (2012))

The aim of the survey was to invite the College Community to share their perceptions of ‘quality’ as it emerges from their experiences of working in Trinity. The questions were designed to yield a critical perspective, as suggested by the IRIU review.

The survey was developed between April-November 2020 by the Quality Office in Trinity with the support of the Communications Sub-Group of the Quality Committee in the College. It was piloted and discussed in three focus groups consisting of Trinity staff of different backgrounds to ensure its relevance, clarity, and user-friendliness. The survey was open for responses during two weeks in November 2020 and was advertised via broadcast emails to all salaried staff (including adjunct, clinical, and fixed term research staff) from the College Secretary’s Office. Additional email alerts were sent to Directors of Research Institutes, Faculty and School Administrators seeking their support to encourage staff to participate in the survey. The VP-CAO also encouraged Heads of School to participate in and remind their staff of the survey deadlines. Reminder emails were sent to staff after a week. The closing date was extended by one week to optimise participation. Data analysis, discussion of findings, and the writing of a comprehensive report and subsequently this more condensed report took place in the period between November 2020 and June 2021.

The design of the survey was informed by the literature on quality in higher education. Specifically, European University Association model (EUA 2006)<sup>1</sup> and developed by Bering et al (2010)<sup>2</sup> was integrated into the development of the survey and the presentation of the findings (See Figure 1).

FIGURE 1. SYSTEM AND CULTURAL APPROACH TO QUALITY



<sup>1</sup> European University Association (2006). Quality Culture in European Universities: A Bottom-up Approach. Report on the Three Rounds of the Quality Culture Project 2002–2006. Brussels: EUA

<sup>2</sup> Berings Dries, Beerten, Sjeff, Hulpijau, Veerle, Verhesschen, Piet (2010) Quality Culture in Higher Education: From Theory to Practice in A. Blättler et al. (Eds.) *Building bridges: Making sense of quality assurance in European, national and institutional contexts. EUA Case Studies.* (pp. 38-49).

The model includes four overarching dimensions which are inter-related and multi-layered (Bendermacher et al 2019<sup>3</sup>):

- **Care for Quality** is represented by what staff do to ensure the quality of their work. It relates to motivation, abilities, and self-efficacy. It is the ‘bottom-up’ aspect in the model.
- **Quality Assurance Systems** encompass what the organisation offers in terms of policies and strategies to ensure that the quality of the operation of the University is protected and enhanced where feasible. It takes place at different levels (*Departmental, School/Unit, College*). It is generally perceived as encompassing a ‘top-down’ approach.
- **Quality Culture** includes the embodiment of shared beliefs and values within the University regarding the quality of its operations and the activities of staff. An effective quality culture means that there is a shared mindset around the importance of quality that permeates the whole organisation.
- **Performance Effectiveness and Efficiency** are related to the outcomes in terms of the quality of *Teaching and Learning, Research, Student Experience* and *Administration*. In this report, the quality of infrastructure and IT systems forms the focus of this aspect.

In addition to addressing these four dimensions, the questions in the survey were directed at three levels within the organisation: *Individual Staff, Work Team/School/Unit* and *Institutional*. Furthermore, some questions were aimed at all staff, while specific questions were directed only at Academic, or Administrative, Technical and Student Facing (ATS) staff in order to explore separately the domains of *Teaching and Learning, Research, the Student Experience* and *Administration*. The full survey can be examined in Appendix 1.

This Survey Report is organised in eight chapters:

- 1) Introduction
- 2) Survey Method and Demographics (design, sampling and overview of participation)
- 3) Care for Quality (findings)
- 4) Quality Assurance Systems (findings)
- 5) Organisational Quality Culture (findings)
- 6) Performance Efficiency and Effectiveness (findings)
- 7) Summary of Findings and Conclusions
- 8) Implications and Lessons Learned

The four findings chapters present the most important results, both quantitative (numbers and statistics from standardised survey questions) and qualitative (participants’ inputs to open questions). A comprehensive overview of detailed findings is available upon request.

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<sup>3</sup> Bendermacher, Guy, Berings, Dries, van Sutven, Gea, Dolmans, Diana (2019) Translating quality culture theory to (best) practice; presented at Higher Education Conference Amsterdam, 28/29 October 2019.

## 2. Survey Method and Demographics

### Design

The survey was conducted online using the Survey Monkey tool (Survey Monkey Inc 2020)<sup>4</sup>. It consisted partly of scale-based questions (mostly 5-point), interspersed with open-ended questions in which participants could further explain their response to the scale-based questions or add observations. The survey was structured using headings provided in Table 1. Aspects mentioned in the Introduction were implicitly addressed in the questions. While there were 28 questions in all, participants were directed to answer 16 or 17 depending on their role in College.

TABLE 1. SURVEY STRUCTURE

Section	Description	No. of Questions
Section 1	Demographics	4
Section 2	Perception of Quality	5
Section 3	Role -specific Questions	4
Section 3.1	Teaching and Learning (Academic)	4
Section 3.2	Research (Academic)	4
Section 3.3	Student Facing Roles (ATS)	4
Section 3.4	Non-Student Facing Roles (ATS)	3
<b>Total</b>		<b>28</b>

### Participants (Total Response, n=825 / Valid Response, n=547) and Representation

The survey attracted responses from 825 staff, which equates to a 12.7% response rate (825/6510). However, the valid response rate is 8.4% based on the 547 participants who completed the Demographic questions and continued responding to the survey. The response rate by respondent profile is outlined in Table 2. Based on the survey population of 6,510 staff (using staff email directories provided by IT Services, which is based on headcount and not full-time equivalents) the minimum sample size required to achieve a confidence level of 95% with a margin of error of 5%, was computed to be 363 (Qualtrics-XM, 2021)<sup>5</sup>. The sample size obtained is significantly higher and thus allows predictions to be made with a higher level of confidence than 95% for the sample as a whole. For the separate staff groups, the valid sample size was below the required sample size (Academics: 353; Administrative, Technical and Student Facing (ATS): 324). Therefore, comparisons between groups were made with caution.

TABLE 2. SURVEY POPULATION

Staff Groups <sup>6</sup>	Emails sent	Total Responses	Valid Responses
Academics <sup>7</sup>	4351	387	280
Administrative, Technical & Support (ATS)	2042	398	267
Staff in mixed Academic/Admin roles	117	40	(incl. in Ac./ATS)
<b>Total</b>	6510	825	547

<sup>4</sup> SurveyMonkey Inc. (2020) San Mateo, California, US: [www.surveymonkey.com](http://www.surveymonkey.com)

<sup>5</sup> Qualtrics-XM (2021) Determining sample size: how to make sure you get the correct sample size. Accessed 04/03/2021 at <https://www.qualtrics.com/uk/experience-management/research/determine-sample-size/>

<sup>6</sup> Includes all salaried staff

<sup>7</sup> Includes Fixed Term Research Staff. PhD students in receipt of a stipend are not included in this group.

In terms of representativeness of the sample:

- All sections of staff and divisions in the College were represented.
- Participants at all levels of the hierarchy within College were represented.
- Participation was representative of staff in each Faculty: AHSS (Arts, Humanities and Social Sciences) - 47%; STEM (Science, Technology, Engineering and Mathematics) - 31%; HSS (Health Sciences) - 22%.
- Length of service in Trinity was spread rather evenly: 1-3 yrs - 21%; 4-8 yrs - 21%; 9-14 yrs - 21%; 15-20 yrs - 15%; +20 yrs - 23%.
- Academic respondents were involved in a wide variety of administrative roles: module leader (46%), principal investigator (37%), tutor (25%), programme director (20%), course coordinator (16%); year coordinator (8%), head of discipline (6%), head of school (5%) and several other roles. Only 10% of Academics in the sample had no administrative role.
- ATS staff was overrepresented in comparison with Academic Staff.
- Women were somewhat overrepresented in comparison with the College gender profile: Female - 59%; Male – 39%; non-binary/other - 1%. (Note: among Academics gender balance was 50:50).

### **Data Analysis and Presentation of Data**

All data were transferred from Survey Monkey into a spreadsheet and from there to software used for further analysis. The quantitative data were transferred to SPSS (Statistical Product and Service Solutions) 27.0<sup>8</sup> (IBM 2020). Descriptive statistics were computed and, where relevant, comparisons were made, mainly between Academic and ATS staff. The analysis did not include responses by job-category of staff within these broader groups e.g. adjunct, clinical, fixed term research. Data have been presented primarily with the use of Figures and Tables.

Qualitative data (from open-ended questions) were transferred to NVivo 1.0<sup>9</sup> (QSR 2020), coded and analysed for relevant themes. The frequency of the occurrence of statements reflecting themes were included where relevant to provide a clear indication of their relative prevalence.

Representative quotes from staff responses to the open questions were included as illustrations and presented in *italics* with indications of gender, Academic or ATS staff, and time working in Trinity included in brackets. *Italics are* also used where variable names are indicated.

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<sup>8</sup> IBM Corp. Released 2020. IBM SPSS Statistics for Windows, Version 27.0. Armonk, NY: IBM Corp.

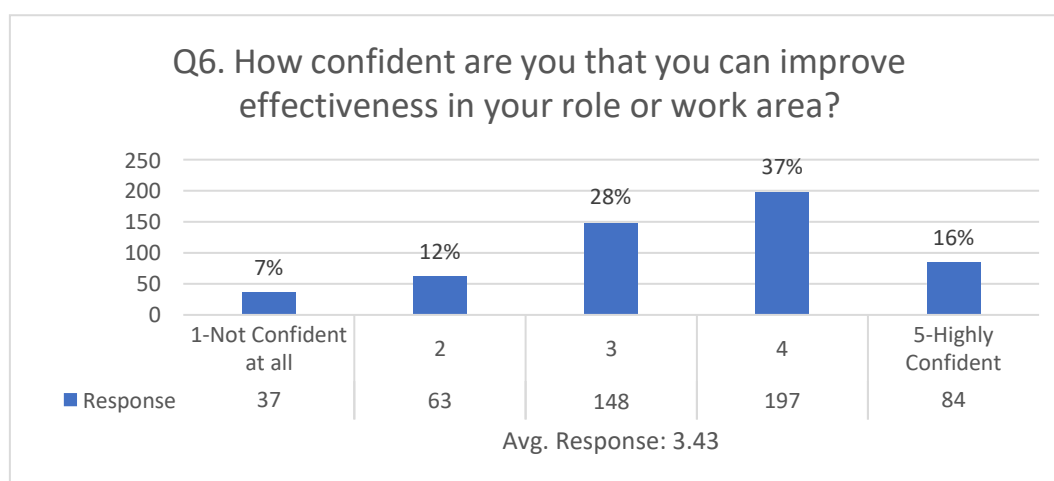
<sup>9</sup> QSR International Pty Ltd. (2020) NVivo (released in March 2020), <https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home>



### 3. Care for Quality

Care for Quality needs to be present within all segments of an organisation to ensure optimal processes and outcomes. Staff members need to adopt personal responsibility for the quality of their work and that of others. Also, they need to see how they can improve their effectiveness in relation to their tasks. A majority expressed **confidence** in this respect (Q6, n=529). Over half of staff (53%) perceived themselves as confident or highly confident (19% not confident, 28% neither) (Figure 2).

