



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



**FACULTY OF ARTS, HUMANITIES  
AND SOCIAL SCIENCES**

**DÁMH na nEALAÍÓN, na nDAONNACHTAÍ  
agus na nEOLAÍOCHTAÍ SÓISIALTA**

[tcd.ie/ahss/](https://tcd.ie/ahss/)



STRATEGIC PLAN  
2025 - 2029

PLEAN STRAITÉISEACH  
2025 - 2029



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## MISSION AND VISION PURPOSE, PEOPLE AND PLACE

Trinity College Dublin's mission (2025) has never been clearer: *to provide – and fiercely defend – a pluralist university education, enhanced by research, rooted in academic freedom, enriched by diverse backgrounds and perspectives, and marked by critical thinking.*

Our vision is *to be a university that challenges and serves society, making positive and lasting change through the advancement of knowledge and discovery.*

The Faculty of Arts, Humanities and Social Sciences (AHSS) embraces this mission and vision with conviction. We do so through the distinctive lens of the Arts, Humanities, and Social Sciences, disciplines that continually define, question, and celebrate what it means to be human in an ever-changing world.

*With deep pride in our Faculty's achievements and confidence in our staff and students, I look forward to working together to realise the ambitions of this Strategic Plan over the coming years.*

Prof Carmel O'Sullivan,  
Dean, Faculty of Arts, Humanities and Social Sciences



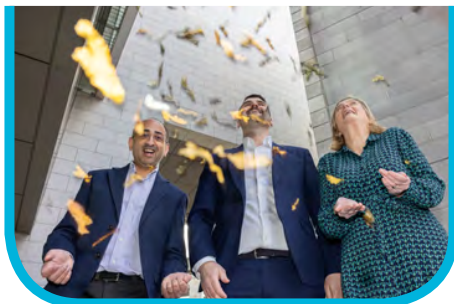
**Human**  
**Collaboration** Communication and sharing  
**Diversity and inclusion**  
**Transparency and relevance**  
**Community and unity** Public voice and cultural leadership  
**Sustainability of resources**



## Our Faculty: A community of people and ideas

In FAHSS, we are united by a shared commitment to being human: to understanding, interpreting, and enhancing the world through diverse forms of inquiry and expression. We are a Faculty where collaboration, communication, diversity, and community are the foundations of excellence; where the public voice of scholarship connects with civic, cultural, and global audiences; and where transparency, relevance, and sustainability guide our decisions and our ambitions.

Over the next four years, we will continue to build capacity, expand our networks, and deepen our connections locally, nationally, and internationally across academic, civic, cultural, and business sectors to inspire and to be inspired. We will continue to learn from, and with, our partners, and to share and apply the results of our research and teaching for public good.



## Context and consultation

This plan is the product of reflection, consultation, and collaboration over the last year. Following the appointment of a new Dean with a five-year term, the Faculty undertook a series of structured engagements to identify priorities and possibilities. These included:

- A Faculty-wide survey in December 2024.
- Findings were presented and discussed at the Faculty Forum (12 December 2024), and further refined through subsequent consultations across the 2024–25 academic year.
- Updates were provided at the Faculty Forum on 29 May 2025.
- A Faculty strategy morning with the Faculty Executive Committee and Heads of Department took place on 4 September 2025, followed by further workshops with an external consultant.
- A draft plan was presented to the Faculty Forum for input on 13 November 2025, and subsequently to the Faculty Executive Committee on Nov 27th. A final draft version was shared with the Provost, before circulation to all Faculty members in December 2025.

This process mirrors the values we espouse: of openness, collegiality, and shared purpose, and ensures that our strategy is both rooted in our community and aligned with the newly launched University Strategic Plan (October 2025).

### Our ambition and direction

In this era of profound global transformation defined by Artificial Intelligence (AI), climate change, geopolitical tensions, digital inequality, and shifts in democratic and social trust, the Arts, Humanities and Social Sciences have never been more vital. The world needs the interpretive, creative, and critical capacities we cultivate: the ability to ask deep questions, to listen across cultures, to analyse and contextualise, to communicate ethically, and to imagine new possibilities for human coexistence.

