A record of the main speeches given by the

Provost of Trinity College Dublin,

Dr

Patrick J Prendergast

Academic Year 2013 - 2014
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Sunday, 11th August 2013

**Parnell Summer School**

*Avondale House, Rathdrum, Co Wicklow*

Good afternoon,

It’s a very great pleasure to be here this afternoon, in front of this beautiful house, to launch the Parnell Summer School. I thank the President of the Society, Donal McCartney, the academic director Felix Larkin, and the other organisers for inviting me.

Like, I am sure, every university in the country, Parnell features strongly on Trinity curricula – on the history curriculum of course, but also on the politics curriculum, and on the literature curriculum via Yeats and Joyce. Every educated person must know something of this towering figure; through him we evaluate the political, social and cultural history of late 19th century and early 20th century Ireland.

Parnell was not of course a Trinity man – although I learned recently that he did benefit from a Trinity tutor in 1864 when he took grinds before going to Magdalene College in Cambridge. His tutor was the classicist, J.G. Meyer, famous for his humour and his digressions. He found Parnell a “thoroughly gentlemanly and intelligent pupil” – an assessment apparently more positive than most of Parnell’s Cambridge tutors.†

I was gratified to learn that the young Charles Stewart Parnell trod our cobbles, and that there was a long Parnell family tradition of attending Trinity. His grandfather, Sir John Parnell was a Trinity graduate who rose to be Chancellor of the Exchequer in 1785, but was fired from his post for opposing the Act of Union. And it was the Trinity Fellow John Galbraith who initiated Parnell’s public life by proposing him for membership of the Home Rule League in 1874.

But probably the most significant Trinity-Parnell connection comes from the contribution of our historians, and graduates, to Parnell scholarship. Writing in the Garden Room of the Provost’s House, the great F.S.L. Lyons completed his seminal biography in 1977, three years into his term as Provost – an achievement which fills me with some awe, I must admit, now that I know the demands of provostship!

Lyons’ brilliant student, Roy Foster, published, at the young age of 27, *Charles Stewart Parnell, the Man and his Family*. And previous to this, our distinguished graduate, Conor Cruise O’Brien, published in 1957, *Parnell*

† Recounted by Alice Milligan in review of Barry O’Brien’s biography in Shan Van Vocht. 2 Jan 1899.
and his Party. This legacy has meant a kind of ‘special relationship’ between Trinity and Parnell scholarship, and it’s in this context that I’m proud, as Provost, to open this Summer School.

One of the School’s aims is to explore the relevance of Parnell and his politics to contemporary Ireland - hence the theme this commemorative year: ‘John F. Kennedy and the Irish-American connection’.

This fascinating theme relates to Parnell in an obvious historical sense because Parnell’s political genius – a genius for ‘balancing’ as F.S.L. Lyons calls it – was to connect Irish-America into parliamentary politics, and maintain that connection.

But the theme also relates, in a broader sense, because it touches on issues of civic duty, of human rights, of peace studies, and of public attitudes to private morality, all of which concern both Kennedy and Parnell, and which will be the subjects of papers and panel discussions this week.

Tomorrow, a Trinity academic, Patrick Claffey will discuss human rights. Dr Claffey is from our Department of Religions and Theology. Parnell scholarship is extending beyond its traditional disciplines of history, politics, and literature. Because Parnell’s life and work is so significant, it can be brought to bear on different areas such as law, philosophy, and religion.

In Trinity we favour this kind of interdisciplinarity, because we have seen that some of the most exciting scholarship takes place at the interface between disciplines. I’m delighted that expertise on Parnell’s history and politics will feed into other areas in humanities and law, as we seek to explore the full measure of the man and his legacy.

* * *

When John F. Kennedy addressed Dáil Éireann in June 1963, he referred to Parnell addressing the American Congress in 1880 on the cause of Irish freedom, and he referred to Parnell’s American grandfather, Commodore Charles Stewart. He made explicit the many links between the two countries.

When Kennedy received his honorary degrees from the NUI and from Trinity – which he did simultaneously in a ceremony in Dublin Castle – he chose to talk about education – about Ireland’s deep commitment to education over 2,000 years, and about Ireland’s long conviction, shared with America, that the country would “need educated men and women, when it finally became independent”.

Democracy, said Kennedy,
“is a difficult kind of government. It requires the highest qualities of self-discipline, restraint, a willingness to make sacrifices for the general interest, and it requires knowledge.”

I’m glad that Kennedy put education and knowledge into the requirements for a democracy. Parnell would undoubtedly have agreed – his enemies used to try to dismiss him as uneducated and ignorant, because he was not a brilliant student and never finished his degree, having, as you know, been rusticated from Cambridge for brawling. But Gladstone was fairer and called him “an intellectual phenomenon”, and I like very much the assessment of a French observer on Parnell’s transformation from withdrawn and indifferent speaker to dazzling public figure: “His victory in parliament was, first and above all, a victory over himself”.

A victory over oneself – over one’s weaknesses - is, I believe, one of the great aims of life. And to achieve such a victory, education is key. Among the great privileges – perhaps the greatest - of being an educator is helping and enabling young people to achieve this victory – to overcome their weaknesses, and discover their potential, whether through research and learning, or through student-organised activities like debating, volunteering, and event-management. If a university education is well planned, with sufficient time given to the student in an environment where critical enquiry is valued, then it can indeed be transformative for each individual student.

The ‘victory over oneself’ that Parnell achieved, that Kennedy achieved, can happen through education; it’s an ‘opening out’, which is, of course, the literal definition of ‘e’-ducation, coming as you know from the Latin *ex duco*, to lead out. Once people are opened out they are ready to use their skills and abilities, not only for their own good and advancement, but for the public good as well. This kind of education is key to participatory citizenship in a parliamentary democracy.

John F. Kennedy rightly singled out that aspect of independent Ireland of which we can all be proud - education.

Whatever the failings of the State since 1922, our education system has been, for the most part, very good. It’s not perfect – we would like to see third level education become more fully inclusive – but education is something Ireland still has a strong commitment to, and this is recognised internationally.

We here can all be grateful for this strong commitment. But when it comes to third-level education, the world is now in one of its great transition periods. Huge changes such as online education and the role of university research in economic growth, mean that the role of universities is changing fundamentally. Universities are becoming more important, not less important. We are now seeing the emergence of higher education as a globally traded

* From DIB entry on Parnell by Frank Callanan
and borderless activity - staff, students, and research projects are increasingly switching countries and institutions, going to where the money and expertise is. All this has created wonderful energy and dynamism in the sector. But these are big, radical changes, requiring big, radical responses.

I don’t say we’re responding badly in this country, but my fear is we’re not doing enough to keep up with the pace of change; and with other countries responding so proactively – notably in Asia with strong governmental support and many American universities with established private philanthropy – we risk getting left behind. We risk compromising one of our core assets, education.