FIGURE 2. CONFIDENCE IN EFFECTIVENESS TO IMPROVE QUALITY (ALL STAFF)



[Scale: 1=not confident at all; 2=not confident; 3=neither; 4=confident; 5=highly confident]

While this may be interpreted as a positive outcome, it would be worth examining why so many staff were unsure or not confident. The related open question (Q6b, n=386) suggests a few reasons. The responses highlighted trust in personal effectiveness, the collaborative nature of effectiveness as an outcome, but also limitations due to control lying elsewhere, and constraints to resources and time.

*Effectiveness is driven by willingness and capabilities which are available in droves (ATS, Female, 1-3 yrs).*

*Because my role intersects with many other roles, improvement of effectiveness does not lie solely with me, no matter how confident I am in my own ability (Academic, Female, 9-14 yrs).*

*Workload involved in trying to keep day to day activities running precludes having the time to review and improve quality of teaching/research (Academic, Male, >20 yrs).*

*I do think, despite all my moaning (!), that we do a good job: the core of teaching is the care we take to plan modules and think about our students' learning, and I think we do that. [...] I think we genuinely value teaching and we work hard at it (Academic, Female, 9-14 yrs).*

A further open question (Q7, n=404) addressed what **obstacles staff encountered in their efforts to improve effectiveness**. Answers were well considered, although partly foreshadowed by the response to the previous question. The most common obstacle mentioned was limited resources (n=85).

*[...] better support for teaching innovations, incl. financial support (Academic, Female, >20 yrs).*

*under-investment in staff & resources, severe constraints on space in the Arts building and in the designated space for research [...] (Academic and ATS, Male, 9-14 yrs).*

Other frequently mentioned themes were resistance to change (n=66), high workload (n=62),

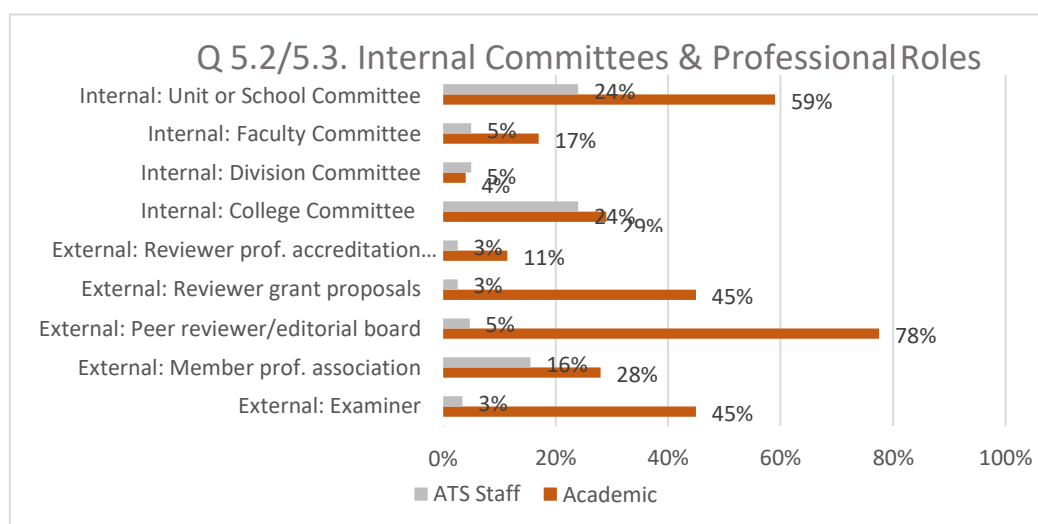
problems in staff-management relationships (n=47), central College demands (n=45) and time constraints (n=38). Also brought up frequently were work-related administration, bureaucracy, problems with IT and other systems, ineffective collaboration and communication. The high response rate to this question suggests that participants felt the need to share this information with some urgency. General lack of control over obstacles was highlighted mixed in with other aspects:

*Many of the barriers are outside our control. Specifically, Schools have tight restrictions, limiting strategic hiring and maximising staff time spent on research (ATS, Female, 9-14 yrs).*

Part of the care for quality was perceived as derived from **participation in internal committee work** (Q5.1, n=535), **and professional and other external roles** (Q5.3, n=529). A comparison between Academic and ATS participants shows understandable differences rooted in the distinctive nature of their positions in the university and their professions. Of Academics, 73% reported being involved in committee work, mostly at *School-level*, while almost a third were also engaged at *College-level*. In comparison, 46% of ATS staff were also active in committees (Figure 3). Most Academics (86%) also reported being active in external and professional capacity (78% as peer reviewer, 45% as external examiner, 45% reviewer of research proposals, 28% member of a professional body). In contrast, only 22% of ATS Staff was engaged externally. Nonetheless, these engagements were highly valued (Q5.4, n=540) as contributing to the quality of work by both groups. A full 90% of Academics and 88% of the ATS who engaged with committee work, recognised these benefits. Overall, the findings support the perspective that many staff in Trinity engage across College (and externally) as part of their efforts to strengthen their care for the quality of their work. A quote from the response to Q6 illustrates this:

*Undertaking work on committees gives me a better understanding of what is happening across the College and so improves my ability to support academic staff (ATS, Male, 4-8 yrs).*

FIGURE 3. MEMBERSHIP INTERNAL COMMITTEES EXTERNAL PROFESSIONAL ROLES (ALL STAFF)



[Note: Q5.1 is a multi-response question. Graph displays a comparison of Academic and ATS staff.]

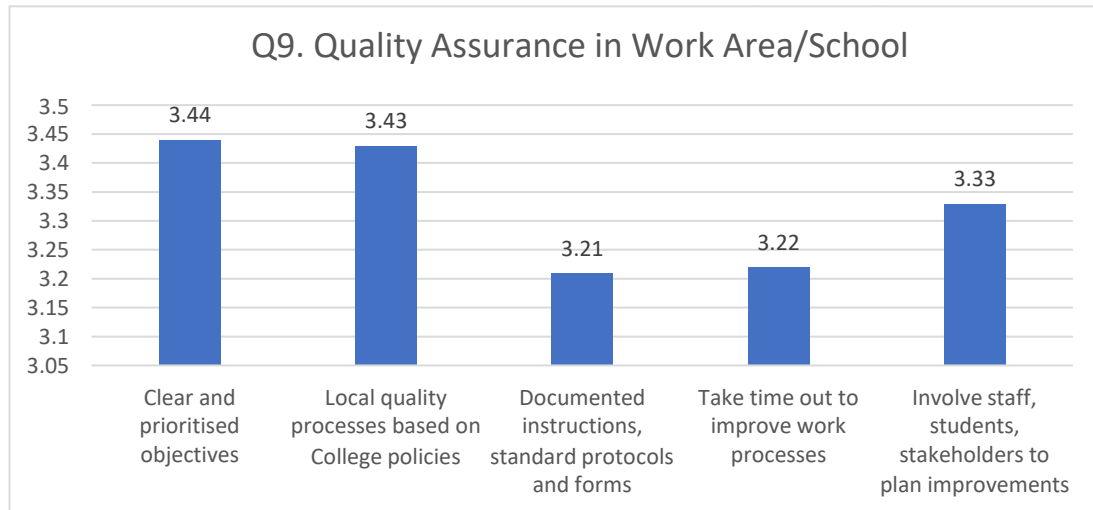
*Key Findings: 53% of Staff were confident in their ability to improve quality of their work (19% not confident/28% neither). Limited resources, resistance to change and high workload were considered main obstacles. Committee work and external roles were considered contributing factors to care for quality.*



## 4. Quality Assurance Systems

Perceptions of quality assurance were addressed in relation to participants' engagement with quality assurance mechanisms at the level of *Work Area/Schools/Unit* and at *College-level*. Participants were asked to indicate whether elements of a quality system were present in their work area (Q9, n=541):

FIGURE 4. QUALITY ASSURANCE ELEMENTS IN WORK AREA/SCHOOL (ALL STAFF)

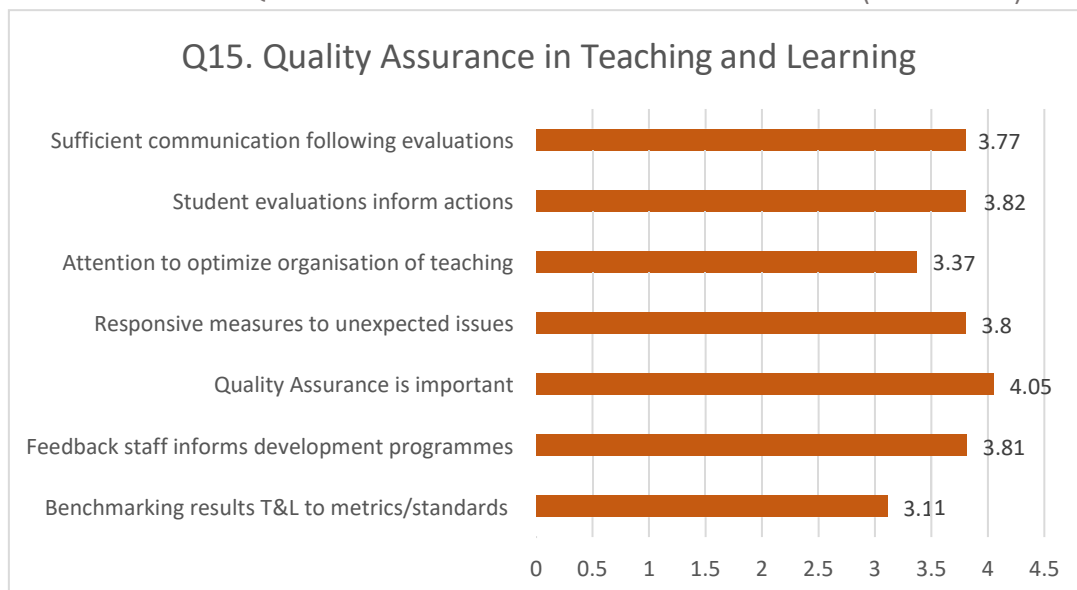


[Scale: 1= Definitely does not apply; 2=does not apply; 3=somewhat applies; 4=applies; 5=definitely applies]

With all means between 3 and 4, a further examination of the results (not visible here) show that, on average, most participants (over 75%) considered each element to apply at least somewhat. It is important to note that fewer than 25% considered these elements not present in their work area.