We stand at a moment when the rise of Generative AI underscores the value of the AHSS in wider conversations about the entangled societal, cultural, and ecological implications of technology. This is a strategic opportunity for our Faculty to dedicate resources to and develop advanced pedagogical support for human and humane ways of learning and knowing. Our approach to AI will be defined by the values that lie at the core of our Faculty's disciplines: Diversity, Sustainability, Inclusivity, and Transparency. As a Faculty, we will become Trinity's centre for critical analysis of AI and we will promote critical AI literacy in research and teaching.

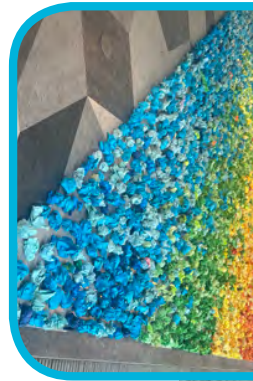
Through the lifetime of this Strategic Plan, we will invest in the professional development of our staff and students, supporting them to develop a comprehensive understanding of AI and other emergent technologies. We will embrace care, curiosity, and creativity as core principles of the AHSS, celebrate human relationships and community, and make new forays into epistemology that allow us to retain and strengthen our identity as a Faculty.



## Our research and networks

Our Faculty's research is internationally recognised for its quality, originality, and social engagement. We are home to numerous European Research Council (ERC) awardees, Irish Research Council Laureates, internationally funded projects, and cutting edge research studies that demonstrate the reach and relevance of AHSS scholarship. We celebrate recent Faculty achievements such as Trinity's and the EU's first ever awarded Erasmus Mundus programme to an applied drama and theatre project (Theatre SPACES, Theatre in Social, Participatory Art, Community and Educational contexts), our incredible success in the North–South HEA research collaboration with QUB, and our expanding partnerships with many EU institutions including the Czech Academy of Sciences and leading global universities.

Such relationships with embassies, businesses, cultural organisations, and philanthropic bodies reinforce our reputation as a go-to Faculty for transformative, ethical, and world-leading scholarship. Over the next four years, we will prioritise and expand our external engagement, seeking new opportunities to secure resources, nurture talent, and extend our influence nationally and internationally.



## Our commitments and values

In a Faculty where human connection and shared endeavour shape every activity, we commit to living the values that thread through our disciplines:

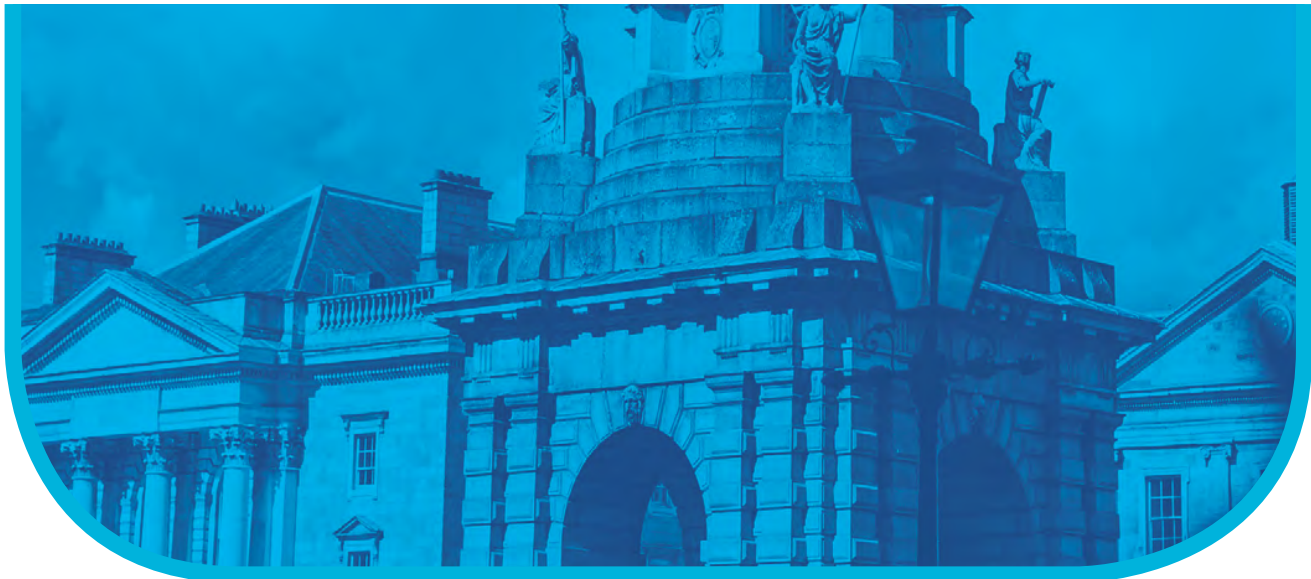
- **Human:** placing people and relationships at the heart of all we do.
- **Collaboration:** fostering cross-disciplinary, cross-sector, and cross-cultural partnerships.
- **Communication and sharing:** ensuring our research and teaching reach diverse audiences in appropriate and innovative formats.
- **Diversity and inclusion:** celebrating multiplicity of voice, background, and perspective.
- **Transparency and relevance:** embedding accountability and responsiveness in our structures and outputs.
- **Community and unity:** strengthening our sense of belonging and shared purpose.
- **Public voice and cultural leadership:** engaging society through scholarship and creativity.
- **Sustainability of resources:** stewarding our people, spaces, and finances responsibly for future generations.

We will continue to build on our Faculty's very high international rankings and its reputation for excellence, aspiring not only to maintain our status but to lead with renewed purpose. In doing so, we reaffirm our conviction that the Arts, Humanities and Social Sciences are essential to understanding and shaping the world, and to realising the full potential of humanity in this transformative age.





# STRATEGIC OBJECTIVES AND EVALUATION FRAMEWORK (2025–2029)



# COMMITMENTS

1

**INTENSIFYING OUR RESEARCH  
AND INTENSIFYING OUR  
INNOVATION, FROM EXCELLENT  
TO OUTSTANDING**

2

**DESIGNING FOR THE FUTURE  
OF TEACHING AND LIFELONG  
LEARNING, EXPANDING  
PARTNERSHIPS AND CREATING  
NEW PATHWAYS**

3

**ENHANCING STUDENT  
BELONGING AND CONNECTION  
IN AN ENGAGED AND HEALTHY  
UNIVERSITY**

6

**ADVANCING OUR DIGITAL  
ESTATE IN SUPPORT OF A  
DYNAMIC AND SUSTAINABLE  
ACADEMIC MISSION**

4

**CREATING  
A THRIVING  
WORKPLACE  
WHERE WE  
ALL WORK  
TOGETHER  
TO ACHIEVE  
OUR COMMON  
PURPOSE**

5

**REIMAGINING  
OUR  
PHYSICAL  
ESTATE  
THROUGH  
RETROFIT, RE-  
FURNISHMENT  
AND SHARING  
PRACTICES**

# COMMITMENT ONE

INTENSIFYING OUR RESEARCH AND  
INTENSIFYING OUR INNOVATION, FROM  
EXCELLENT TO OUTSTANDING



## FAHSS context and actions

FAHSS builds upon an exceptional research legacy, with world-leading expertise across its twelve schools and twenty-two disciplines. Our Faculty has shaped global understanding in the Arts, Humanities, and Social Sciences, consistently ranking among the strongest internationally. Over the lifetime of this plan, we will intensify the quality, reach, and visibility of our research, moving from excellent to outstanding.

To achieve this, we will strengthen supports at every level, from the Faculty Office supporting Schools and Departments, Schools supporting one another through interdisciplinary collaboration, and researchers across AHSS sharing knowledge and mentoring colleagues.