This is something I’ve referred to frequently since becoming Provost two years ago. I make no apology for speaking of it again here. A Parnell Summer School, with a focus on JFK, is exactly the place to remind ourselves of what O’Connell, Parnell, and the men of 1916 were fighting for, and what John F. Kennedy’s ancestors emigrated for. It was for the right to control, or shape, one’s own destiny.

When it comes to shaping one’s own destiny, political independence is key - and so is education. Without education, we lack choices - and this has ever been, and is increasingly, the case. Governments must invest in education or else, to re-quote Parnell, they set a boundary on the march of the nation. I urge all of us in the education sector, and in government, to continue this country’s great tradition of education, and to respond generously, imaginatively, and constructively to the great challenges and opportunities in higher education today.

Thank you.
Monday, 12th August 2013

Samuel Beckett Summer School

Long Room, Trinity College

Ambassadors, visiting professors, ladies and gentlemen,

It’s my great pleasure to welcome you to the Samuel Beckett Summer School, one of the most significant events in the Trinity and Dublin calendar.

It’s surprising that this is only the third annual Beckett Summer School – when you consider that we are now in the 54th year of the Yeats Summer School, the 25th year of the Joyce Summer School, and indeed the 23rd year of the Parnell Summer School which I had the pleasure of opening yesterday.

But I’m delighted that we have, if belatedly, woken to the necessity of a Beckett Summer School, and that it is hosted here in Trinity, in his alma mater, and it’s a truly international event.

I welcome the ambassadors and diplomats that are here – I understand from Spain, the Netherlands, and Lithuania for sure, but others as well. And I welcome the visiting professors and the very many visiting students from all over the world, including Canada, the USA, Ghana, Turkey, India, Israel, and China, as well as EU countries. The presence of so many of you is, I think, a tribute to Beckett’s extraordinary international significance.

I thank USIT, the Summer School’s administrator – it seems most fitting that a company dedicated to travel, specifically youth travel, should be involved in this promotion and elucidation of Beckett.

This year for the first time, we have arranged partnership scholarships with six institutions: Reading University in England, Hebrew University in Jerusalem, Antwerp University in Belgium; Emory University in Atlanta, Georgia, Florida State University and the University of Michigan. We are delighted to be partnered with such prestigious universities and we look forward to what this will bring to Beckett Studies.

It will not surprise anyone here to learn that, as Provost, I like to quote Beckett in speeches. It would, indeed, be a dereliction of duty not to celebrate and evoke the wisdom of one of the most remarkable of all our graduates. I particularly cite Beckett when I’m talking about innovation - I like to point out that Trinity incubated two of the most radical innovators the world has ever seen – William Rowan Hamilton in mathematics and Samuel Beckett in the arts.
As a student, Beckett was, in his freshman years, known mainly for his interest in cricket and his habit of silence. He alarmed his tutor, A.A. Luce by his propensity to skip classes, but in his sophister years he found the discipline that suited him – modern languages – and a lecturer who inspired him, the eccentric, avant-garde and charismatic Professor of French, R.B. Rudmose-Brown.

Rudmose-Brown was a profound influence on Beckett - inspiring his lifelong interest in Racine, encouraging him to take study trips to the Continent, and urging him to join the French faculty in Trinity.

I can’t say I’m sorry that Beckett didn’t remain in the French department since his alternate profession was so remarkable, but I’m glad that Trinity spotted his potential and that we can claim him, not only as a Foundation Scholar, but as a lecturer in modern languages.

While Beckett’s genius, like all genius, is unique, idiosyncratic and unquantifiable, I like to think that he imbibed something of the Trinity intellectual ethos. I have three interesting quotes to share with you.

The first quote is: ‘What is mind? No matter. What is matter? Never mind’

The second: ‘Our greatest glory consists not in never failing, but in rising every time we fall.’

And the third: ‘We learn from failure, not from success’.

You could be forgiven for thinking these three quotes are Beckett’s, particularly the first, which captures not just his philosophy but his style of delivery. But in fact, the first quote is from the 18th century philosopher Bishop George Berkeley, the second is from the 18th century playwright, Oliver Goldsmith, and the third is from the 19th century author of Dracula, Bram Stoker.

What they all have in common, along with Beckett - is that all are Trinity alumni. So I like to think that Beckett gained something of his existential, absurdist, and stoical attitude from Trinity. I’m certainly struck that so many Trinity people should have chosen to celebrate failure, and while I may not go so far as to advise our students that failure in their exams doesn’t matter, I do hope to bring them towards the understanding that one can learn from failure. Fail again, fail better.

I look forward to the contribution of this Summer School to Beckett studies, and am particularly pleased that the School of English, the School of Drama, Film, and Music, and the Department of French are all involved. We like our interdisciplinarity in Trinity, and transgressing boundaries is what we in Trinity are about.
I thank all involved in bringing this summer school to fruition, and it's my pleasure now to hand over - to launch this summer school, Beckett's nephew, Edward Beckett.

Edward Beckett embodies not just the genetic link - he is also co-executor of Beckett's estate, and has been instrumental in protecting and enhancing his uncle's great legacy in a way commensurate with his uncle's wishes. This is a most significant role, which Mr Beckett has managed alongside his own career as a noted concert flautist.

I'd like to claim Edward Beckett as another Trinity graduate – however, while he was indeed a freshman here, he abandoned his degree in Engineering to take up a place in the Paris Conservatoire. Since the result was so spectacular – he graduated with first prizes in Flute and Chamber Music – we cannot regret his abandonment of Trinity and engineering, and we are absolutely delighted that he has been able to return today to open this Summer School.

Ladies and gentlemen, I give you Edward Beckett.

* * *

(L-R) Mr Edward Beckett and Provost, Dr Patrick J. Prendergast
Thursday, 5th September 2013

Irish Transport Research Network 4th Annual Conference

MacNeill Theatre, Trinity College

Colleagues, Ladies and Gentlemen,

Welcome to Trinity College for the fourth annual conference of the Irish Transport Research Network.

I’m delighted to be with you this morning for this conference – here in the MacNeill lecture theatre, named after Trinity’s first professor of engineering. I’m an engineer myself – though mechanical, not civil – and as I said on the recent occasion of the launch of a book on Ireland’s Civil Engineering Heritage, I’m someone who has never lost their sense of romance and excitement about travel and transport, whether by bicycle, car, canal, or plane. Transport touches us all. No-one, wherever they live, can remain unaffected by their country’s transport decisions.

I’m also particularly pleased that this year’s conference is focusing on sustainability and urbanism. A few months ago we launched, in Trinity, our nineteen interdisciplinary research themes in areas which address significant challenges facing humanity today, an area where we already have, or are developing, significant expertise – areas like Ageing, Creative Technologies, and Nanoscience.

‘Smart and Sustainable Cities’ has been chosen as one of these research themes. I hope that the findings of this conference will help deepen our understanding of this key research theme.

