



STRIVE

School of Histories
and Humanities
Strategic Plan

2026-2031



1 INTRODUCTION

We are a multidisciplinary School made up of colleagues who share an interest in the human past, whether that is in History, Classics, or the History of Art and Architecture. We are united by our belief that the more we know about different contexts, peoples and environments, both in the present and the future, the better we will understand and respond to the challenges of the world around us.



With more than 80 staff and 1,200 students across our undergraduate and postgraduate programmes, we always strive to foster a collegial environment, where every member of our community of scholars feels inspired and is enabled to contribute to the best of their ability to society and the world around us. We are increasingly an international School, in terms of our students and staff, our research and teaching, and our partnerships and collaborations. We believe in a culture of care and respect, with decisions taken collectively in a transparent way.

Our School is a core component of the Trinity Long Room Hub, Trinity's Arts and Humanities Research Institute, and we work closely with it on research applications, seminars, major projects and public engagement. We also host eight research centres: The Irish Art Research Centre (TRIARC); Trinity Medieval History Research Centre; Centre for Early Modern History; Trinity Centre for Environmental Humanities; the Centre for Modern and Contemporary Irish History; the Trinity Centre for International History; Centre for Women's, Gender and Sexuality Studies; and the Centre for Mediterranean and Near Eastern Studies. In addition, we are closely involved with, and support the work of, the Trinity Centre for the Book, and have input into the Trinity Centre for Asian Studies. As a multidisciplinary School, we collaborate with colleagues across other Schools and institutions, and benefit from working with researchers in other areas and fields.

We believe in academic freedom, creative and ethical research, and teaching which improves our shared world. In this way, our community of scholars, students, administrative staff, academic staff and alumni, work together to help deliver a shared academic mission.

We are committed to delivering an education that is research-led and student-centred, so that our graduates can thrive in diverse future roles. Together we form part of a global community of scholarship and research that explores and expands our understanding of History, Classics, and History of Art and Architecture, and how these subjects enrich the wider world.



2 MESSAGE FROM HEAD OF SCHOOL

I am delighted to introduce **STRIVE: The School of Histories and Humanities Strategic Plan 2026–2031**, our collective vision for the future, shaped by excellence, creativity, and a deep commitment to public engagement. STRIVE charts an ambitious path forward, confirming our belief in the power of the Humanities to inspire change.

At its core, STRIVE is about people. Our students' curiosity and drive underpins everything we do. Our academic, professional, and administrative staff bring expertise, imagination, and commitment to our shared mission. Our alumni and partners extend our impact far beyond Trinity, connecting us to exciting new possibilities. Together, we form a dynamic, inclusive community.

Our School thrives on innovation and collaboration. Across the three constituent disciplines - History, Classics, and History of Art and Architecture - and through our eight research centres, we advance new thinking and creative practice. Over the next five years, we will strengthen research excellence, champion inclusive and inspiring teaching, and expand partnerships with cultural and civic institutions. We will harness digital innovation and emerging technologies responsibly, ensuring they enhance our scholarship and reflect our values.

Our guiding principles - collegiality, innovation, responsibility, engagement, excellence, and inclusivity - define who we are and how we work. STRIVE reaffirms our purpose: to nurture creativity and critical inquiry, to lead with integrity, and to ensure the Humanities continue to shape a more thoughtful, just, and connected world.

Professor Micheál Ó Siochrú,
Head of the School of Histories and Humanities





3 MISSION, VISION and VALUES




MISSION

We are a community of scholars who share Trinity's 'restless ambition' to serve the public good, through our teaching, our research, and our public engagement.¹ Comprising the disciplines of History, Classics, and History of Art and Architecture, we believe in excellence in education and research, critical and independent thinking, the championing of academic freedom, and equality, diversity and inclusion.

In this community of scholars, we create a collegial environment where students and staff feel valued and empowered, and where everyone's voice is heard.

We see it as our mission to be always imagining, always asking new questions, as we strive to inspire future generations.



VISION

We are a multidisciplinary School, connected by our common interest in the past, its representations and its relationships to the present, and united by a shared vision of excellence. We believe in innovation and public engagement and seek to further enhance how we are recognised both nationally and internationally for the quality of our teaching and research.