The Faculty Research Committee, unique to FAHSS within the University, will work closely with the Dean of AHSS, the Dean of Research and the Associate Dean of Research to guide the implementation of this objective. This committee will continue to identify opportunities, evaluate progress, and promote best practice across all our disciplines.

## Key actions include:

### Increase Research Output

- **Expand research funding and partnerships:** Increase research income through targeted applications to national and international funders, EU programmes, and philanthropic benefactions, while building strategic partnerships with cultural institutions, civil society organisations, and business partners.
- **Enhance research infrastructure:**
- **Recruit a Faculty Research Programme Officer** to complement the Long Room Hub's existing resources in this area. This post will support activity in the area of Social Sciences, helping colleagues to build TRiSS into a world-class social sciences centre.
- **Recruit a Faculty Research Policy Officer** to connect researchers with public policy, NGOs, and government networks, enhancing the visibility and influence of AHSS scholarship and its impact on societal change.
- **Create a Faculty interdisciplinary research fund** to stimulate collaboration across Schools and with external partners.

- **Increase engagement with the College Research Office**, including inviting Research Office staff to Faculty Fora to provide hands-on guidance, ensuring that supports are practical and accessible to all colleagues.
- **Support innovation and enterprise:** explore AHSS-appropriate partnerships with industry, NGOs, and the cultural sector.
- **Address disparities in research time** by embedding workload models in all Schools to ensure transparency and equity.

### Promote Research outputs

- **Expand research visibility:** Showcase AHSS research through annual events such as the Arts and Humanities Research Festival, exhibitions, podcasts, and digital storytelling.
- **Work in partnership with the College's Communications and Research Offices** to align messaging, amplify impact, and enhance the public profile of AHSS research nationally and internationally.
- **Recruit a Faculty Research Policy Officer** to connect researchers with public policy, NGOs, and government networks, enhancing the visibility and influence of AHSS scholarship and its impact on societal change.



- **Promote open-access and digital scholarship:** Encourage sustainable and ethical dissemination of research outputs through open-access platforms, supporting the visibility of our scholars worldwide.
- **Continue to support the Trinity Long Room Hub and TRiSS** as internationally renowned centres of interdisciplinary excellence.

### Evaluation indicators:

- Annual Faculty research performance review completed and reported to the Faculty Forum (evaluation metrics in line with COARA). This should indicate:
- Growth in research income, grant capture, philanthropic funding and citation impact (where relevant).
- Expansion in interdisciplinary projects and cross-Faculty collaborations.
- Increased number of AHSS led publications, exhibitions, performances, and policy engagements.
- Strengthened partnerships with cultural, civic, and enterprise sectors.
- Positive staff feedback on research supports and workload equity.

# COMMITMENT TWO

DESIGNING FOR THE FUTURE  
OF TEACHING AND LIFELONG  
LEARNING, EXPANDING  
PARTNERSHIPS AND CREATING  
NEW PATHWAYS.



## FAHSS context and actions

With almost 12,200 students, FAHSS represents close to 53% of Trinity’s student body and delivers teaching across a wide range of disciplines, from the creative and interpretive arts to the social and behavioural sciences. We build on a long tradition of teaching excellence and pedagogical innovation, grounded in the humanistic values that define our disciplines. Over the lifetime of this Strategic Plan FAHSS will position itself as a leader in human-centred education that reflects intellectual depth and rigour, characterised by accessibility, innovation, and social purpose. Through collaboration between the Faculty Office, Schools and Departments, Research Centres and Groups, we will deliver education that prepares students not only for employment, but for thoughtful, ethical participation in a rapidly changing world.