What characterises our nineteen research themes is that all are interdisciplinary, drawing on the knowledge and expertise of researchers across faculties and disciplines. Interdisciplinarity is also, of course, key to transport. Transport issues involve planners, architects, builders, engineers, economists, designers, computer scientists, meteorologists, tourist boards, climate change experts, energy experts... Transport is not an area for people who want to sit in their silos! Rather, it’s for people who favour connectivity and exchanges of best practice. Transport is both a public and private sector activity and it brings together higher education, government departments, and industry.

The Irish Transport Research Network recognises all this and, though only of recent creation, it is already an important focus point and meeting opportunity for all involved with transport on the island of Ireland.
I congratulate the Irish Transport Research Network for their crucial role in widening debate and bringing new research to the fore, and I’m delighted that this year they are the conference hosting here in Trinity. I thank the Department of Transport, Tourism and Sport for sponsoring this event. And I’m sure you all join me in thanking Dr Brian Caulfield, of our Department of Civil, Structural and Environmental Engineering, for organising this conference.

Today and tomorrow you will hear papers on cycling and public transport; on energy use, carbon emissions, and climate change; and on traffic flow, and transport choices for people with disabilities. Just the range of papers and subjects shows how wide the Irish Transport Research Network has cast its net and it also shows the breadth of research and expertise that’s required to get transport right.

We can all think of examples where we got transport wrong. Trams were introduced to Dublin in 1872, removed by 1949*, and are now being put back, at great expense. The forecourt of the Provost’s House at number one Grafton Street will soon open onto the new cross city LUAS route – and since it’s not a particularly residential route, I guess I’m one of the few who’ll be able to say that.

* * *

I say that removing trams in the first place was the ‘wrong’ decision but of course transport needs are in constant flux. Priorities change all the time. The mid-20th century was the time of the road and the car - the freewheeling gas-guzzling century, if you like – and the automobile did indeed bring great freedom and dynamism to people’s lives. But now concerns about energy supplies and environmental damage mean that we have a new set of requirements for transport. The key word now is the one heightened in this conference and in Trinity’s research theme: sustainability.

While it may not be for me to say that the authorities of the time were wrong to remove Dublin trams in the 1940s, I can say that when that decision was taken, it probably didn’t involve significant consultation with researchers, analysts, and higher education institutions. The kind of consultation and exchange of knowledge between diverse players that we’ll be having over the next two days was simply not the norm then. But we’re certainly the better for it – we’re better for valuing what higher education institutions can contribute to the public good through their independent opinion on society.

* * *

* The last tram in Dublin city ran in 1949. There was a tram in Howth to the Head until 1959.
Like many of us, I guess, I’ve been reading and listening to Seamus Heaney for the week that’s in it, and I found an early poem of his, ‘The Peninsula’, which resonates, I think, with some of the themes of this conference. It begins:

“When you have nothing more to say, just drive
For a day all round the peninsula.
The sky is tall as over a runway,
The land without marks so you will not arrive
But pass through, though always skirting landfall.”

And the poem ends:

“And drive back home, still with nothing to say
Except that now you will uncode all landscapes
By this: things founded clean on their own shapes,
Water and ground in their extremity.”

Well he wrote that over forty years ago, in 1969. But I think now, when we talk about sustainability in transport, we are talking about uncoding all landscapes to make sure that we do indeed understand and preserve those “things founded clean on their own shapes.”

Thank you.

* * *
Welcome everybody to the Provost’s House. Here we are again, poised on the edge of the new academic year. After the summer months, we await the return of the students. It’s always an exciting and invigorating time, and it’s a great moment to be celebrating the achievement of those Trinity academics who were elected this year to the Royal Irish Academy.

On 31st May – on the Academy’s 228th Admittance Day – 21 new members were admitted to the RIA, including three Trinity professors: Kevin Devine from sciences, and Michael Gallagher and Peter Simons from humanities and social sciences. We are delighted that these three most distinguished professors now join the Academy. And we are also proud that Trinity graduate and former Pro-Chancellor of the University, Susan Denham, chief justice of the Supreme Court, was also elected this year.

Election to the RIA is one of the greatest honours in Irish academia. The right to place ‘MRIA’ after your name is not given out lightly. Only those who have achieved high international recognition and are involved in ground-breaking research are accorded this honour. There are less than 500 MRIAs in the country. And today we also remember Seamus Heaney, whose recent death took from the Academy its brightest star.

Kevin, Michael, and Peter join other Trinity Academicians, many of whom are here with us tonight. A university in Ireland may be measured by the number of its MRIAs, and Trinity is proud to have so many.

Membership of the Academy is not an end-of-career honorific. Nor is it an encouragement for brilliant promise. It is awarded to people who have proven themselves and achieved renown and are expected to go on and achieve more. And indeed MRIAs do not rest on their laurels, as can be seen from a glance round the room this evening.

MRIAs are distinguished by their unceasing intellectual curiosity. All you Academy Members here tonight have brought great work to fruition, but I know there will be more work, more fruit. We remember that just three years ago, Heaney published his twelfth poetry collection, Human Chain, which came 44 years after his first.

Our newest Academy Members are in the great tradition:
PETER SIMONS is Professor of Moral Philosophy (1837) at our School of Social Sciences and Philosophy. His was a high-level appointment; just three and a half years ago, we poached - or persuaded! – him from the University of Leeds where he was Professor of Philosophy for fifteen years. Previous to that, he lectured at the University of Salzburg in Austria.

He was also, for twelve years up to 2001, a philosophical consultant to the software company Ontek Corporation, and in his work he has consistently emphasised the importance of keeping his research area, metaphysics, relevant to contemporary life.

In his inaugural lecture to this college in 2010, he said: “Like any other science, metaphysics must prove its worth by being applicable”. His aim, he continued, was “to show how such diverse areas as biology, geography, engineering, information systems and enterprise management may be informed by metaphysical considerations.”

This aligns to Trinity’s core mission of interdisciplinarity. I’m excited by what Peter has done, and will do, to bring to bear his discipline, metaphysics, on other disciplines in this university. He is here tonight with his wife, Susan. I congratulate both.

MICHAEL GALLAGHER is Professor of Comparative Politics and outgoing head of department in our Department of Political Science. He is unusual among political scientists in that he started as a computer scientist, doing a degree and a masters in the area of artificial intelligence before switching to Politics. His background in computer science has informed his expertise in comparative electoral systems. He is almost a household name because for the past eight elections, since 1989, his How Ireland Voted books have recorded and analysed our voting patterns.

He has used his vast research and knowledge to look at contemporary issues of political reform. His weighing of the questions round the abolition or reform of the Seanad, posted on the Irish Politics Forum five days ago, should be required reading for all voters.

Michael cannot be with us this evening. I congratulate him for this recognition of his seminal work.

KEVIN DEVINE is head of School of Genetics and Microbiology. He leads a research group at the Smurfit Institute of Genetics which is part of the EU-funded BaSysBio consortium, and looks at how the bacterium Bacillus subtilis adapts to changes in its environment.