VALUES

Collegiality

Innovation

Responsibility

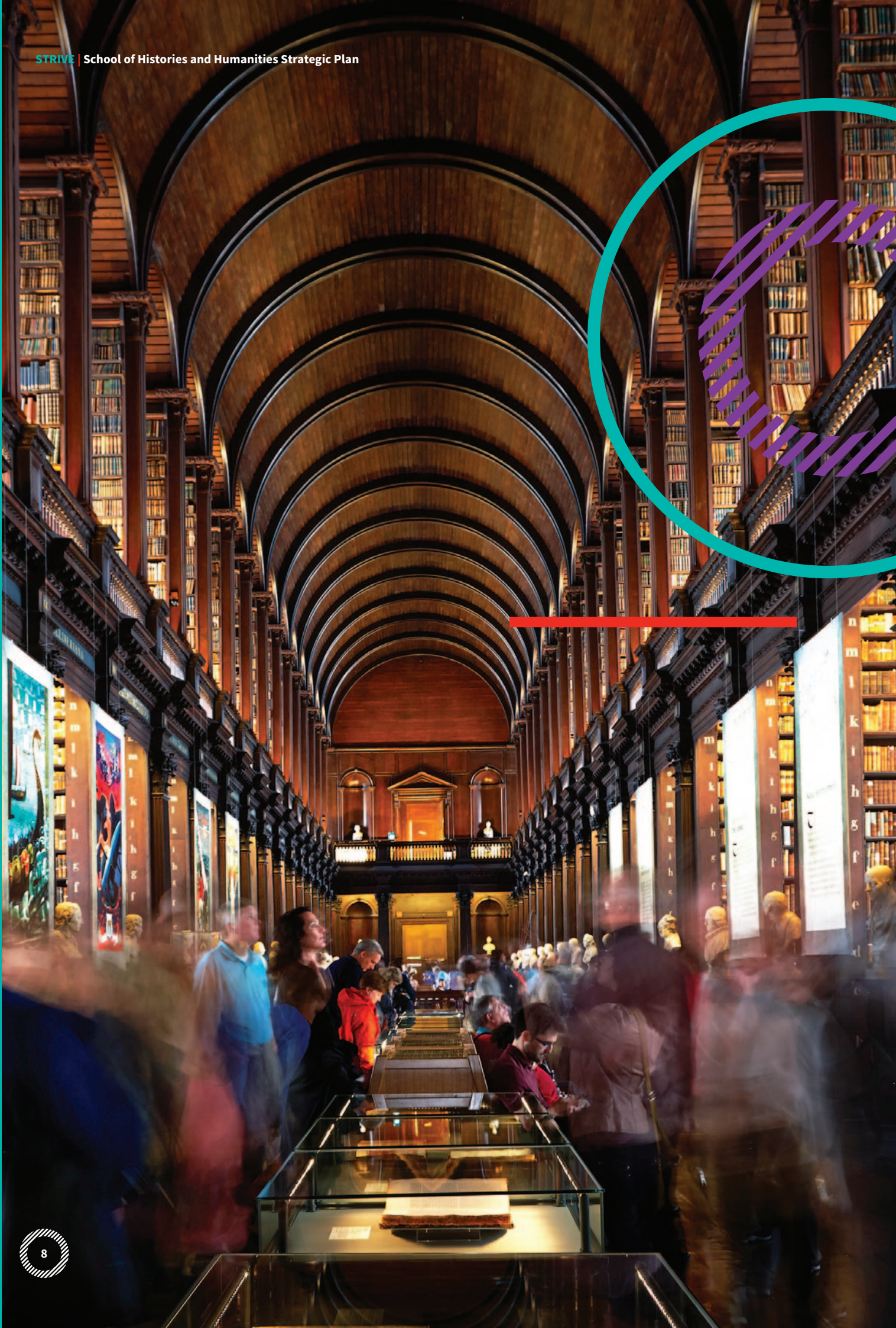
Engagement

Excellence

Inclusivity

¹ THRIVE, Trinity College Dublin, Strategic Plan, 2025-2030. <https://strategy.tcd.ie/>.