**Specific elements in *Schools* for quality assurance of education (Q15, n=280)** were queried separately with Academics (see Figure 5).

FIGURE 5. ELEMENTS OF QUALITY ASSURANCE IN TEACHING AND LEARNING (ACADEMICS)



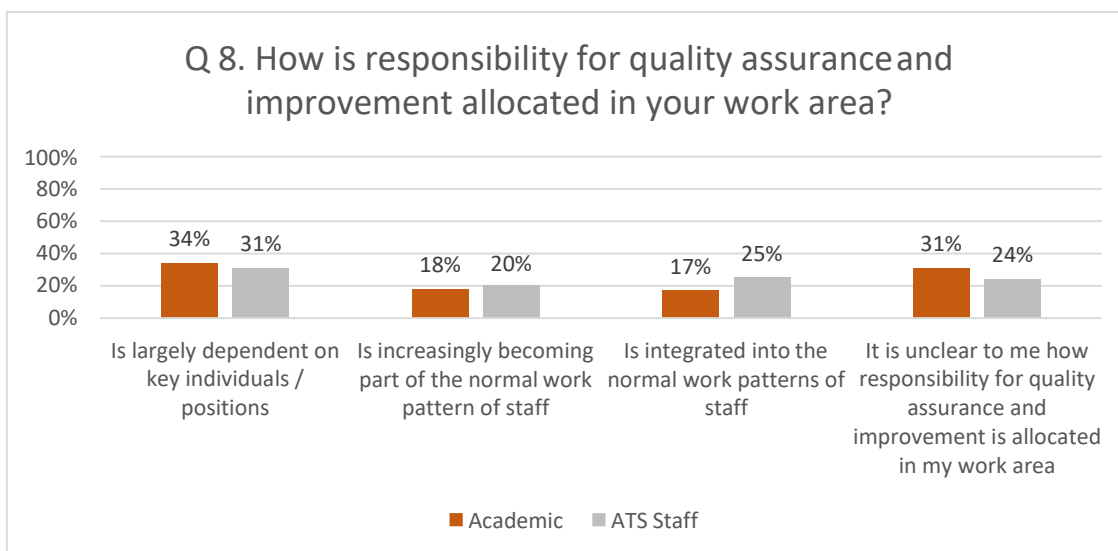
[Scale: 1= Definitely does not apply; 2=does not apply; 3=somewhat applies; 4=applies; 5=definitely applies]

The responses show that quality assurance of *Teaching and Learning* is clearly recognised by Academics in the sample<sup>10</sup>. These elements attracted five of the highest average mean scores across the survey. The overall importance of quality assurance in *Teaching and Learning* in Schools stands out as particularly highly rated (Mean=4.05). Moreover, active quality support through responsive measures, communication and feedback from staff and students plays an important role in Schools.

*Key Findings: Teaching and Learning quality assurance is clearly recognised; communication, student and teaching staff feedback, and responsive measures are highlighted. Benchmarking against standards/metrics seems to be less well integrated.*

**Responsibility for quality assurance in Work Areas/Schools/Units** (Q8, n=540) was addressed with a question which included four options in terms of where responsibility was seen to be located (see Figure 6). Responses to the first three options are indicative of low, improving, and high integration of quality assurance elements. The last option allowed participants to indicate lack of clarity on the issue. The spread of responses suggests that staff were not united in their perspective on where this responsibility lies. Patterns are similar for Academics and ATS staff, although more Academics suggested that they were unclear. Over 30% of respondents placed it in the hands of individuals in key positions. This may have consequences for continuity in quality assurance as many key positions, such as Heads of School/Discipline and/or School Directors, change every three years. It is concerning that a large contingent expressed uncertainty about where the responsibility lies (31% of Academics and 24% of ATS staff).

FIGURE 6. RESPONSIBILITY FOR QUALITY ASSURANCE AT WORK AREA/SCHOOL LEVEL (ALL STAFF)



[Note: Graph displays a percentage comparison of responses by Academic and ATS role respondents]

<sup>10</sup> Question sourced from Bendermacher G.W.G. et al (2017) Unravelling quality culture in higher education: a realist review, Higher education 73,1: 39-60. It performed well in discriminating in procedures to assure quality of teaching and learning.

*Key Findings: Perceptions of where responsibility for quality assurance lies at Work Area/School/Unit-level suggests that it is often seen as dependent on key individuals/positions.*

*Also, responsibility may not be clearly allocated or understood. Integration into normal work patterns and shared responsibility could be improved.*

**Elements of quality assurance in College** (Q11, n=542) based on the Plan-Do-Check-Act cycle were addressed with separate focus on *Teaching and Learning, Research, Student Experience* and *Administration*. The responses (see Table 3) suggest a perception of moderate effectiveness of quality assurance elements in all domains, except the *Administrative* domain which was considered moderately ineffective. *College* was considered somewhat more effective at setting strategies than documenting policies and procedures and communicating them internally and externally.

TABLE 3. ELEMENTS OF QUALITY ASSURANCE AT COLLEGE LEVEL (ALL STAFF)

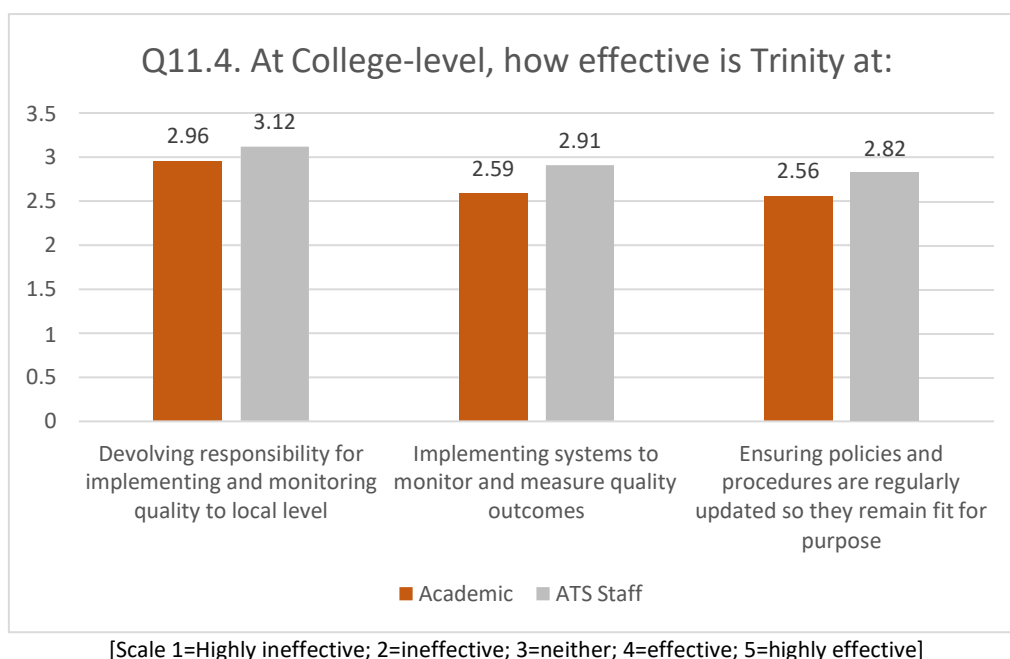
Q11. Quality assurance at College level (n=542)	Mean scores of Domains			
	Education	Research	Student experience	Admin
Setting strategies/goals that define the quality of our ...	3.52	3.62	3.40	2.56
Documenting policies and procedures that support the quality of ...	3.39	3.36	3.32	2.65
Communicating to staff, students, and stakeholders the strategies, policies and procedures that underpin our ...	3.15	3.14	3.03	2.48

[Scale 1=Highly ineffective; 2=ineffective; 3=neither; 4=effective; 5=highly effective]

**Processes of quality assurance in College** (Q11, n=542) were also addressed (see Figure 7). The response suggests that the *College* is seen as moderately effective at devolving responsibility for implementing and monitoring quality to *Unit-levels*. Monitoring and measuring outcomes and updating of policies to ensure they remain fit for purpose, were considered somewhat underdeveloped.

The data were analysed separately for Academics and ATS staff in order to highlight the fact that ATS staff in the sample were somewhat more convinced of the effectiveness of the *College* in quality assurance than the Academic participants (Figure 7). This finding was evidenced also in response to some other questions. It is unclear whether this finding reflects a general trend in differences in perspective on the effectiveness of *College* among different staff groups.

FIGURE 7. PROCESSES OF QUALITY ASSURANCE IN COLLEGE (ALL STAFF)



A **rationale** was provided in response to the open question (Q32, n= 76) at the end of the survey, which solicited additional comments. This response reflects some of the criticism expressed:

*I find College management to be very good at settings goals and having high level aspirations but when it comes to implementing the goals then the resources simply are not allocated. No thought seems to be given to implementation. I find staff are expected to try to work on new goals without having additional resources and are expected to simply cope (ATS, Female, 15-20 yrs).*

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*Key Findings: Quality assurance at College-level was perceived to be moderately effective in regard to Teaching and Learning, Research and the Student Experience, but less so in Administrative matters. Responses also suggest the need for further development of monitoring/measuring quality outcomes, and the regular updating of policies, to ensure the ongoing effectiveness of the quality assurance system in Trinity*

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## 5. Organisational Quality Culture

While the responses to several of the questions provided insight into how quality culture is perceived in Trinity, one specific open-ended question was aimed at soliciting specific perspectives on this matter.