Kevin’s research has established a blueprint as to how bacteria respond to environmental and nutritional changes at a global and dynamic level. Such
research has potential to optimise the growth and production of bacteria used industrially – to increase product yields while minimising production costs. It also informs us how bacteria respond to the antibiotics used to kill them. When bacteria adapt to antibiotics, this leads to resistance. Kevin’s research group is establishing how such resistance develops in pathogenic bacteria – this will allow for the development of new strategies and therapeutic agents to kill them.

Kevin’s research has been funded by Science Foundation Ireland as well as the EU. He is now recognised by the Academy. I congratulate him and his family. He is here tonight with his wife, Susanne, and their three daughters.

* * *

These three new Academy members, like our other MRIAs, demonstrate Trinity’s great strength and diversity. This university is committed to education and research and to putting knowledge at the service of society and humanity.

At this year’s Admittance Day, the president of the RIA, Luke Drury, said that this country’s long-term aim should be “to make Ireland one of the most culturally rich and intellectually stimulating places in the world, an island of creative ideas capable of attracting the brightest and most interesting minds from around the world.”

In one of Heaney’s last poems, ‘Hermit Songs”, he celebrates the life of the scholar, interweaving the ancient monkish scholars with his own Derry school days. He finds a wonderful metaphor for scholarship and the transmission of scholarship – the linking chain of human knowledge:

“…and then Cuchulain
Entertained the embroidery women
By flinging needles in the air
So, as they fell, the point of one
Partnered with the eye of the next

To form a glittering reeling chain –
As in my dream a gross of nibs
Spills off the shelf, airlifts and links
Into a giddy gilt corona.”

Thank you.

* * *

* Human Chain, p.74
President Michael D. Higgins, Ladies and Gentlemen,

You are all most welcome to the Provost’s House for this very special occasion: the announcement of the new Ireland Professor of Poetry. For us three universities – Trinity, UCD and Queen’s University Belfast – this is always a high point: the appointment of a new, exciting creative voice who will inspire staff and students alike.

This year is particularly memorable for two reasons: two weeks ago today Ireland lost its great Nobel poet. Seamus Heaney was also a trustee of the Chair of Poetry Trust, and indeed it was his being awarded the Nobel Prize which led to the establishment of this all-Ireland Chair of Poetry as a permanent way to mark the honour accorded him.

While the whole country has been joined in grief – in “devastation” as Paul Muldoon said at the funeral – it has also been a wonderful two weeks for poetry. Ireland and the whole world are taking the measure of what Seamus Heaney meant, and awakening to the great necessity of having poetry in our lives. It is in this atmosphere of mourning, celebration, and renewed faith that the new Ireland Professor of Poetry will take up the position.

This year is also special because, to announce the new appointment, we have a President of Ireland who is himself a poet. It is always a signal honour to welcome President Higgins to Trinity; today it’s not only an honour, but wonderfully fitting. It is, for this country, an added source of pride that our Head of State, so renowned in the field of politics and human rights, is also a distinguished poet.

Ladies and Gentlemen, to announce the new Ireland Professor of Poetry: an tUachtaráin, Michael D. Higgins.

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[President speaks]

[Paula Meehan, new Ireland Professor of Poetry speaks]

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Thank you Paula. We are immensely excited by your appointment and by what your unique voice will bring to our universities, and to Ireland, and to poetry.
It is, I must say, a pleasure to have a Trinity graduate and a Dubliner as the new professor - and how beautifully you write of this city! Take this for an evocation of Dublin from north to south:

“...beyond the huddled terraces of brick, past the prison, the hospital on call, through the markets, the shopping malls, over the river, the fashionable streets and the back lanes, past the Dáil, the Museum, the Library, the Gallery: your house on the Square where laburnum flowers fall.”

That’s a Dubliner who knows her city. Each new holder of this professorship brings with them a new perspective, a new body of work. I thank the outgoing professor, Harry Clifton, for the inspiration he brought us, for the way he worked with students and graced the campus when he was resident here. A previous most distinguished holder of this Chair, and another Trinity graduate, is Michael Longley, who wrote of his time on campus here, in the late 1950s, as ‘inhaling poetry with our Sweet Afton cigarettes’.

A Belfast man, he is part of that great generation of Northern poets who have managed, seemingly effortlessly, to combine critical success with huge popular appeal. He has most generously come here this morning, and will read for us now from the work of Seamus Heaney.

Ladies and Gentlemen, Michael Longley.

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* ‘Night Prayer’, Pillow Talk, p. 30
(L-R) Paula Meehan, new Ireland Professor of Poetry; President Michael D. Higgins; Provost, Dr Patrick J. Prendergast
Opening address for the Inaugural Medieval Ireland symposium Keynote Address by Professor Stephen Ellis

Edmund Burke Theatre, Trinity College

Welcome everybody, to the Edmund Burke theatre for this most exciting talk on the ‘Great Earl’ of Kildare. This is the keynote address of the inaugural Medieval Ireland symposium, which got under way today and continues tomorrow. Many of you were present for earlier papers; others, not attending the symposium, have come to hear Professor Ellis, whose fame precedes him.

The Trinity ‘Medieval Ireland’ Symposium is a new biennial international conference, promoting accessible medieval scholarship. We welcome here today medieval historians from the universities of Durham, Bangor, Bristol and Hull, and from all round Ireland.

The proceedings of the symposia are to be published in a new series aimed at making cutting-edge historical scholarship accessible to everyone interested in researching, teaching, or learning about Ireland in the Middle Ages. The papers at this symposium are written to appeal to specialists and non-specialists alike. They will help promote a wider public understanding and enjoyment of medieval Irish history, as well as helping to set the agenda and research trajectory for Irish medievalism.

As someone who is certainly not a specialist in medieval history, I welcome this symposium addressing as it does a real public appetite for history, and particularly for medieval history. In Ireland, the presence of history is always felt very immediately. We are currently in the middle of a debate on the ‘decade of commemorations’, and are airing our views on the 1913 lockout. Soon we will move onto 1916 and the War of Independence.

Medieval history is less aired because it is more remote, but, if anything, it exerts a greater hold on the imagination. There is a reason for the vogue in television programmes on the War of the Roses and the Tudor period - it’s because of the danger and excitement of those times, the pageantry and the strong characters, the religion and the sexual politics. Medieval and Renaissance history is history which engages, terrifies, and ignites, and the organisers of this symposium, in choosing the Great Earl and the Geraldines have plunged us into a particularly exciting period.

I congratulate Sean Duffy and Peter Crooks from our School of Histories and Humanities, for establishing the symposium, the latest in a series of impressive initiatives by our medieval historians to pioneer and showcase research.
It was my pleasure to launch last year the medieval Irish Chancery Letters, an invaluable online resource which many of you know and consult. This remarkable project involved restoring the Chancery Letters that had been destroyed during the Civil War. The project was four decades in the making and involved important input from generations of historians, including some who are giving papers here today and tomorrow: Katharine Simms, Peter Crooks, and Robin Frame from the University of Durham.