## Key actions include:

- **Enhance staff–student ratios:** The Faculty will support Schools to invest in staff recruitment and balanced teaching loads, ensuring that all students benefit from accessible and high-quality engagement.
- **Embed innovation in curriculum design:** Continue to expand micro-credentials, professional development, and stackable modules that enable flexible progression and lifelong learning. Explore Further Education entry routes to courses to widen participation and social mobility.
- **Continue to broaden outreach** through new partnerships with libraries, cultural organisations, local authorities, and NGOs, connecting university expertise with community learning.
- **Expand community and school outreach:** Build on successful Faculty initiatives bringing the arts, humanities and social sciences into schools and community spaces, such as Career LEAP (which supports young people from the inner city facing significant barriers to accessing education and employment), Unit 18 (where staff and students collaborate with community groups in Trinity East), and Transition Year projects in schools and local communities (e.g., Tallaght).

- **Explore opportunities for lifelong learning and professional education** through short courses and public lectures, extending Trinity's educational reach to learners at all stages of life.
- **Create spaces for an open-ended and multi-faceted discussion about AI and its implications:** Foster critical AI literacy and develop policies that respect academic freedom and endorse the right to refuse AI-use in teaching and research.
- **Foster postgraduate development:** Work with Schools to use existing and new benefaction funds to provide bursaries for postgraduate taught and research students, supported by business, industry, and philanthropic partnerships.
- **Strengthen student feedback mechanisms** and act on insights to continuously improve the learning experience.
- **Develop Faculty-wide fora for sharing practice and building community among teaching colleagues.** Establish Faculty recognition mechanisms to celebrate innovation and excellence in pedagogy.
- **Encourage programme innovation:** Support Schools in developing new interdisciplinary and socially responsive programmes that push disciplinary boundaries and both respond to and challenge global trends.
- **Expand income generation:** Encourage participation in national funding calls by bodies such as the HEA and Department of Education, transnational education partnerships (e.g., 2+2 or 4+1 programmes), and other strategic growth initiatives for Schools and Departments.



### Evaluation indicators:

- Increased diversity of student pathways and enrolments.
- Number of new programmes and micro-credential offerings.
- Improved staff–student ratios across the Faculty.
- Uptake of Faculty-led training in critical AI literacy.
- Growth in new partnerships established with schools, cultural organisations, industry, and community groups.

# COMMITMENT THREE

ENHANCING STUDENT  
BELONGING AND  
CONNECTION IN AN  
ENGAGED AND HEALTHY  
UNIVERSITY



## FAHSS context and actions

AHSS disciplines are grounded in empathy, understanding, and community. They emphasise collaboration, celebrate diversity of expression, and demonstrate the relevance of humanistic and social inquiry in addressing contemporary social and cultural challenges. The Faculty will ensure that every student, from undergraduate to doctoral level, experiences a sense of connection and purpose within an inclusive academic environment.



## Key actions include:

- **Support our Faculty UG and PG Students' Union Convenors** through regular meetings, improved communications infrastructure, and resources (such as contact lists, meeting rooms, and refreshments).
- **Provide bookable study and social spaces**, including PhD and UG desks in South Leinster Street (on a pilot basis initially), with future extensions to other locations if successful.
- **Continue collaboration with Disability Services**, and the Trinity Centre for Persons with Intellectual Disability (TCPID, in the School of Education), to ensure equitable access for all learners, and provide support to Schools and Departments in implementing inclusive pedagogical practices and accommodations.
- **Strengthen connections, shared learning and interdisciplinary collaboration between students on the main campus and those at off-campus sites**, such as in our Belfast and Rathmines campuses, in the Marino Institute of Education (MIE), and with students attending courses in our two professional conservatoires, The Lir and the Royal Irish Academy of Music (RIAM).

- **Ensure that all students experience a welcoming, multi-cultural, and inclusive Faculty culture**, with particular attention to traditionally marginalised groups.
- **Support Faculty initiatives such as the Traveller and Roma project**, currently being developed in partnership with the Trinity Access Programme, EDI and School of Education, to enhance staff awareness of minority groups and embed inclusive pedagogy and language across AHSS curricula.
- **Increase recognition of student leadership** in Faculty committees, events, and civic engagement projects.
- **Promote public-facing AHSS events that involve students**, showcasing how their learning connects to wider societal issues.
- **Encourage Schools, Departments, and the Faculty Office to work together** to co-create environments where students feel heard, valued, and supported.