Respondents provided both positive and critical completions of the sentence: **I would describe the Quality Culture in Trinity as....** (Q13, n=395). **Positive statements** (n=94) included, for example: 'Strong, proactive, mindful, and conscientious', 'Progressive and developmental', 'embedded into the activities of the University' and 'Rapidly evolving towards high international standards.' Longer statements included:

*Quality has been steadily prioritised across all levels of the university over the past 20 years. I have experience of this from technical staff level through to my current administrative role (ATS, Male 15-20 yrs).*

*Good because staff are given the supports, time and autonomy to drive quality rather than placed under huge pressures that minimise their capacity to work well – It is very important to continue to ensure that staff workloads are manageable to ensure quality is not compromised (Academic, Female, 1-3 yrs).*

*Trinity's Quality Culture is not content to reach a certain level of quality and then maintain it. There is consistent effort made to improve (ATS, Female, 1-3 yrs).*

*Reasonably mature and effective for teaching and learning, appears to be centrally managed through strong core units and devolved to schools where appropriate (ATS, Male, 4-8 yrs).*

*Very strong in some of the well-established units of college where a profession is accredited and the roles, responsibilities of the staff are clearly defined and reviews are frequent (ATS, Female, 1-3 yrs).*

*A culture of defining clear objectives, of a desire to deliver a good service, of working hard to deliver on those objectives but possibly without the label of 'quality' applied. It is innate (ATS, Female, >20 yrs).*

*Speaking as an academic member of staff, I think we care deeply about what we do and have plenty of in-School conversations about our processes which have produced some real improvements (Academic, Female, 9-14 yrs).*

**Critical statements** (n=138) included descriptors of quality as 'segmented', 'applied inconsistently' 'bureaucratic', 'burdensome', 'tick box', 'dependent on individuals' and 'lacking buy-in from all'. More lengthy responses emphasised mainly implementation or communication:

### Implementation

*Universally recognised as necessary but with uncertainty on implementation (ATS, Female, 1-3 yrs).*

*Lots of policies – need for stronger focus on implementation (ATS, Female, 9-14 yrs).*

*I would describe the Quality Culture in Trinity as a work-in-progress. Interdependencies and conflicting priorities can overall impact on the quality of individual as well as wider college operations (ATS, Female 4-8 yrs).*

*There is often a gulf between the Colleges Quality processes and what happens at School and Discipline level (Academic, Female, 9-14 yrs).*

#### Communication

*I would describe the Quality Culture in Trinity as something that is important to the university at a level, but the importance of this culture may not be fully making it all the way down from senior College leadership (ATS, Male, 1-3 yrs).*

*To be more clearly articulated to academic staff. (Academic, Female, 15-20 yrs).*

*...needing to be communicated in a more cogent way across the institution, along with the message that quality is everyone's business (ATS, Other, 4-8 yrs).*

*More effective and continuous communication to all staff members (ATS, Male, 9-14 yrs).*

*The full spectrum of statutory requirements is not always appreciated and, in some cases, seen as a chore. Some disciplines are more in tune because of accreditation requirements. (Academic, Female, 15-20 yrs).*

Overall, the responses suggest that perspectives on the quality culture in Trinity are varying and contrasting. However, there does not seem to be much doubt that there 'is' a quality culture within the *College*. Nevertheless, while the positive responses highlight its highly developed nature at central level, the critical comments suggest that its communication and implementation to *Unit-level* could be improved. The emerging impression is that quality culture as seen by individual staff in relation to their own activities is not necessarily relating consistently with *College-level* quality culture and activities.

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*Key Findings: A request to describe Quality Culture in Trinity received more critical than positive responses.  
Positive: strong, mindful, developing to high standards.  
Critical: Inconsistent in implementation and communication, bureaucratic.*

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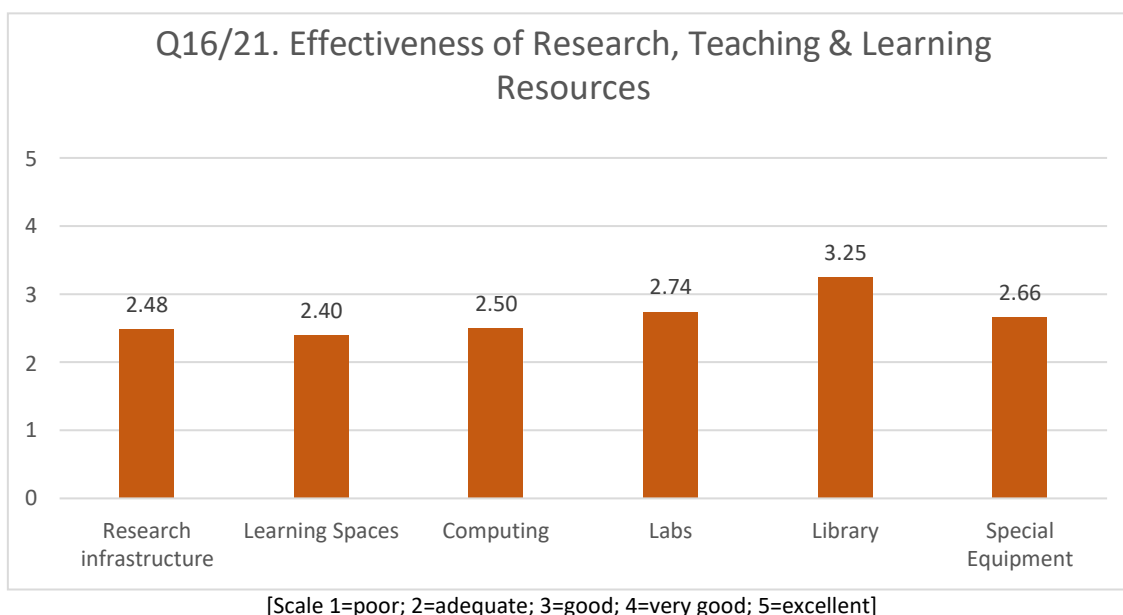


## 6. Performance Efficiency and Effectiveness

Performance efficiency is to a large extent reliant on the quality of resources to support the efficient and effective delivery of *Teaching and Learning*, *Research*, the *Student Experience* and *Administration*. These resources include general infrastructure and specific IT resources.

The quality of **infrastructural resources** to support *Teaching and Learning* and *Research* was probed through two questions (Q16, n=277; Q21, n=297). The results have been summarised in Figure 8.

FIGURE 8. EFFECTIVENESS OF RESEARCH, TEACHING AND LEARNING RESOURCES (ACADEMICS)



The findings show that research infrastructure, learning and computing spaces were considered between adequate and good. Special equipment and laboratories scored a little higher, while only the Library was considered more than good (ATS staff showed the same trend – not presented here). It is concerning that between a quarter and a third of Academics found Research, Learning and computing infrastructure poor.

Illustrations of the above were provided in response to subsequent open questions. On the **Teaching and Learning infrastructure** (Q16b, n=32) the perspectives are varying from excellent in one location to poor in another. The following comments are representative:

*The emphasis on supporting quality teaching and learning in my School is superb. As lecturer I feel supported to do the very best I can for my students (Academic, Female, 4-8yrs).*

*The learning resources available to me are excellent in general (Academic, Female, 1-3 yrs).*

*It's all fine for me, but I don't have hard requirements for the above as my courses, while highly specialised within the discipline, are software based and can be easily be performed on cheap general purpose computers and laptops (Academic, Male, >20yrs).*

*Resources are very varied in a number of ways - some lecture areas are very good, some are downright poor: the same really goes for laboratories, computing and specialist equipment (both Academic and ATS, Male, >20 yrs).*

*Basic facilities are available but over-used and in high demand. There is no replacement planning or provision for essential basic equipment (Both Academic and ATS, Male, >20 yrs).*

The qualitative responses in regard to **Research infrastructure** (Q21b, n=158) were mainly critical in content. The most prominent critical comments were in reference to funding issues (34), issues regarding time constraints (15), outdated or inadequate equipment (16), and space constraints (12).

Equipment

*We (the Schools) need way more money to buy equipment to support research. It all depends on external funding which is not sustainable in the long term (Academic, Male, 9-14 yrs).*

*Across many laboratories, within individual research groups and for shared research instruments, the maintenance, upkeep, repair, and replacement of the equipment involved is time consuming and - in the case of repair and replacement - financially impossible in most instances (Academic, Male, 15-20 yrs).*

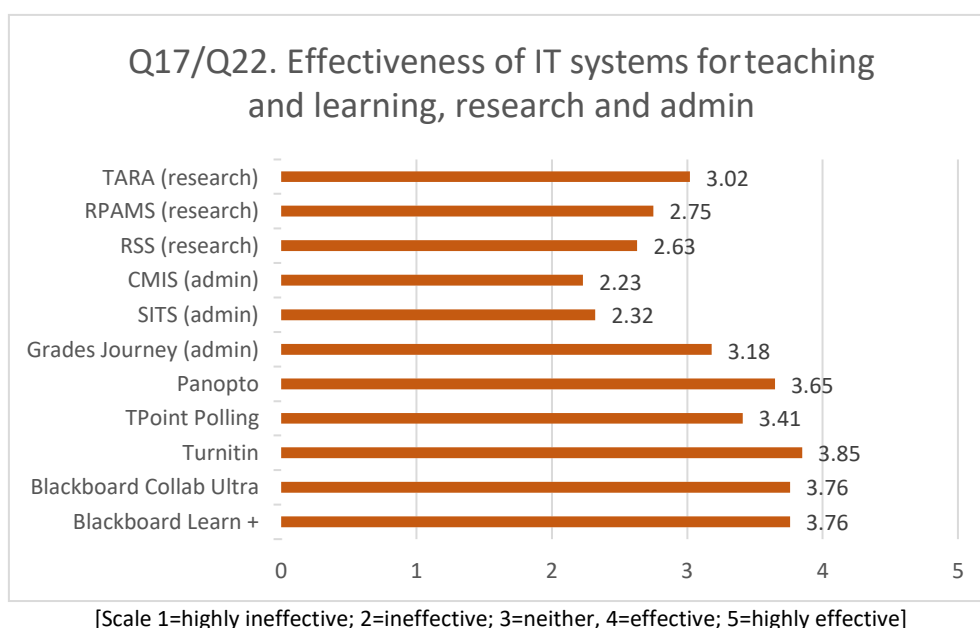
Infrastructure and Space

*Currently the space allocated for my research centre which brings in very substantial funds is adequate. However, we have to fight to keep existing space and despite no funds coming in have been told not to expect more space becoming available. we have no access to a meeting room in term time which is an obstacle to collaborative work (Academic, Male, 9-14 yrs).*

While overall the library and its staff were evaluated positively (see Figure 8), there was some criticism (n=12) on the availability of non-English texts, holdings for the humanities, and access to some journals and recently published materials.