A few days ago Trinity received the good news that we had, in the words of the *Irish Independent*, “defied the austerity odds” to rise six places in the world university rankings, from 67th to 61st place.

Our medieval historians, through their formidable research and their willingness to place this research at the service of students and the public, have helped us ‘defy the austerity odds’, and are making Trinity one of the leading engines for the study of medieval Ireland anywhere in the world.

On this subject, I’d like to announce a new public lectures series which will start next year. James Lydon was Lecky Professor of History here in Trinity from 1980 to 1993. Following his death, a few months ago, on 25th June, it has been decided to mark his contribution to the College and to medieval studies with a biennial lecture series.

The James Lydon Lectures in Medieval History and Culture will be a series of four public lectures given by a noted international academic; the lectures will be published as a monograph by a major academic press.

The inaugural Lydon Lecturer is the emeritus professor of Medieval history at the London School of Economics. John Gillingham is an historian of extraordinary range, best known as author of *The Angevin Empire* and for his biography of Richard ‘The Lionheart’. The title of his Lydon Lectures is ‘War, enslavement and chivalry in European history’, and they will kick off October next year. I hope many of you can attend.

* * *

‘War, enslavement and chivalry’ will, I suspect, also be touched on in this evening’s talk on the ‘Great Earl’ of Kildare. I confess I did not know too much about the ‘Great Earl’ until this symposium, but I am fast becoming entranced by his story, as I think, must anyone by such a charismatic and intriguing figure.

I have learned, from Sean Duffy, that the Geraldines gave Ireland not only two noble houses - the Earls of Desmond and Kildare - but a host of later historical personalities, including Garret FitzGerald and John F. Kennedy. The ‘F’ in ‘JFK’ tells us that he was, on his mother’s side, an Irish Geraldine.
And it turns out I have a particular interest: the Geraldines were among the first of the Welsh Normans to arrive in Ireland in 1169 - when they were granted the town of Wexford by Dermot MacMurrough - but they were not the first. They were preceded by two years by the Prendergasts, a family of Flemish origin who had, like the Geraldines, made South Wales their home. Over the generations, the Prendergasts and Geraldines frequently intermarried and apparently the Prendergasts can in a sense be considered part of the wider Geraldine family – which comes as news to me!

Trinity had of course no part to play in the ‘Great Earl’s’ story, since the college was not then founded, but when it comes to the ‘making of the Geraldine myth’, the college - or at least its students - has played a key role.

Today’s symposium took place in the Thomas Davis theatre, named for the poet and Trinity student who was a major myth-maker and wrote the lines: “Ye Geraldines! Ye Geraldines! - How royally ye reigned / O’er Desmond broad and Kildare rich, and English arts disdained”. I am not sure that ‘disdained’ is the mot juste here – Professor Ellis will tell us.

And James Clarence Mangan was employed by the library in Trinity in the 1840s, in what can only be described as an act of charity since the alcoholic and destitute Mangan was not really in a condition to work. He wrote – or loosely translated - ‘A Lamentation for the Death of Sir Maurice Fitzgerald’ about another Geraldine, who died Flanders in 1642. It describes an unearthly wail which, on the death of Sir Maurice, rose up through Munster - from Fermoy to Inchiquin to Dunanore:

“Not for base-born higgling Saxon trucksters
Ring laments like those by shore and sea!
Not for churls with souls like hucksters
Waileth our Banshee!”

Between the Prendergast dimension and the Trinity myth-making, I am fast developing a great interest in the Earl and in the Geraldines. It’s my pleasure now to call on our keynote speaker, Professor Steven Ellis, to bring us through the life and career of the ‘all but king of Ireland’.

Professor Ellis has enjoyed a glittering academic career and is now head of the School of Humanities in University College Galway. He is a foremost historian of Tudor Ireland, and a noted controversialist. After the publication of his seminal Ireland in the Age of the Tudors in 1998, an American reviewer called the book “remarkable and welcome” and noted “Ellis’s willingness to challenge existing orthodoxies, even those hallowed by time, repetition, and emotion. In Ireland his views sometimes put him in the middle of a sort of historical no man’s land, raked by machine gun fire from several pillboxes. This hostility is not surprising, since many of his views strike at the heart of other cherished viewpoints.”
This view, as well as being so appreciative of Professor Ellis, is also testament to the importance of history in Ireland, the debate it can inspire, the passions it can evoke. Debate and passion are indeed why we are gathered here this evening to hear this great historian of Tudor times – or rather of Geraldine times.

Ladies and Gentlemen, Professor Steven Ellis.

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Welcome, everybody, to Trinity College, to this great university, which you can now call your university.

I’m delighted to be here with you, at the start of your great adventure. I remember very well my own first week at Trinity, so I think I’ve a fair idea what many of you must be feeling – a combination of nerves and excitement, enthusiasm and a just a bit of trepidation.

I guess it’s because Trinity is such a remarkable, challenging place that we feel this trepidation: we want to live up to it. I do as Provost, and you do as our newest students.

I came here as an undergraduate in 1983 to study engineering. I remember my parents driving me up from Wexford to Dublin for Fresher’s week, and how proud they were for me.

And I’ll never forget how I felt when I first walked through the dark and narrow Front Arch into the wide expanse of Front Square. I felt the history all around me and the energy everywhere I went, as if I had become part of a new and exciting world.

I’ve never lost my initial sense of excitement about Trinity. It was the reason I did my Ph.D. here, and later returned as a lecturer. And it was why I was so honoured to have been elected two years ago by the staff and the students to lead Trinity as Provost until 2021.

I want all of you to have as good an experience as undergraduates - and as postgraduates – as I had. I hope that, like most of our alumni, you’ll develop a lifelong attachment to Trinity. So I’ve been thinking about what I can tell you that will help maximise your student experience.

I’m speaking as a former Trinity student, as a lecturer who spent many years teaching undergraduates and postgraduates, and as the head of this university, who wants you to realise your potential - for your own sake. And for Trinity’s sake.

There are lots of things that make Trinity a special place to study and work. You can see it all around you: the fine buildings, the long and distinguished history, the city centre location, the quality of our research and scholarship, the fact that we’re not only Ireland’s top university, but, according to the
latest rankings, we’re the 18th best university in Europe, and 61st in the world – and that is out of eight hundred universities evaluated.

Of course what really makes Trinity special is the quality of the students. You are what make this a great university. So it’s in your own interest, and the university’s interest, that you make the most of your experience here.

You will all have worked hard to be admitted to this university. You deserve to be here – let no one take that achievement away from you. But you have won for yourself a privileged position. And in return much is expected of you.

It costs upwards on 30 thousand euro per year to educate an undergraduate student, and most of that is paid by the Irish government. Your parents are making sacrifices that allow you to be here. Your professors and the staff in Trinity will likewise work hard for you to achieve your potential.

So this is a life-changing opportunity, made possible by the dedication of many individuals. Don’t take this opportunity for granted – don’t waste it.