### Evaluation indicators:

- Expansion of accessible, bookable student spaces.
- Increased engagement in Faculty-wide student forums.
- Evidence of inclusion and diversity in curriculum and community initiatives.
- Enhanced connections across multi-campus settings.

# COMMITMENT FOUR

CREATING A THRIVING  
WORKPLACE WHERE WE  
ALL WORK TOGETHER TO  
ACHIEVE OUR COMMON  
PURPOSE



## FAHSS context and actions

Our Faculty is a diverse and talented community of over 800 staff. We aim to foster a collegial culture that values wellbeing, equity, and collaboration, ensuring every member of staff feels supported and respected, and where collaboration across Schools and Departments is actively encouraged.



### Key actions include:

- **Strengthen HR partnerships** for efficient recruitment and retention, with a focus on timely appointments.
- **Encourage Schools to implement and actively use workload models** to ensure transparency, equity, and recognition of all academic and administrative responsibilities.
- **Identify opportunities for shared administrative support** across Schools, enabling expertise to be leveraged effectively and creating efficiencies that benefit multiple areas.
- **Clarify policies on leaves of absence** and ensure staff are aware of wellbeing and support services.
- **Continue to enhance the social and cultural environment** in the Faculty through activities such as:
  - Professional Staff Network events
  - Community building activities such as lunches, evening social events, walking groups, cultural and crafting activities (e.g., choirs, charity bake sales, knitting, crochet, art classes).
  - Installation of a piano and other creative wellbeing initiatives to support students and staff, such as the Arts and Workplace Health Programme for operational and facilities staff, being led by the Faculty, in partnership with the COO, HR, Estates & Facilities, Housekeeping, and Catering, offering arts classes to support staff wellbeing and opportunities to engage with different art forms.
- **Encourage suggestions for new wellbeing or social initiatives**, ensuring staff and students feel their voices are heard and valued.

- **Support career progression:** Advocate for professional staff promotions through the College's People Project; ensure transparent JAPC/SAPC review processes.
- **Promote dignity and respect:** Reinforce the use of the College's Dignity, Respect & Consent service and support staff awareness initiatives.
- **Explore leadership training opportunities for Programme Leaders and Heads of Departments** to strengthen management and collaborative skills across the Faculty.
- **Promote professional and academic staff mobility**, including Erasmus and St Sunniva (Bergen) partnership programmes, to support international experience, interdisciplinary collaboration, and professional development.
- **Recognise and celebrate staff achievements**, fostering a sense of community, collegiality, and shared purpose throughout the Faculty.



### Evaluation indicators:

- Number of staff recruited and retained annually, tracked by School and discipline.
- Participation rates in leadership, mobility, and professional development programmes (e.g., Erasmus, Bergen partnership).
- Evidence of succession planning and leadership development for Programme Leaders and Heads of Department.
- Participation in wellbeing, cultural, and development initiatives.
- Percentage of Schools with implemented and reviewed workload models.
- Reports of positive culture, collegiality, workload balance and transparency in Faculty climate surveys.
- Annual update to Faculty Executive Committee and Faculty Forum on workplace initiatives, culture, and wellbeing.

# COMMITMENT FIVE

REIMAGINING  
OUR PHYSICAL  
ESTATE THROUGH  
RETROFIT,  
REFURBISHMENT  
AND SHARING  
PRACTICES



## FAHSS context and actions

FAHSS has a presence in approximately 30 buildings across the Trinity College campus, many of which are historic and not fully fit for purpose for modern teaching, administration, research and collaboration. As the College reimagines its physical estate, FAHSS is committed to ensuring that our spaces reflect the diversity, creativity, and human-centred ethos of our disciplines. We will engage constructively with current and future capital projects, most notably the Trinity Arts Building renewal and the new Law School projects, while also advocating for the improvement, accessibility, and sustainability of all spaces used by the Faculty's twelve Schools, 22 disciplines, 1 research institute, and over 35 research centres and groups.