**The effectiveness of IT systems for Teaching and Learning, Research support and Administration** as rated by **Academics** (Q17, n=; 277; Q22, n= 299) is presented in Figure 9.

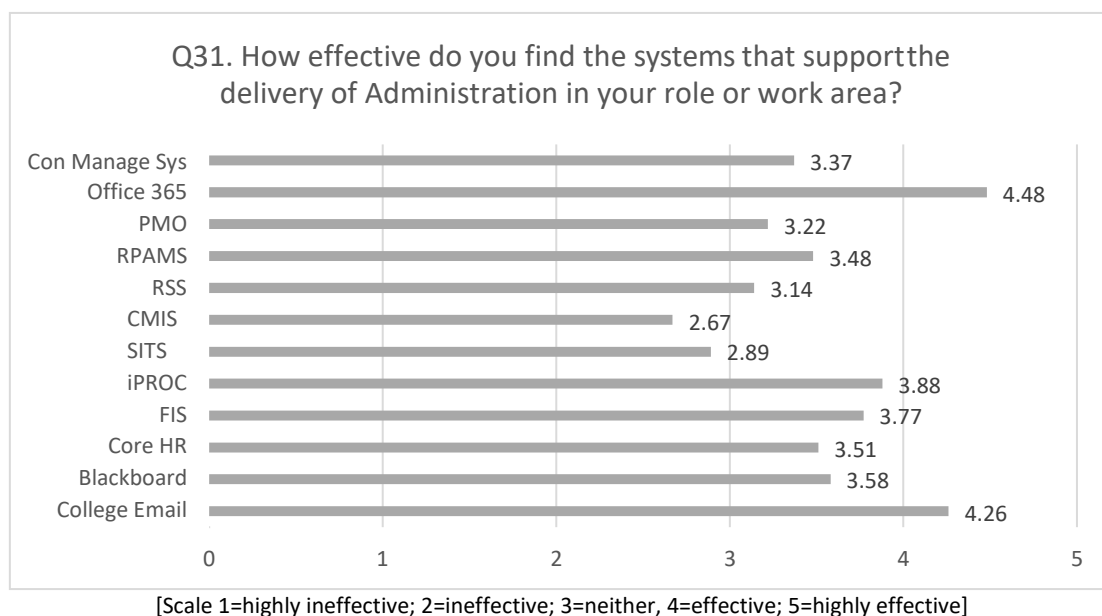
FIGURE 9. PERSPECTIVE ON EFFECTIVENESS OF IT SYSTEMS (ACADEMICS)



It is clear from the response that the effectiveness of the Teaching and Learning systems (Blackboard, Collaborate Ultra, TurnItIn, TPoint Polling, Panopto) was rated much higher than the Research support systems (RSS, TARA, RPAMS). Two administrative support systems (SITS and CMIS) received the lowest ratings, on average mostly ineffective. This last finding needs to be considered with some caution as few Academics would be using the full functionality in SITS and CMIS. What ATS staff think of these IT systems may have more validity because they are more frequent users. So, frequency of use may be a relevant factor in how IT systems are evaluated. It is of interest that the most frequently used systems, Blackboard (and connected systems, TurnItIn and Collaborate Ultra) came closest to be considered 'effective' overall. Conceivably the Covid-19 restrictions, which have led to an intensification of the use of Blackboard and its related systems, may have contributed to this.

**ATS Staff were also asked to rate the effectiveness of IT systems they used (Q31, n=141).** Most IT systems were rated on the 'effective' side of the scale (>3) (Figure 10). Like the Academics, ATS staff rated the comprehensive student results systems (SITS and CMIS), lower than all other systems, although not nearly as low as Academic staff did (Figure 10). The ratings of Office 365 and College Email were notably high. Considering these are frequently used systems, which have been in use globally for many years, this is not unexpected.

FIGURE 10. PERSPECTIVE ON EFFECTIVENESS OF IT SYSTEMS (ATS staff)



Since March 2020 the **Covid-19 crisis** has led to a need to move towards almost exclusive online teaching and learning. This move required major adjustments from all staff and students and

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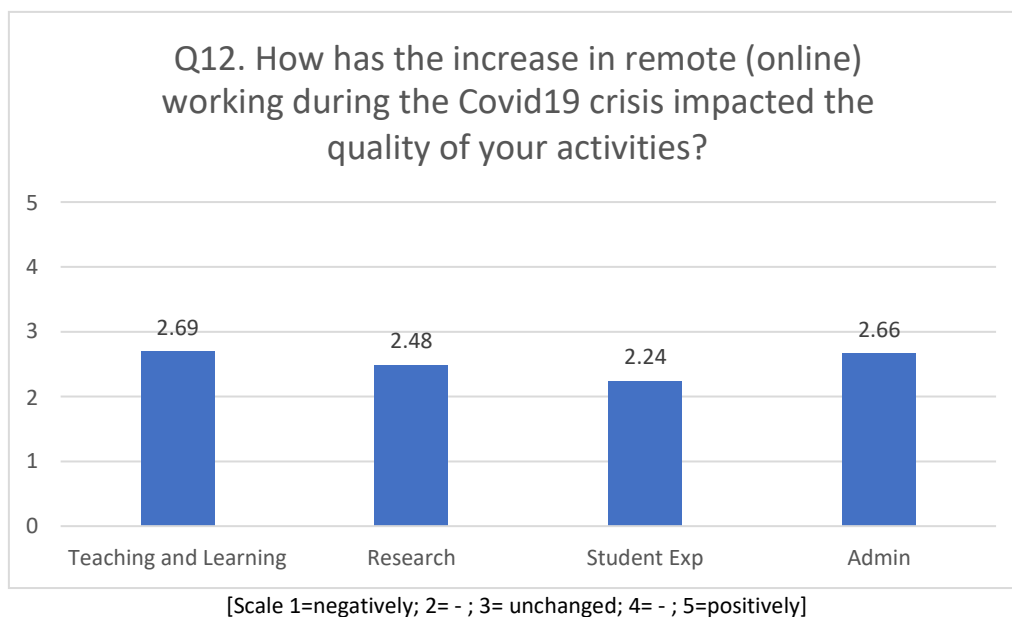
*Key Findings: Research infrastructure, learning and computing spaces were considered between adequate and good. The effectiveness of the Teaching and Learning systems was rated much higher than the Research support and administration systems.*

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generated trepidation and stress. Significant concerns about how this would affect the quality in the four domains of College activities were expressed at the time when the first lock-down took place.

One question in the survey specifically addressed **to what extent the increase in online learning was perceived to have affected the four domains of activities in Trinity** (Q12, n=532). The responses suggest that, in the perception of the participants, the College has managed to cope reasonably well and has not incurred the dramatic reduction in the standard of its activities that was feared (Figure 11). *Research* and the *Student Experience* were considered somewhat more affected than *Administrative* activities and *Teaching and Learning*.

FIGURE 11. IMPACT OF INCREASE IN ONLINE WORKING ON QUALITY (ALL STAFF)



Respondents were also provided with the opportunity to provide a **rationale for their response** (Q31b, n=111). Of the total response, the majority of comments could be categorised as negative (n=64); positive comments (n=41) and those emphasising the perception that quality was unchanged (n=6) were also made. Quotes from **Academics**, positive, negative and mixed, outlined the loss of face-to-face teaching, the difficulties doing research, and both the pressures and advantages of online teaching.

*Live streaming (online video editing) as an edu-performance was a welcome new skill and has enhanced my teaching greatly. I will be incorporating the raft of new pedagogical techniques into my T&L when I return to F2F teaching (Academic, Male, 15-20 yrs).*

*I have adopted new approaches to delivery of material and that is positive - however online delivery is a pretty soul-less experience without face-to-face interaction with a student class: in my experience this is true for both students and lecturer (Both Academic and ATS, Male, >20 yrs).*

*Supervision of thesis-writing students may even have improved (Academic, Male, 9-14 yrs).*

*There is no substitute for face to face learning. [...] The increased time needed for teaching as well as mental strain has made research more challenging (Academic, Female, 9-14 yrs).*

*There is an assumption that all are tech minded and some have been using these technologies prior to Covid-19. You really only learn the technology through immediate and ongoing use. The rapid transition has been very demanding, and you have to sacrifice prep time for teaching to learning the technology (Academic, Male, 15-20 yrs).*

*It is great to see such high numbers logging in remotely even late on a Friday evening. You would be lucky if you got half of a class in class on Fridays (Academic, Male, 15-20 yrs).*

**ATS responses** were not dissimilar, but also highlighted aspects specific for administrative work, such as added efficiency due to fewer distractions but also the disadvantage of quick communications with colleagues. Not having to commute was mentioned often.

*Administrative work relies a lot on informal alliances and out-of-unit conversations. Covid closed off these channels of [...] communication, and peer learning (ATS, Female, 9-14 yrs).*

*My impression is that the switch to remote working has deepened the siloes between different units of College and has put a lot of operational review activities as well as policy updates on hold (ATS, Female, 1-3 yrs).*

*Much more extra work we didn't anticipate (ATS Gender Identity: Other, 4-8 yrs).*

*As leader of a technical team we were well positioned to adapt to remote working, and it has not negatively impacted the services we support. It has afforded some opportunity to focus more on our core mission (ATS Male, 15-20 yrs).*

*I personally feel that remote working has had a hugely beneficial impact on my personal work practices. It has greatly improved my efficiency due to lack of open office distractions (huge bonus!) and this has been very important for me considering that my workload doubled due to COVID since March. I would support remote working even post-COVID as I believe that having personal space, free of any distractions, really helps to focus and get the work done much more efficiently. In addition to that - it has reduced lengthy commute (I live an 1.5h away from College so it's saving me at least 3 hours of daily commute time). This has helped to achieve a greater work-life balance (ATS, Female, 1-3 yrs).*

Overall, the responses present a nuanced perspective on the impact of the Covid-19 crisis. In addition to the general consensus around the importance of face-to-face interaction, it is evident that individual differences in what was perceived as advantages and disadvantages of remote working were significant.