Today I want to say a bit about the kind of education and opportunities we offer. I know that College can be overwhelming, especially in the beginning. But it doesn’t have to be. The more you familiarise yourself with our way of doing things, and the more you can avail of our resources, the more rewarding you will find this experience.

The Trinity Experience – 1. Education

Those of you who’ve come through the Leaving Cert have done one of the toughest pre-university systems in the world – and all of you no matter where you’re from have competed in tough exams. Congratulations for getting through it so well! But the kind of learning the Leaving Cert promotes is exam-focused – whereas a Trinity education is about learning to think for yourself.

As a Trinity student, your education is research-led, which means that by your final years as undergraduates, you will have an opportunity to engage in research for yourself, using primary sources. You will be discovering and writing up something that no-one else has ever looked into. The discovery may be small, but it will be the result of your unique research, whether in the lab, in archives, or through field work.

The division between you and your professors will dissolve - you will be together engaged on a common enterprise of discovery. So from today you should start thinking of yourselves not as pupils, but as scholars. Start thinking not what you can remember, but what you can discover. Your lecturers don’t want you to regurgitate what they say. They want you to come up with your own interpretation.
Trinity is now in its fifth century of intellectual endeavor, and our research record is stronger than it has ever been. Our research frequently makes headlines so you may have read, or heard, about some of the things we’re doing.

You might have heard, for instance, about grapheme, the new material which researchers in our Centre of Nanotechnology are working on. It’s 200 times stronger than steel and 100,000 thinner than human hair, and potentially it can be used to make lighter cars, engines which use less fuel, and computer screens that fold into your pocket.

Or you might have heard about the work of our Bioengineering Centre, where they are now able to tissue engineer human tissue using adult stem cells. Or you may have read about the research carried out at our Anti-Bullying Centre.

And perhaps you know the names of some of the campus or spin-out companies, which have emerged from our research – companies like Opsona Therapeutics, for drug development, or Identigen, which conducts gene research and was particularly useful during the horsemeat scare, and Havok, which emerged from our School of Computer Science and has transformed the virtual and gaming worlds.

A fifth of all spin-out companies in Ireland stem from Trinity. Trinity is at the heart of the national push to attract talent to Ireland, nurture existing talent, and turn good ideas into sustainable jobs.

Why am I telling you this? It’s because it should give you confidence that the education you receive in Trinity is among the best in the world. The Trinity curriculum is aimed at developing your ability to investigate and to apply your ideas. As long as you attend your lectures and seminars, use the library and other research facilities, do your essays and complete your coursework, speak up in seminars to defend your views – as long as you’re doing all this, you’ll automatically get in the habit of discovery, because this work is aimed at making you think.

Our academic mission looks to engage our students in intellectual rigour and participatory citizenship. We want to send out graduates who will not only play their part in driving the economy, but will also help improve society and safeguard democracy. We want you to be alert and active citizens who will use all the advantages of your intelligence and your education to help bring about a just, equal, and sustainable society.

The Trinity Experience – 2. Extracurricular

Of course, when it comes to being active citizens with interesting jobs, it’s not just what happens in the lecture room or laboratory that makes a trinity education.
A recent Trinity survey of employer expectations showed that employers of our graduates value:

- critical and independent thinking;
- excellent communication skills;
- and students who have developed a capacity for responsibility and initiative through extra-curricular activities.

‘Extracurricular activities’ means getting involved in clubs and societies. It can also mean writing and editing articles for our college papers; or volunteering and fund-raising for charity; or debating or organising events. Some students even start their own businesses.

And ‘extracurricular’ means engaging with each other. This is a cosmopolitan campus, with students from every county in Ireland and from many countries across the world. We are enriched by this diversity. I would encourage you to meet as many different people as possible.

In your later undergraduate years, take the opportunity to study abroad. A Trinity education is a global one which engages with people, research and ideas from all round the world.

There’s probably no other time in your life when you’re surrounded by so many talented, dynamic people with, crucially, the time, energy and vision to explore life. Do plunge straight into college life.

Of course, it’s a large campus and as a student you have all kinds of requirements. But there are people to help you make the most of college life. As Provost I have ultimate responsibility, but I have a team to help me. Some of them are here today:

Dr Amanda Piesse is Dean of Students. Her job, as you have just heard, is to develop and coordinate policies to promote the student experience beyond the classroom. Dr Claire Laudet is the Senior Tutor and she oversees the tutorial service which offers student support in all aspects of college life, including accommodation, welfare, health and disability services. You will hear all about them at your general orientation meetings.

The Trinity Community

You are now a member of the Trinity community. This is a community of over 17,000 undergraduates and postgraduates, of 2,973 staff, and of over 95,000 alumni living in 130 countries. It’s a world-famous community.

Many of our former students are household names – people like:

- Oscar Wilde,
- Samuel Beckett,
Wolfe Tone,
J.M. Synge,
Mary Robinson,
Michael O’Leary of Ryanair and
Susan Denham, our current chief justice.

Former students like
Leo Varadkar,
Lucinda Creighton, and
Mary Lou McDonald

are now helping to run the country, while in arts and entertainment we have
film maker
Lenny Abrahamson, who made *What Richard Did*, and
Dominic West who you may know from *The Wire*.

So this is a community highly visible on the world stage, and you are part of it. Your membership is not just for the next four years, or however long you study here. You will be a valued member of Trinity for the rest of your life.

Our past students, our alumni, often feel such affection for this university that many of them contribute their own money to build new faculties and libraries, or to found scholarships and prizes. In your turn you – as well-paid and responsible members of society - will be asked to support the greatness of this College and I ask you to remember this day when you started here – and to ensure that others, in later generations, can feel as you do now.

Our brilliant graduates have become ambassadors for Trinity across the world, and we want you to play a similar leadership role in your turn. As Ireland goes through this difficult transition, the word should go out that - to paraphrase former US President, John F. Kennedy - the torch has passed to a new generation of Irish citizens. We want our graduates to have national and global reach and impact.

With your intelligence, drive and ability, you have the opportunity to make your mark on the world. That opportunity begins in Trinity. My promise is that we will do everything in our power to help you fulfil your potential. The rest is up to you.

Inevitably, like everyone, you will face challenges in your life, but you should be able to face these challenges with confidence, because the Trinity experience will have transformed how you view the world, and how you view yourself.

I am reminded of a line from that great Irish poet, Michael Hartnett: ‘I pity the man who must witness the fate of himself’.
You may sometimes have felt that life was forcing you in a certain direction - that you were fated to follow a certain path and fulfil certain expectations. Well, you don’t have to witness that ‘fate of yourself’ – education is how you can transform your fate.

I wish you all four life-transforming College years. I look forward to keeping in touch with you throughout – and in the years ahead.

Thank you.

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27
Monday, 16th September 2013

**New Staff Induction Day**

*House 4, Trinity College*

Good morning to you all. Firstly, let me introduce myself – I am Patrick Prendergast, Provost & President of Trinity College.