## Key actions include:

- **Engage fully with the College Space Allocation Process** to ensure FAHSS needs are clearly represented, advocating for equitable access to high-quality, flexible spaces for teaching, research, administration, and collaboration. As part of this:
- Work towards co-locating Schools that are currently dispersed across multiple sites, strengthening collegiality, identity, and operational efficiency.
- Continue to lobby and negotiate for additional and appropriate spaces, for example, Trinity East, underutilised rooms in the Arts Building to provide additional staff and student workspaces, the Banking Hall in Foster Place to create postgraduate and postdoctoral desk spaces.
- Ensure FAHSS requirements are embedded in all major College capital and retrofit projects, particularly the Arts Building Renewal and the new Law School development.
- Advocate for urgent refurbishment of core facilities, such as toilet amenities and accessibility improvements in the Arts Building.
- **Pilot and, where successful, extend bookable desk systems** (e.g., for PhD students in South Leinster Street) to additional postgraduate and undergraduate study spaces.

- **Encourage shared use of study areas** and offices across Schools and Departments to promote efficiency, sustainability, and interdisciplinary connections.
- **Maximise access to College Strategic Funds and other internal funding streams** to support key Faculty projects, including the Beckett Theatre, the Oscar Wilde Centre accessibility improvements, and ongoing maintenance of the Weingreen Museum and enhancement of its role as an academic and public-facing cultural resource.
- **In conjunction with TDA, explore philanthropic and alumni fundraising opportunities** to support infrastructure projects that enrich the learning and research environment.
- **Promote environmental sustainability** across the Faculty's physical estate by encouraging energy efficiency and reduced waste, supporting reuse and repurposing of furniture and equipment, and encouraging Schools to adopt 'green space' practices and engage staff and students in sustainability initiatives.
- **Use Faculty communication channels** to keep staff and students informed of developments, ensuring transparency and a shared sense of ownership in the reimagined FAHSS estate.

## Evaluation Indicators

- Progress in co-location and improved space utilisation.
- Increased staff/student satisfaction with physical environment.
- Delivery of key capital projects within timelines and budgets.
- Number of additional or repurposed spaces secured.
- Delivery of accessibility and facilities upgrades (e.g., toilet refurbishments, mobility access).
- Implementation of bookable desk systems for PhD and UG students, with utilisation rates tracked.
- Percentage of Schools adopting shared study or office space.
- Visible sustainability and accessibility outcomes.
- Incorporation of accessibility and wellbeing features in all new or refurbished spaces.
- Number of Schools adopting sustainable or 'green office' practices.
- Faculty engagement in College sustainability and energy-efficiency initiatives.
- Frequency of Faculty updates to staff and students on estate developments.



# COMMITMENT SIX

ADVANCING OUR  
DIGITAL ESTATE  
IN SUPPORT OF  
A DYNAMIC AND  
SUSTAINABLE  
ACADEMIC MISSION



## FAHSS context and actions

The Faculty will advance the digital transformation of its academic, administrative, and engagement activities in alignment with the College’s Strategic Plan. We aim to ensure that all digital initiatives, from classroom technologies to research infrastructure and communications, enhance creativity, accessibility, and collaboration across our Schools, Departments, Research Centres and Groups. Building on strong traditions of scholarship and innovation, the Faculty will lead in shaping digital practices that enhance learning, research, administration and communication, ensuring that technology amplifies, not replaces our human and creative capacities.