4 ABOUT OUR SCHOOL

The School of Histories and Humanities was established in 2005-06 as a multidisciplinary School, as part of a major academic restructuring at Trinity College Dublin. It brings together the Departments of History, Classics, and History of Art and Architecture, alongside 8 research centres that are an integral part of the life of our School. We believe in taking an imaginative interdisciplinary and multidisciplinary approach to education and research in the Humanities.

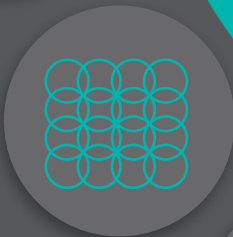
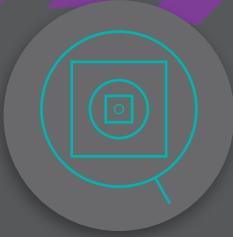
At the heart of our School is our administrative and academic staff who work together to provide a world-class learning experience for our undergraduate, postgraduate and extramural students. Our students are the lifeblood of our School, and each year bring new ideas and fresh insights. This, in turn, inspires greater creativity in what we do. Teaching in this community of scholars ranges from undergraduate and postgraduate programmes to providing extramural and lifelong learning opportunities.

Since its formation, our School has become an internationally respected centre of excellence, and this is recognised in subject peer-reviews and other external evaluations. With a strong commitment to equity, equality, diversity, and inclusion (EEDI), our mission, vision and values align with *Thrive*, Trinity's new Strategic Plan 2025-2030. This commitment is reflected across the curriculum, and we were delighted to receive a Bronze Athena Swan Award in March 2021, and a renewal award in 2025.

Research excellence is a core strength of our School reflected in the field-changing research that all colleagues produce, which shapes our research-led teaching, and which can lead to major international and national awards, peer-reviewed publications, and collaborations with cultural institutions and external bodies. Our research outputs range from Advanced ERC grants, Advanced Research Ireland Laureates, Research Ireland (previously IRC-SFI) Pathway Awards, to presentations at major international conferences and the publication of high-calibre monographs, book chapters and articles.

Teaching excellence is another core strength. We continue to find new ways to connect our students directly with our cutting-edge scholarship. Thanks to a continuous process of curriculum review and renewal, most recently as part of the Trinity Education Project (TEP), we ensure that our programmes are responsive to contemporary global challenges and the diverse perspectives that enrich our disciplines. In this way we foster critical thinking and engagement across our disciplines.

Our School is also home to two nationally focussed research projects which integrate the Humanities and technology to transformative effect. The Virtual Record Treasury of Ireland (VRTI) re-imagines and reconstructs through digital technologies the Public Record Office of Ireland, a magnificent archive destroyed at the outset of the Civil War in 1922. We also lead on Trinity's Colonial Legacies Project, which contextualises and historicises the university's deep links to colonialism both in Ireland and abroad from the College's foundation in 1592 through to the late twentieth century, revealing how our research of the past plays a key role in building a fairer future.



Professor Lorraine Leeson
(Associate Vice Provost for
Equality, Diversity and Inclusion)
Professor Timothy Stott,
Professor Christine Morris, and
the Provost, Dr. Linda Doyle, at
the presentation of the Athena
Swan award.

6 ACTIONS



Chapter 1: A Community of Scholars

1.1. Celebrate excellence and everyday contribution

We will celebrate achievements across teaching, research, public service and public engagement, recognising the exceptional contributions made by colleagues across so many different areas, both in the academic and administrative areas.

1.2. Improve induction and mentoring practices.

Building on current practices, we will enhance our existing School-level orientation sessions for new staff and postdoctoral researchers. These sessions will include introductions to the School's culture and mentoring structures.

1.3. Encourage the greater use of Irish.

Recognising the value, status and significance of the Irish language, we will encourage a greater use of Irish where possible, both in the academic and professional spheres.

1.4. Diversify the Student Profile.

We will work to attract a broader range of learners by developing flexible, modular CPD programmes, and will enable re-engagement with learners at multiple life stages.





Chapter 2: Growing the Community – Widening Access, Participation and Inclusion

2.1. Make inclusive practice in teaching and student experience mainstream.

We will continue to diversify our curriculum, promoting global perspectives and ensuring that unrepresented voices are heard, as we build an inclusive learning environment.