I would like to welcome you to Trinity and today's induction programme. The induction day is designed to give you an overview of what we do here in Trinity and to give you an insight as to where your School or Department fits in and your role in contributing to the College community. It is great to see so many of you from across Trinity, including Treasurer’s Office, Communications Office, Biochemistry & Immunology and Computer Science among others.

As Provost, I am the Chief Officer of the College. I was appointed in August 2011 and have spent the last two years building on Trinity’s core mission of education and research, and our role in contributing to the public good through educating for active citizenship and innovation.

Every member of staff is playing a part in delivering that mission, whether it is through their role as teacher, administrative support or technical support. The success of the mission depends on the extent to which each of you performs your function.

Today's induction will provide you with the knowledge as to how the College works – it is a complex organisation comprising 3 Faculties, 24 Schools and multiple departments. Finding your way around takes time and getting to know one another takes time – with 2,839 full-time staff, 16,747 students spread across multiple locations, it is initially very daunting to know who to call and where to find them! These induction days are a prime opportunity to make invaluable contacts and new friends. I first entered Front Arch as a 17-year-old undergraduate but when I later came to work in Trinity, the friendships and relationships I had developed with my peers and my lecturers proved invaluable to me. Working in Trinity is an extremely rewarding experience – we are in the heart of the city, we employ dedicated and hard-working staff and we recruit the best students. I would strongly recommend that you build strong networks and good relationships which will stand by you throughout your career in Trinity. Join one of the many clubs and societies – these are all open to staff as well as students and it is a great way to meet others and become involved in the centre of the College community.
I hope that you will enjoy working in Trinity as much as I do – it is a fascinating organisation but the people make it really special. Our community is built on a mutual respect between the staff and students. The Freshers’ start every year invigorated about what they are going to learn, what new ideas they can come up with and how they will make their mark on the world – you will have seen many of them congregated on Front Square this morning as you made your way to HR! It is heartening to see new staff bring this same ideology. Trinity is constantly evolving – the past number of years have proven challenging in terms of the economic climate and the higher education sector is subject to increasing regulations and a constant battle to justify the number of staff we employ.

Over the past two years, I have been addressing such issues through the implementation of START, a programme which is addressing the need to restructure the administrative and service areas. This process will see refined procedures and improved services across College and will enable us to use the resources we have more effectively. Other exciting initiatives included the Global Relations strategy which is working to increase the number of international students, improve the student experience and build global relationships. We are also working on an exciting capital development programme which will see new buildings in the East End of the campus – a new Business School and Corporate Services Building and what we are calling ‘E3’ – a new institute for Engineering, Energy and the Environment.

We have seen an increase in 6 places from 67th to 61st in the QS World Rankings for 2013 and we are currently 110th in the Times Higher Rankings and hope to see an improvement when they are announced in three weeks’ time. I would also like to see improved teaching facilities which will enable our graduates to get better jobs. Each one of you can assist in this mission which builds on the tradition, started in 1592, of providing a world class education to our students.

My role as Provost is to lead the university through all of this change and to work with the Deans, Heads of School and Heads of Department to ensure that staff are kept informed of the changes taking place and to work with us to continue to make Trinity a great place to work.

I wish you well in your new roles and hope that you get as much pleasure as I do in working in such an historic location but in such a progressive University. Enjoy the rest of the day which I hope will provide you with a greater understanding of Trinity.

Thank you.

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29
Launch of the Masters in Creative & Cultural Entrepreneurship

Long Room Hub, Trinity College

Thank you, Marie,

And welcome everybody to Trinity College.

What a wonderful way to start the academic year – launching a new Masters in Freshers week – a new Masters in this pivotal growth area for the Irish economy - and doing so with a partner, Goldsmiths, University of London, which is recognised the world over as a leader in creative entrepreneurship.

Some of the most exciting recent college initiatives have been about driving the creative and cultural entrepreneurship agenda. I don’t have time to go into all of them – there are simply too many – but here are my top seven since I took over as Provost in 2011:

- Launching the Lir Academy of Dramatic Art;
- Opening Trinity’s Music Composition Centre;
- Launching the ‘Trinity leg’ of the radical art exhibition, Dublin Contemporary;
- Launching a Book of Kells iPad app;
- Celebrating the graduation of our first PhD students from the Innovation Academy;
- Launching the College’s nineteen key interdisciplinary research themes, which include:
  - ‘Digital Arts and Humanities’;
  - ‘Creative Technologies’ and
  - ‘Creative Arts Practice’;
- And celebrating five years of the Science Gallery – ‘a place where art and science collide’, as we say, - and we now look forward to the imminent opening of a Science Gallery in King’s College London;

That list will give you some idea of the kind of creative entrepreneurship and innovation we’ve been encouraging in Trinity. Cumulatively our activities amount to a whole new 21st century focus on creative innovation - of which this Masters is the latest instance – and a most important one.

So I want to take this opportunity to reflect a bit on this new focus. Why are we doing it? What do we hope will come of it?

* * *
Of course there has always been creativity, culture, and entrepreneurship in universities – at least in universities like Trinity and Goldsmiths.

As an example: 19th century Ireland had two popular, influential, if quite different magazines: the *Dublin University Magazine*, which was Unionist and high-brow, and *The Nation*, which was nationalist and populist. Both featured the best writers of the day and had huge cultural and political impact. Both were co-founded by Trinity students – the *Dublin University Magazine* by Isaac Butt, and the *Nation* by Thomas Davis and John Blake Dillon - just after they left Trinity, but they formulated their ideas for such a paper during debates in the College's Historical Society.

This was certainly successful creative entrepreneurship, incubated in Trinity. But it was extracurricular activity – it wasn’t designed for in the academic programme, and you could say it was the inevitable result of bringing radical young minds together.

Not just students, but also Trinity staff were engaged in creative innovation. I think of George Dawson, our erstwhile Professor of Genetics, whose passion for contemporary art led to Trinity being the first Irish university to open an art gallery – initially a temporary exhibition hall, then housed from 1977 in our Douglas Hyde Gallery.

But Dawson’s passion was - like Isaac Butt’s and Thomas Davis’ – outside hours. In those days creative entrepreneurship was a thing that flourished on the margins of university life: something which had little to do with the serious business of scholarship.

To paraphrase Yeats, universities were “monuments of unageing intellect” and not to be “caught in that sensual music” that goes on in the world outside them.

This was the situation when I arrived here as a student in 1983. There was no Samuel Beckett Theatre and no Lir Academy for Dramatic Art. There was no Music Composition Centre. The School of English had wonderful staff writers, including poets Brendan Kennelly and Eiléan Ní Chuilleanáin – but it didn’t have a creative writing course.

Similarly there were no awards for student or postgrad entrepreneurship. As students, we were ambitious, certainly, but we weren’t ambitious to be innovators or entrepreneurs, because we had no real idea what these were.

The most profound change in university life since I was an undergraduate is this emphasis on innovation, creativity, entrepreneurship and in putting knowledge to work - commercialising it – as part and parcel of the universities core mission in education and research. Put simply, these activities have moved from the extracurricular to the curricular.
Around the world, universities began to realise what could be achieved by harnessing the intellectual and creative energies of staff and students.