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*Key Findings: On balance, the perceived negative impact of the Covid-19 crisis was not as strong as had been feared. Nonetheless, participants highlighted the negative impact of the loss of face-to-face teaching on the Student Experience. Less contact with colleagues was considered isolating, but also meant less distraction. Likewise, on the positive side, improved proficiency in online Teaching and Learning, and the advantages of not having to commute were emphasised.*

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## 7. Summary of Findings and Conclusions

This survey was a response to a recommendation from the previous Institutional Review (2012) to offer a more self-critical perspective on quality in the College in preparation for the next one. The outcomes have provided us with this, and thus have added a meaningful element to the current Institutional Self-Evaluation Report (ISER), of which this is a supplement.

### Overall Findings

The findings reflect the complexity of the organisation, its varied activities and the heterogeneity of the staff. Responses to the scale-based questions present a mostly moderate perspective on the perceived effectiveness of Trinity in matters of quality. In addition, the open-ended questions have been used by participants to provide both critical and constructive commentary. In regard to the four aspects addressed in the survey, the following conclusions can be drawn:

- **Care for Quality** was evident in responses throughout the survey. In addition, a majority expressed confidence in their ability to improve quality, although it must be noted that about one in five considered themselves not confident and just over a quarter was unsure of where responsibility lay for quality. Obstacles mentioned were expressed mainly in the form of aspects not in the control of staff, such as limitations to resources and available time. Professional roles and committee membership within Trinity were seen by many as contributing to their approach to assuring quality in their role or work area.
- Systems and mechanisms of **Quality Assurance** at *College-level* were considered moderately effective; somewhat more so in regard to *Teaching and Learning, Research* and the *Student Experience*, and less so in *Administrative* matters. Also, *College* was considered moderately effective at devolving quality assurance to local levels, but somewhat underdeveloped in its implementation and updating of measures. Educational Quality Assurance at *Work Area/School/Unit-level* is clearly recognised. Effective communication, the use of student and teaching staff feedback, and responsive measures are highlighted. Nonetheless, there was lack of unanimity on the issue of responsibility for local quality assurance. Many participants considered it to lie in the hands of people in key positions rather than in that of all staff.
- **Quality Culture** was considered by many in a positive fashion: 'Strong, proactive, mindful, and conscientious', 'progressive and developmental', 'embedded into the activities of the University' and 'rapidly evolving towards high international standards'. However, a majority of responses highlighted a critical note: 'segmented', 'applied inconsistently', 'bureaucratic', 'burdensome', 'tick box', 'dependent on individuals' and 'lacking buy-in from all'. This is a signal that there is no unified perspective on Quality Culture within Trinity. We expound on this finding further below.
- **Performance Efficiency and Effectiveness** was considered somewhat reduced during the Covid-19 crisis, but perhaps not as much as feared. In more enduring terms, infrastructure for *Research* and *Teaching and Learning* was not generally considered as effective as it could be, with the exception of the Library. Further, while some IT systems were not considered up to the required standard in terms of user interface (e.g. RSS, SITS), others (Email, Office 365) were considered effective in support of the activities of the College. Furthermore, IT systems supporting *Teaching and Learning* (Blackboard and related software) were perceived to be effective.

### The Survey and the Concept of Quality

The response of the staff to the survey suggests that the **concept of quality** is recognised but elements may not always be apparent to all and it may not be shared in optimal fashion. The bottom-up perspective on how to maintain and improve quality of *Teaching* and *Research* may not be well enough understood by those who approach quality from the top-down through College policy, strategies,



systems, rules, and regulations. There are also signs that the reverse is true, in the sense that the quality assurance efforts by *College* are not fully appreciated by all staff. This could conceivably be one of the reasons for the sharp drop-off in participation in the survey after the Demographics section. Staff living by a bottom-up perspective, in which some principles of quality are often implicitly applied, may not have considered survey questions on systems, policy and strategies as relevant to them. While we don't want to speculate too much about other possible causes for the drop-off in response, concerns around anonymity following the detail of demographic questions, the perceived burden of time-investment, or general lack of interest, could have played a role.

Conversely it is evident that those who persisted with the survey were dedicated to the cause of making this self-evaluation a meaningful exercise. Many shared detailed critiques and what they perceived as obstacles to optimising quality within the College. Their efforts to provide elaborate answers to the open questions should be seen as a sign of **commitment to quality** in itself. In particular, the responses highlighting *Teaching and Learning* are a testimony to the presence of a 'lived' quality culture. The detail of the responses, not just as criticism but also in terms of what to change, further suggest that there is not just shared concern, but also an orientation towards seeking improvement among staff.

These findings have provided some important insights. They have also provided us with important questions. What are the differences between how Academics and ATS Staff observe quality in the College? Can we specify the different lenses through which they observe quality assurance? And what are the implications? Is there a need to improve communication with staff around quality? How can all staff come to appreciate their role in care for quality? And in regard to measuring perceptions of 'quality', how can we further develop the survey and optimise response rates in future?

#### Strengths and Limitations of the Survey

In order to better appreciate the extent to which findings from this survey can be applied to the Trinity College staff population, a consideration of strengths and limitations of the survey is presented here.

#### **Strengths:**

- Response rate was significantly higher than the required sample size for this population. Therefore, findings can be used to make generalisations towards the Trinity staff population.
- The sample included representation from all staff groupings in the College.
- The core aspects addressed in the survey (Care for Quality, Quality Assurance System, Organisational Culture, and Performance Effectiveness and Efficiency) have provided a meaningful framework for a self-evaluation of quality in Trinity.
- Detailed responses to the open questions by many participants suggest a committed response to quality and to the survey which adds to the robustness of the findings.

#### **Limitations:**

- Drop-off in response after the Demographics section has reduced the power to make more elaborate comparisons between sub-sections of respondents (specifically Academics and ATS staff).
- Response rates from Academics and ATS staff sample sizes were unequal, and gender proportions were slightly unbalanced.
- The fact that the survey was administered in a period when Covid-19 restrictions had been in place for several months, and College activities were significantly disrupted, will have affected the outcome of the survey.

## 8. Implications and Lessons Learned

### Implications

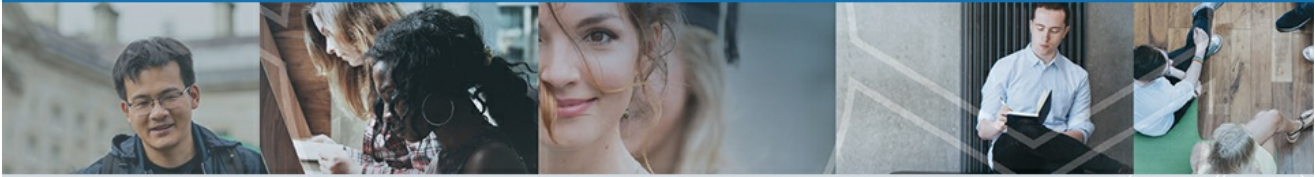
While the results from this survey can conceivably be translated into recommendations, they need first and foremost be considered within the context of the full Institutional Self-Evaluation Report (ISER) of which this report is a supplement. Nonetheless, the following implications for quality in Trinity can be expressed independently:

- The findings suggest a need to communicate explicitly with all staff about the relevance of 'quality' in order to develop a 'shared language' around the concept, perhaps as part of an effort to bring about a broader culture change in this respect. The perception among a segment of staff that Quality Assurance and Quality Culture are top-down concepts that have no bearing on their work may need to be addressed. Likewise, those in College with responsibility for policy, strategies, systems, rules and regulations should recognise the bottom-up quality assurance activities by staff and collaboratively build a shared understanding.
- Responses to the survey have suggested that limitations to infrastructure and resources, and time pressure on staff, impinge on the quality of their performance. The College may want to consider feasible solutions to address this. For example, it will be important to review the use of some IT systems and tools in terms of access, self-service, user interface and integration.
- There may be scope for more frequent reviews of the implementation and fitness-for-purpose of some College-wide measures and policies that affect quality assurance.

### Lessons Learned

The survey has been a meaningful first attempt at measuring quality and quality assurance across Trinity by seeking the perceptions of a wide representation of staff. Its development was organised by the Quality Office assisted and advised by a sub-committee of broad representation. Focus groups and wider consultation have also been effective in shaping the survey. A smaller group (including academics) finally consolidated the design, data analysis, and reporting. En route, lessons have been learned which should benefit further development of the tool and its presentation to participants:

- To increase representativeness of staff in future, more effective sampling frames could be devised.
- To include an additional question on 'job category' in addition to 'job role' to allow additional analysis by subgroup, e.g. clinical, adjunct and fixed term research staff.
- To ensure a sample size that is also sufficient at the level of subgroups, participation needs to be monitored in more detail while the survey is 'live'.
- To revise the phrasing of some questions, before any future administration of this survey.
- IT System questions will benefit from more elaborate consultation with IT Services to better discern what IT Systems are used by different cohorts of staff. A question to address frequency of use of all systems queried, should be included.
- Participant motivation to respond to a survey and acceptable time burden are positively correlated. Therefore, the finetuning of the survey instrument for future use will benefit from ongoing efforts to enhance the extent to which participants consider completing the survey a meaningful contribution to the quality of all activities in the College.
- While this was the first time such a survey was conducted, the rich insights gleaned from it suggest that it should be repeated as part of future self-evaluation processes in Trinity.



## Introduction

For further information/comments please see  
[Institutional Review Website](#)

### About this survey:

Trinity is preparing for an Institutional Quality Review, scheduled from the 18th to the 22nd October 2021, which is required of College under statutory legislation. A team of international experts will visit Trinity to review our policies, procedures, communications and the overall Quality Culture in the University.

### The purpose of this survey is to:

- (i) inform the self-evaluation process taking place in preparation for this review.
- (ii) better understand what each of us in College does to maintain and enhance the quality of our education, research, services and the student experience.
- (iii) assess how effective we consider ourselves in terms of our approach to quality as individuals, as work teams and at College-level.

The survey is anonymous. Demographic questions will only be used to ensure that all sections of staff and faculty are represented.