2.2. Deepen engagement with the Trinity Access Programmes (TAP) and non-traditional entry routes.

We will continue to work closely with TAP to support students through their academic journey and ensure that their experiences inform what we do.

2.3. Establish greater supports for lifelong learners.

Aligning with College programmes, we will develop supports for our lifelong learners.

2.4. Advocate for greater supports to promote and underpin these principles.

We will be a champion at College-level for greater understanding, and greater supports for students who need them.

Chapter 3: An Equal and Diverse Community

3.1. Implement and monitor our Athena Swan Renewal Action Plan.

Our School has a focused 5-year action plan to address issues such as gender equality, professional development (including support for professional staff), career progression, flexible work, and student support with a view to building an inclusive culture.

3.2. Strengthen the support for professional staff.

In the face of existing barriers to promotion and advancement, we will continue to lobby at Faculty and College level for the reintroduction of promotion pathways for our professional staff. In addition, we will continue to find new ways to best support our professional staff in their work environment, recognising their vital contribution to the successful functioning of the School.

3.3. Strategic hires to expand our range of academic expertise.

We will seek to recruit in key academic areas in each of the three disciplines – the history of Northern Ireland and the Middle East (History); Greek language and culture (Classics), Modern Irish art (History of Art and Architecture) – to expand our teaching and research capabilities.

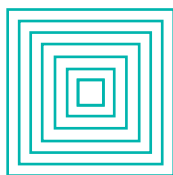
3.4. Promote inclusive recruitment and progression.

We will continue to ensure that all appointments reflect our EEDI values and are made in full compliance with the College requirements of fair process, including the mandatory training for search and interview panels in unconscious bias and inclusive hiring practices.

3.5. Build confidence in dignity and respect processes.

We will publicise the Dignity, Respect and Consent Service, and strongly encourage training on inclusive leadership, further promote our existing School specific code for meetings and interactions, as well as encourage greater mentoring and collegiality.





Chapter 4: Teaching and Learning for the Future

4.1. Continue to embed research-led teaching and critical enquiry.

To foster active learning and independent thinking, we will continue to ensure that our cutting-edge research is embedded in our teaching at all levels.

4.2. Diversify the curriculum.

Following on from the work of the Trinity Education Project, as individual disciplines we will continuously review undergraduate and postgraduate curriculums across the School and identify opportunities to diversify.

4.3. Develop a framework for lifelong learning and CPD.

We will identify opportunities to expand our excellent current provision of extramural and CPD offerings (thanks to the work of our Extramural and Semester Start-Up Administrator) and to explore the potential to offer more flexible learning options.

4.4. Strengthen academic skills and career preparation.

Working with the Trinity Careers Service and Student Services, we will develop new supports for students transitioning into and out of academic study.

4.5. Champion inclusive assessment and feedback.

In conjunction with the DisAbility Service, and consultations with students, we will continue to review assessment practices and pilot more diverse forms of assessment, while maintaining the highest academic standards.

4.6. Continue to support and nurture our research student community.

We will continue our support of PhD students through the annual review process and thesis committees. We will seek better provision of research space for them and expand our efforts to integrate them into the research community. We will continue to offer them opportunities and training for teaching for career development and supplementary income, while supporting them to prioritise their own research. We will fundraise with the aim of offering PhD scholarships to support the next generation of scholars.





Chapter 5: Research Excellence and Impact

5.1. Promote the intrinsic value of our research.

Continue to promote, articulate and demonstrate the intrinsic value of our research. Collaborate and engage with our Faculty, the Trinity Long Room Hub, and the Irish Humanities Alliance to actively tell the story of how our research enriches and expands the wider world.

5.2. Expand definitions of research and research impact.

To align with Trinity's greater impact agenda, we will ensure that a broader definition of research impact is understood, recognised and valued, including academic, public, cultural and other contributions. We will also share how we contribute to a more critical society through the transferable skills we develop, and in this way we provide a crucial service to our society and the wider world.

5.3. Campaign for greater Library resources.

The Library is our most precious resource. Recognising ongoing funding challenges, we will continue to champion the work of the Library and press for greater investment.