## Key actions include:

- **Conduct a Faculty-wide audit** of digital infrastructure, hardware, and software to identify needs and create efficiencies through shared access and cost-effective licensing.
- **Advocate within College for sustained investment in modern digital infrastructure**, enabling diverse learning formats (hybrid, online, in-person) and supporting inclusive, transformative pedagogies.
- **Work towards ensuring all FAHSS teaching spaces are digitally enabled** ‘plug and play’ classrooms that support hybrid and in-person teaching.
- **Collaborate with the Dean of Students**, the Senior Lecturer and the IT Services Learning Space Group to ensure AHSS learning spaces are prioritised for upgrades.
- **Develop a Faculty Communications Strategy that;**
  - Expands our digital footprint through website updates, podcasts, online exhibitions, and social media features celebrating AHSS achievements.
  - Increases engagement and visitor numbers through a renewed Faculty website that showcases research, events, and student opportunities in an intuitive and accessible way.
  - Strengthens the Faculty’s social media presence, highlighting staff research impact, student stories, and community engagement. (e.g., regular themed content on X/LinkedIn/Instagram, ‘Spotlight on Research’ posts, and short video features).
  - Continues to develop and promote the Faculty SharePoint site as a shared resource hub, ensuring all Schools and staff benefit from centralised, up-to-date information.

- **Support digital scholarship** through training and infrastructure for digital humanities, computational social sciences, and open-access publishing.
- **Make the Faculty of AHSS the centre of Trinity’s critical conversation about AI**, promoting Faculty-led research and reflection that encourages AHSS to shape national and international conversations about digital ethics, creativity, and the human in technology.
- **Harness the full range of AHSS expertise to critically interrogate AI’s evidence base and societal impact**, separating hype from reality, assessing its current and potential effects across social, political, economic, educational, and human dimensions, and producing research, projects, and public engagement that reveal, question, and explore its consequences in tangible, reflective ways.
- **Encourage shared use of software licences** and digital resources across Schools, ensuring cost efficiency and equitable access.
- **Integrate sustainability principles** into all digital practices, prioritising energy-efficient technologies, reduced paper use, and circular approaches to hardware procurement.
- **Create a Faculty Digital Champions Network** to share good practice, pilot innovations, and enhance collaboration across Schools.

Rather than either uncritically embracing or reflexively rejecting AI, FAHSS should position itself as a Faculty that brings critical, creative and humanistic intelligence to its development and use. We reaffirm our commitment to cultivating deep thinking skills in our students and staff, including analytical rigour, ethical reasoning, interpretative sensitivity, imagination and judgement, while also investing in critical AI literacy and pedagogies that support informed and reflective engagement.

By sustaining forms of enquiry that are embodied, dialogic and, where appropriate, deliberately slow, our Faculty can interrogate and shape technological change rather than simply respond to it. Across our Schools and Departments, we are well placed to examine how AI reshapes knowledge, creativity, labour and culture, and to ensure that its evolution is informed by humanities, the arts, and social scientific insight.

In a world increasingly influenced by generative technologies, the distinctive thinking fostered by an AHSS education becomes not less but more valuable. We therefore seek to strengthen, not dilute, this differentiated identity. At the same time, we will uphold rigorous academic standards, ensuring that assessment practices continue to evidence the capabilities, understanding and intellectual growth of our students. In doing so, we affirm our responsibility to our students, our disciplines, our partners and wider society to ensure that technological innovation serves human learning and human flourishing.



## Evaluation indicators

- Percentage of digitally enabled teaching spaces.
- Completion and implementation of Faculty IT audit recommendations.
- Completion and dissemination of Faculty guidance on AI in teaching and research, aligned with College policy.
- Evidence of AHSS contributions to College or national discussions on AI, ethics, and digital culture.
- Growth in Faculty web traffic, social media engagement, and media mentions.
- Number of digital humanities or AI-related research initiatives.
- Volume of AHSS research outputs disseminated via open-access or digital repositories.
- Frequency of digital campaigns highlighting Faculty research, events, and impact stories.
- Evidence of sustainable, collaborative digital practices across Schools.
- Cost savings achieved through collective software licensing or resource sharing across Schools.
- Establishment of a Faculty digital champions network and number of Schools participating.
- Evidence of AHSS led research and projects critically assessing AI's societal impact, with tangible outputs and interdisciplinary engagement.



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The University of Dublin



## CONTACT

Email: [artshss@tcd.ie](mailto:artshss@tcd.ie)

Website: [www.tcd.ie/ahss/](http://www.tcd.ie/ahss/)