### Why it is important that you participate in this survey?

In this survey we understand *Quality as actions taken that contribute to the effective and efficient delivery of all activities of the University*. Trinity is a complex institution and there are many different perspectives on what constitutes quality in the University. In the context of the Institutional Quality Review, we need to be able to communicate a cohesive narrative on Quality that takes account of that complexity. Therefore as a member of the College community, your perspective is important and your participation will contribute to a communal self-reflection on what we understand as the Quality Culture in Trinity College Dublin.

### Survey Structure:

This Survey is divided into three sections. You will be asked to respond to a maximum number of 25 questions and the time taken to respond is approximately 15 minutes.

**Section 1:** Demographics.

**Section 2:** Perceptions of Quality at an individual level, as a member of a work team/work area and at a College level.

**Section 3:** Contains questions specific to staff in certain roles, please only answer those questions specific to your role/s e.g. Academics who are involved in Teaching & Learning and/or Research should answer one or both Teaching & Learning and Research question sets (as applicable). Administrative staff who are involved in Research should answer the Research question set and either the Student Facing or Administration question sets depending on their role.

**Data Protection Statement:**

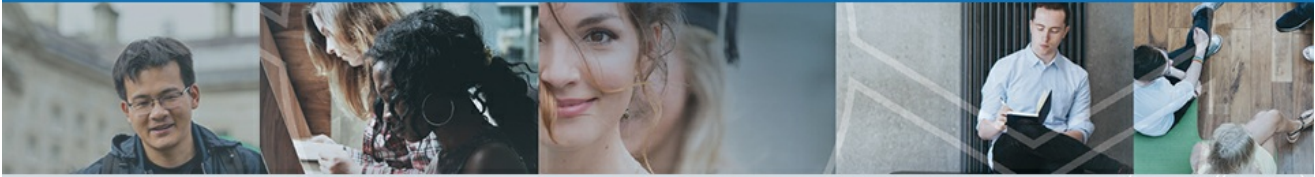
Data collected in this survey:

(i) will be used for stated purposes only: to contribute to the institutional self-reflection process and to inform the Institutional Self Evaluation Report to be provided to the international review team.

(ii) will not be linked to any other data set.

(iii) will be subject to the University's Data Protection policies.

Your consent to continue with the Survey is provided by pressing the Next button to continue with the Survey.



## Section 1: Demographics

*To be completed by all respondents*

### 1. I have worked in Trinity for:

- 1-3 Years
- 4-8 Years
- 9-14 Years
- 15-20 Years
- >20 Years

### 2. I identify as:

- Male
- Non-Binary
- Female
- Other

### 3. Your place of work - please tick either 3.1, 3.2 or 3.3

#### 3.1 I work in a Faculty

- Arts, Humanities and Social Sciences
- Health Sciences
- Engineering, Mathematics and Science

### **3.2 I work in a Corporate Services Division**

- Corporate Services (HR, Estates and Facilities, IT Services, PMO)
- Student Services (Academic Registry, Student Counselling, Health Centre etc.)

### **3.3 I work in**

- Academic Services Division
- Financial Services Division
- Provost Directorate
- Innovation and Enterprise

**4. Please answer either 4.1 or 4.2 below depending on your role**



**4.1 If you are an Academic (Teaching & Learning and Research) please select the position title/s below that describe/s your current administrative role/s.**

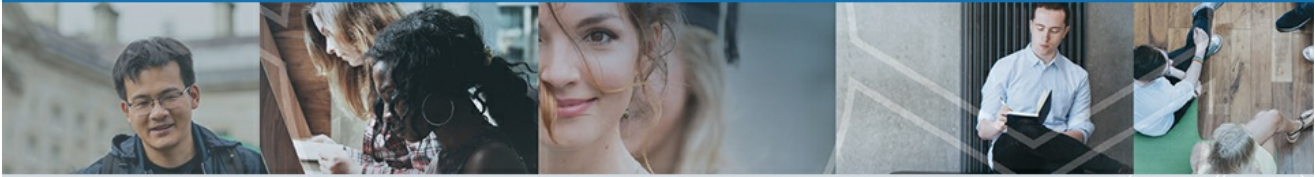
- College Officer
- Annual Officer
- Head of School
- Head of Discipline
- Director Undergraduate Teaching & Learning
- Director Postgraduate Teaching & Learning
- Director of Research
- School Director of Global Relations
- Programme Director
- Course Co-Ordinator
- Year Co-Ordinator
- Module Leader
- Tutor
- Disability Liaison
- Erasmus Co-Ordinator
- Study Abroad Co-Ordinator
- Placement Co-Ordinator
- Research : Principle Investigator
- Research : Director of a Trinity Research Institute
- Academic with no administrative role

Other (please specify)

**4.2 If you are an Administrative, Technical or Support staff member, please select the position title below that best describes your current role.**

- College Officer
- Head of Area
- Director/Manager of Unit
- Team Leader/Supervisor
- Staff Member

Other (please specify)



## Section 2: Perception of Quality

Note: in this section the following terms are used:

**Role** in this context refers to roles in teaching, research, student facing roles and administration.

**Work area** may be a Faculty/ School/ Department Office, Course Office, Trinity Research Institute, Student Service, Administrative Unit.

**Quality Culture** is an organisational culture which contributes to the development of effective and efficient care for the quality of all activities in the university.

### Section 2.1 Your perception of Quality as an individual

**5. This question is designed to gather information on participation in quality at an individual or professional level. Please tick as many that apply to you. If none apply, then tick *not applicable*.**

**5.1 Are you currently a member of a formal committee in College (e.g. School Executive, Teaching and Learning, Risk Management, Health and Safety, Student Life etc.) at:**

- Unit/School level
- Faculty level
- Division level
- College level
- Not applicable

**5.2 Do you currently represent College as a member of a formal committee externally (e.g. Irish Universities Association, Policy Advisory, Government or NGO Body etc.) at:**

- Sector level
- Industry level
- Professional body level
- Not applicable

**5.3 Are you currently engaged in a professional capacity in any of the following roles:**

- External Examiner for programmes/theses outside of Trinity
- Quality reviewer for a professional accreditation body or equivalent
- Member of a professional registration/sectoral level body or association
- Peer reviewer/member of an editorial board for a journal / other publication
- Reviewer of research grant proposals
- Not applicable

Other (please specify)

**5.4 Do you find that your engagement in committees or in any work that you undertake in a professional capacity benefits the approach you bring to quality in your role or work area?**

- Yes
- No
- Not applicable

**6. How confident are you that you can improve effectiveness in your role or work area?**

1 - Not at all  
confident

2

3

4

5 - Highly confident

Please provide a short rationale for your response above.

**7. What obstacles (if any) do you encounter in improving effectiveness in your role or work area?**

**Section 2.2 Your perception of Quality from the perspective of your work area/team.**

**8. How is responsibility for quality assurance and improvement allocated in your work area? Select ONE of the following statements.**

- Is largely dependent on key individuals / positions
- Is increasingly becoming part of the normal work pattern of staff
- Is integrated into the normal work patterns of staff
- It is unclear to me how responsibility for quality assurance and improvement is allocated in my work area

**9. From the perspective of your work area, can you please respond to the statements below:**

	Definitely does not apply	Does not apply	Somewhat applies	Applies	Definitely applies
We have clear and prioritized objectives in my work area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have created local quality processes and procedures based on College-level policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have documented work instructions, standard operating protocols, and forms that support the delivery of our work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We regularly take time to figure out ways to improve our work processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We involve staff, students and stakeholders in unit level planning and improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Schools/units may engage in other external quality processes. If this is the case, please tick those that apply to you. If none apply, skip to the next question.**

- My School's programmes or Unit's activities follow standards set by a Professional Accreditation Body.
- Staff in my School/Unit are required to be members of a Professional Registration Body.
- My work area is *responsible* for implementing a Government/Service/Industry-level Guideline or Code in College e.g. Procurement Framework, Building Codes, Accountancy Standards.
- My work team/Unit is required to comply with a Research Funding Body requirement e.g. SFI, HRB, EU etc.
- My School/Unit participates in the Athena Swan Award process.

Please outline any other form of External Quality Assurance your school/unit participates in?

### Section 2.3 Your perception of Quality at College level

**11 At a College-level, how effective is Trinity at;**

**11.1 Setting strategies/goals that define the quality of our:**

	1 - Highly ineffective	2	3 - Neither effective/ineffective	4	5 - Highly effective	Don't know
Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11.2 Documenting policies and procedures that support the quality of our:**

	1 - Highly ineffective	2	3 - Neither effective/ineffective	4	5 - Highly effective	Don't know
Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**11.3 Communicating to staff, students and stakeholders the strategies, policies and procedures that underpin our:**

	1 - Highly ineffective	2	3 - Neither effective/ineffective	4	5 - Highly effective	Don't know
Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11.4 At a College-level, how effective is Trinity at:**

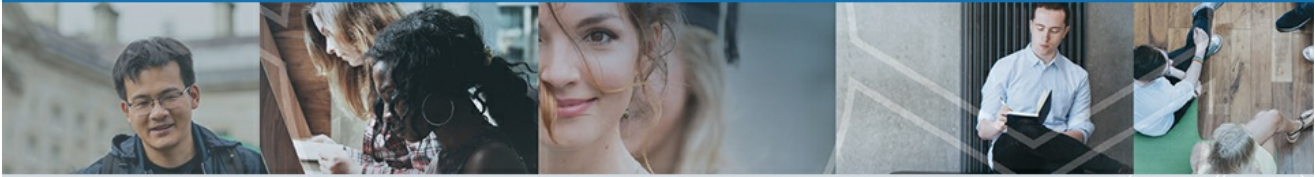
	1 - Highly ineffective	2	3 - Neither effective/ineffective	4	5 - Highly effective	Don't know
Devolving responsibility for implementing and monitoring quality to local level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing systems to monitor and measure quality outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring policies and procedures are regularly updated so they remain fit-for purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. How has the increase in remote (online) working during the Covid-19 crisis impacted the quality of your activities?**

	1 - Negatively	2	3 - Unchanged	4	5 - Positively
Teaching & Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide a short rationale for your response above.