5.4. Support new staff and early-career researchers through peer-support.

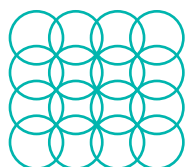
We will formalise opportunities for new staff and postdoctoral fellows to be mentored across the School, in addition to the formal probation process run by Human Resources.

5.5. Expand internal support for research grant applications.

Building on the School's track record for obtaining external funding, the School will work with the Trinity Long Room Hub and the Trinity Research Office to develop peer support structures for research applications.



Dr. Peter Crooks, Virtual Record Treasury of Ireland, with the Provost, Dr. Linda Doyle, and the Taoiseach, Micheál Martin.



Chapter 6: Public Engagement

6.1. Champion the value of Histories and Humanities.

We will publicly articulate the value of the Arts and Humanities in general, and our various disciplines in particular, at a policy level and on the national and international stage.

6.2. Support staff to build sustainable external partnerships.

The School will provide guidance on creating new partnerships with museums, schools, heritage organisations, and civic society.

6.3. Strengthen our digital presence.

To amplify our research and public engagement, we will improve the visibility of our public-facing activities on our website and social media channels. We will also explore new ways to reach audiences.

6.4. Fundraise for new posts to enhance public engagement.

In our multidisciplinary School there are different ways we can engage with the public and transmit the value of what we do. Working with Trinity Development & Alumni (TDA), we will fundraise for new staff in each of our areas, to help deliver on our ambitions.



Chapter 7: Sustainability and Responsibility

7.1. Continue to embed sustainability themes across our curriculum.

We offer modules and undertake research that explores social justice, resources, environmental ethics, ecologies, histories of climate change, environmental art and design, visual culture and design, the Anthropocene, the shift in thinking about human-animal relations, and human-world relations, motivations and behaviour. We will build on these by developing new content across our modules, aligning with the UN Sustainable Development Goals and other pathways towards a sustainable and flourishing future.

7.2. Promote sustainable work and study practices.

We will embed sustainable practices in our daily work. This will include supporting cycling and public transport and discouraging single-use plastics in the School.

7.3. Celebrate and share sustainability initiatives.

We will showcase and celebrate student projects, research contributions, organisational improvements, or public engagements in the area of sustainability, fostering a culture of environmental and ethical responsibility.

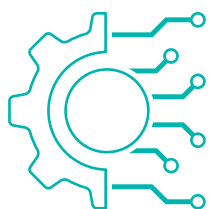
7.4. Reframe perceptions of Environmental Humanities.

The Humanities are crucial for conversations about the environment. We will reframe how Environmental Humanities is understood in College and externally and demonstrate the vital contribution our disciplines make to providing critical analytical frameworks crucial to understanding and addressing the intertwined climate and biodiversity emergencies.





Dr Ciarán Wallace, Virtual Record Treasury of Ireland, with the Provost, Dr. Linda Doyle, receiving the Trinity Civic Engagement Award (2026).



Chapter 8: Innovation and Digital Transformation

8.1. Foster digital ethics and critical engagement.

As technology such as generative AI becomes more prominent, we will engage in critical conversations about its implications for research, teaching and society and the environment. We will work with the Trinity Long Room Hub and draw on our disciplinary expertise and contribute to debates about digital ethics, as well as AI and authorship.

8.2. Expand digital teaching and learning capacity.

Working with the new Laidlaw Library, Trinity's first stand-alone digital library, we will encourage staff to integrate appropriate digital tools into their pedagogy.

8.3. Advance digital humanities.

Our School will build on our strengths in digital scholarship by supporting new grant applications and creating opportunities for undergraduate and postgraduate students to develop technical and critical digital skills.

8.4. Improve the School's digital presence and discoverability.

We will enhance the School website, within College guidelines, as we strive to engage and expand our community. We will continue to share regular updates and features on our social media.

Conclusion

Over the next five years, through the implementation of this Strategic Plan, we will strive to further strengthen a School where learning, teaching, research and collaboration continue to flourish. Our various School Committees will work to implement this plan, developing a range of specific policies to ensure that actions are fully realised. By celebrating our achievements, nurturing inclusive communities of scholarship, and developing more sustainable and innovative practices, we seek to ensure that being part of our School enriches every member of our community of scholars and helps us to contribute meaningfully to Ireland and the wider world.