**13. Please complete the following sentence - *I would describe the Quality Culture in Trinity as ...***



## Section 3: Role Specific Questions

14. Are you an Academic teaching and/or supervising students?

- Yes - you will be brought to Q15
- No - you will be brought to Q19



## Teaching & Learning

15. Please rate the extent to which the following statements apply in your School:

	Definitely does not apply	Does not apply	Somewhat applies	Applies	Definitely applies
The assurance of educational quality is considered an important task in my School.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback from teaching staff is sought to inform the further development of modules, courses or programmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is sufficient communication with teaching staff about actions to be taken arising from evaluation activities e.g. external examiner reports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student evaluations are used to inform actions to be taken prior to the next cohort/ next academic session.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific attention is given to ensure the optimal organisation of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsive measures are taken to resolve unexpected issues whenever needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The results of teaching and learning activities are benchmarked against pre-determined standards/ metrics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16 At a programme level the learning resources available to support my Teaching and Supervising are:**

	Poor	Adequate	Good	Very Good	Excellent	Don't know
Learning Spaces e.g. tutorial rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computing Facilities (hardware/software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Resources (hard copy and online)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialist Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

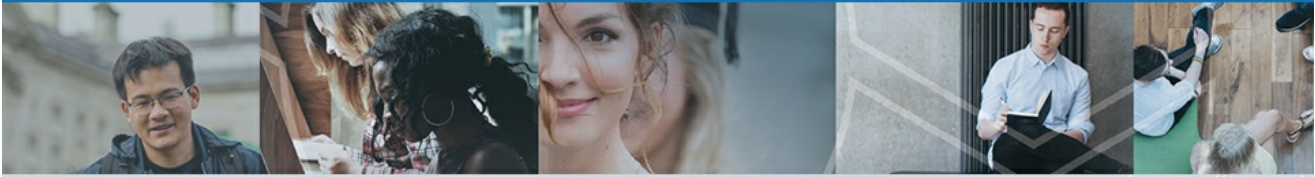
Please provide a short rationale for your response above.

**17. In your opinion how effective are the following College-wide systems in supporting the delivery of Teaching & Learning?**

	1 - Highly ineffective	2	3 - Neither effective/ineffective	4	5 - Highly effective	Don't know
Blackboard Learn+	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard Collaborate Ultra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turnitin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TurningPoint Polling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Panopto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grades Journey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Information Technology System - SITS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central Timetabling System - CMIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

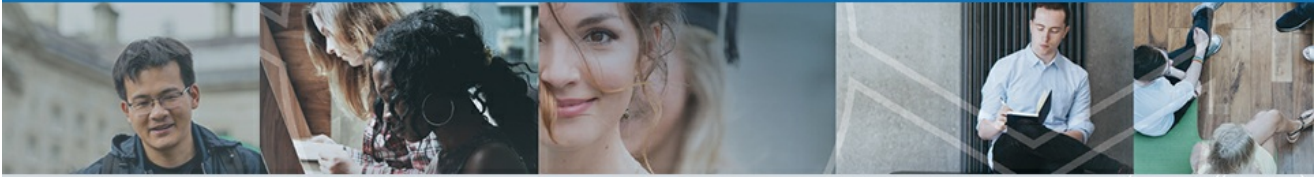
Other (please specify)

**18. Please include any additional comments on the quality of Teaching & Learning in Trinity.**



**19. Do you engage in Research?**

- Yes - you will be brought to Q20
- No - you will be brought to Q24



## Research

**20. Select from the list below the procedures/activities to assure the quality of Research that you have been actively involved with. Tick all that apply.**

- Internal seminars where research projects and ideas are discussed.
- Internal peer review of research projects.
- Pre-checking of research papers to be submitted for publication (journal, monograph, book).
- Pre-checking of grant applications prior to submission.
- External quality review of research activities organised by Trinity.
- External review of research progress organised by funding bodies.
- Preparing statistics on published articles.
- Monitoring the impact of research.
- Key metrics defined for each research group, department or Faculty.

Other (please specify).



**21. The research equipment and infrastructure available to support my Research in Trinity is:**

Poor                      Adequate                      Good                      Very Good                      Excellent

Please provide a short rationale for your response above.

**22. In your opinion how effective are the following systems in supporting Research activities College-wide?**

1 - Highly ineffective      2      3 - Neither effective/ineffective      4      5 - Highly effective      Don't know

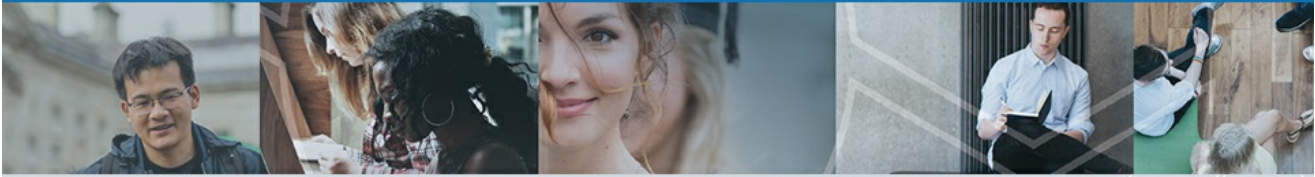
Research Support System (RSS)                                   

Research Application and Award System (RPAMS)                                   

Trinity Access to Research Archive (TARA)                                   

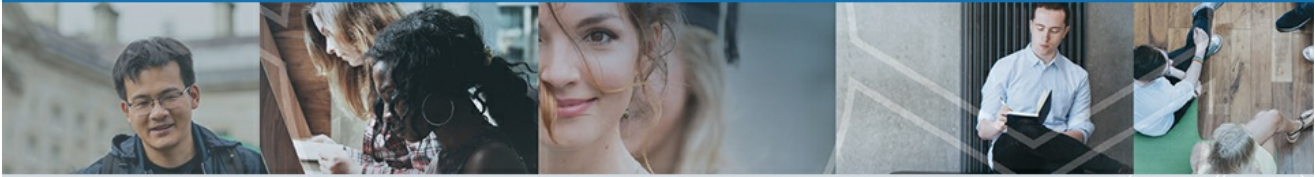
Other (please specify)

**23. Please include any additional comments on the assurance of quality on Research activities in Trinity.**



**24. Are you an Administrative, Technical or Support staff member working in a Student-Facing role - e.g. in School/Course Offices, Academic Registry, Student Services, Library, Global Relations?**

- Yes - you will be brought to Q25
- No - you will be brought to Q29



## Student-Facing Roles

25. Do you use any of the processes below to inform the quality of the student experience?

	Yes	No	Don't know
Staff-Student Liaison Committees (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Focus Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service specific surveys e.g. Careers Service, Student Counselling Service, Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student partnership projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**26. What are the key communication tools you rely on to communicate with students?**

- College email
- Blackboard
- Website
- Social media
- Published materials
- Service desk - individual assistance
- Student representatives on committees
- Staff-student liaison committees
- Project teams that involve students
- Training/workshops provided by my work area (non-credit bearing)

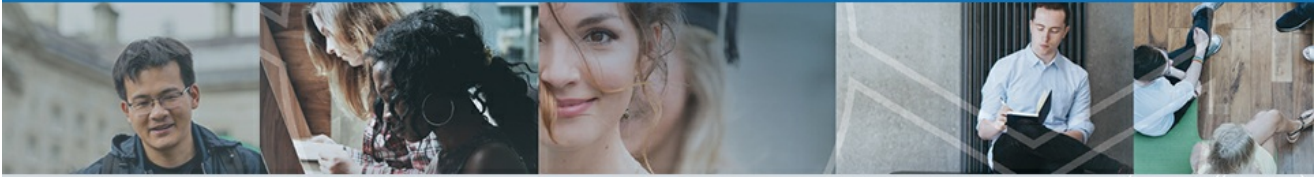
Other (please specify).

**27. How effective do you find the following systems that support the delivery of a quality Student Experience?**

	1 - Highly ineffective	2	3 - Neither effective/ineffective	4	5 - Highly effective	Don't know
College Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Information Technology System (SITS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central Timetabling System (CMIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Management System (e.g. online database access, e-journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

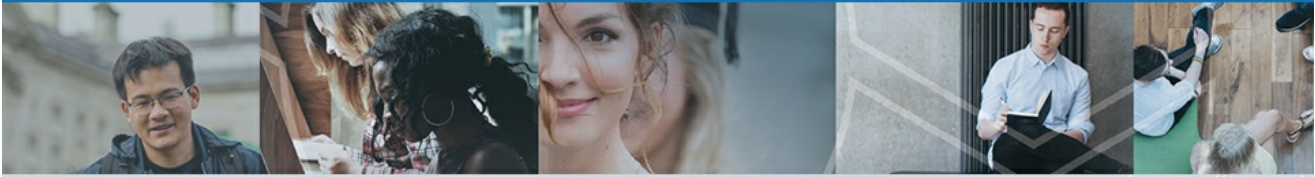
Other (please specify)

**28. Please include any additional comments on the assurance of the quality of the Student Experience in Trinity.**



**29. Are you an Administrative, Technical or Support staff member working in a Non Student-Facing role - e.g. Corporate/Financial Services or in Research or Teaching Administration?**

- Yes - you will be brought to Q30
- No - you will be brought to the end of the survey



## Non Student-Facing Roles

**30. Please select from the following list of College-wide systems/tools that support the delivery of Administration in your role or work area.**

- College Email
- Blackboard
- Core HR
- Financial Information System (FIS)
- Procurement System (iProc)
- Content Management System (WordPress/Dreamweaver)
- Strategic Information Technology System (SITS)
- Central Timetabling System (CMIS)
- Research Support System (RSS)
- Research Applications and Awards Systems (RPAMS)
- Project Management System (PMO)
- Office 365
- Library Management System (e.g. online database access, e-journals)

Other (please specify)

**31. How effective do you find the systems that support the delivery of Administration in your role or work area?**

	1 - Highly ineffective	2	3 - Neither effective/ineffective	4	5 - Highly effective	Don't know
College Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Core HR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Information System (FIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procurement System (iProc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategic Information Technology System (SITS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central Timetabling System (CMIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Support System (RSS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Applications and Awards Systems (RPAMS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management System (PMO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office 365	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content Management System (WordPress/Dreamweaver)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**32. Please include any additional comments on the assurance of the quality of Administration in Trinity.**

**We, the Trinity staff involved in preparing for the Institutional Quality Review, thank you most sincerely for completing this survey. Please click Finish to complete the survey.**





**Trinity College Dublin**  
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The University of Dublin

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**teaching-learning/quality/**



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