This is where universities are today – getting the measure of our potential and finding new ways to unleash it. It is – despite austerity, despite cut-backs – a most exciting time for third-level education.

* * *

When it comes to innovation and entrepreneurship, cities and universities must make choices - choices about what fields to concentrate on, and where to put resources. These aren’t easy decisions, by any means. And you can get distracted by the success of others – so you start deciding to imitate Silicon Valley, or other ‘triangles’ or ‘corridors’ of entrepreneurial activity.

But indeed when you begin studying successful innovation, patterns do emerge. What you find is that a region’s innovation almost always derives from its particular strengths and traditions. The high tech revolution didn’t come out of nowhere in Silicon Valley - it came out of the area’s long 20th century focus on electronics and radio transmissions.

What are Dublin and Trinity’s particular traditional strengths? We have quite a few. But high among them, on any reckoning, is cultural and artistic creativity. I won’t go into a roll-call of great Dublin and Trinity writers, actors, musicians, directors. It isn’t necessary. Irish creativity reverberates round the world from Beckett to Riverdance. When looking to develop our strengths we should focus on what is authentically in place.

And we must attract talent to come here - but just as important, if not more so, is Trinity’s role to develop talent and create educational opportunities.

Ireland, Dublin and Trinity are working in synergy on this – opening up various strategic pathways to help increase Ireland’s great flow of creativity. We are now determinedly strategizing, planning, activating, and incentivising - and I know that there are people who disagree, who think that creativity, to preserve its alchemy, must be left alone, like an untended field, to flourish at will.

Well, I don’t agree – because we must strategize for the unexpected! Because creativity managed to flourish here in often unpromising conditions; who designed for Joyce? Or for Luke Kelly - does this mean that we shouldn’t try to improve conditions? We may be blessed with a ‘native genius’ for creativity but when Joyce and Beckett - not to mention unceasing numbers of actors, journalists and broadcasters - have to leave the country in order to realise their genius, is that good enough?

We seek, quite simply, to forge the conditions for creative and cultural entrepreneurship to flourish here, and to be carried by our citizens and
graduates beyond this island. The country’s social and economic regeneration depends on this.

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This new Masters in Creative & Cultural Entrepreneurship will link in to all this. It arrives into an already developed process so that students can hit the ground running. Many people have been involved in devising this Masters but I must thank particularly Professor Marie Redmond, who has worked tirelessly to get this off the ground. We are absolutely indebted to her. I would like to echo Marie’s thanks to our colleagues in Goldsmiths, Pat Loughrey, Gerald Lidstone, Sian Prime and Juliet Sprake and to Peter Kelly, for agreeing to deliver the keynote address along with Moya Doherty who will share her insights into creative entrepreneurship.

We are immensely fortunate in our partner, Goldsmiths, which is adding its burnish and its sheen, its glitter even - if I may be excused the pun - to this endeavour.

Goldsmiths has core, traditional strengths in creativity. Again, I don’t need to go through the roll-call of its graduates and successes because they have achieved global renown, from Lucian Freud to Damian Hirst. And Goldsmiths is a key player in one of the world’s most successful cultural innovation ecosystems - London. When it comes to creative entrepreneurship and drawing down cultural capital, London is the model, for Dublin and for any aspirant city. London has achieved great synergy between its creative players, and great buy-in from its citizens to its cultural programme.

We are honoured to be collaborating with Goldsmiths in the delivery of this Masters. It is immensely exciting to think what our two universities, working in these two great cities, might achieve. The cultural exchange between London and Dublin has been going on for centuries. With this Masters, we are opening a new pathway.

We wish our new Masters students all the best. We wish them success and vision, remembering that in the words of Jonathan Swift, a Trinity graduate who divided his life between London and Dublin: “Vision is the art of seeing what is invisible to others.”

Thank you.

* * *
(L-R) Provost, Dr Patrick J. Prendergast; Ms Moya Doherty; Dr Pat Loughrey
(Warden of Goldsmiths University of London)
Opening at the Interdependence Celebration and Forum

Dublin Castle

Minister Cannon, Ladies and Gentlemen, Good afternoon.

It’s a very great pleasure to be here this afternoon, in these beautiful surroundings of Dublin Castle, at the opening of the Dublin Interdependence Celebration and Forum. I thank Jacqueline Davis and Benjamin Barber for inviting me.

Interdependence is a truly exciting global movement. The themes which will be debated over the next two days - Culture, Education, Religion and Migration – are ones that must resonate with people all over the world. The principals of interdependence and global governance are at the heart of the interdependence movement and when I first met Jackie, I knew that many of their priorities were similar to those of Trinity. The University of Dublin.

A university is by its nature borderless; this was the case when the concept of universities was established, – ever since in the twelfth century when, in Paris and Bologna, nomadic scholars – students and professors from round Europe - converged on these cities of learning. Such student and staff mobility is increasingly the case again now in universities around the world, after a period of, generally speaking, mobility mainly within national borders: half of Trinity’s academic staff are from outside Ireland, and many students – one in five – are from abroad.

Of course a university takes its character from its region, and has loyalty to its region, but intellect is like Dawkins’ selfish gene – in order to grow it refuses to be confined, it seeks knowledge where it can get it, from every corner of the world.

Academics understand all about interdependence. And increasingly other forms of organisation – corporations and public bodies – see virtue in the kind of openness universities offer; think of the open innovation concept, or open source software ... ... ...

We are all interdependent on the learning that comes out of archives and labs around the world. And ideally we seek to be generous and to share our learning. When academics start being overly-protective of their learning – for political or for commercial reasons – then we know we have a problem...

So I want to talk a bit about interdependence in Trinity.
First, our 19 THEMATIC RESEARCH AREAS: these are gratifyingly interdependent – they are deliberately areas of global concern etc. INTERdisciplinarity – that word ‘inter’ is important. They are cross-disciplinary and a great university is one that can nourish interdisciplinarity; eventually such fields become disciplines in their own right, neuroscience for example.

Second, our international identity and global connectivity; We’re proud of our international heritage; for example Trinity founded the first professorships of French and German in the English speaking world in 1776. In 2012 we decided to formalise our approach to internationalization and we launched our global relations strategy, which aims to strengthen the many links we have around the world, too numerous to go into in detail. But to give an example, on Tuesday of this week we launched an academic collaboration, co-delivering a programme with Goldsmith’s University of London – a Masters in Creative and Cultural Entrepreneurship – again a perfect illustration of interdependence.

Third, changing role of universities: online education and the emergence of higher education as a globally traded and borderless activity - staff, students, and research projects are increasingly switching countries and institutions, going to where the money and expertise is. All this has created wonderful energy and dynamism in the sector. But these are big, radical changes, requiring big, radical responses.

I look forward to rigorous debate and challenging discussions over the coming days. One of our graduates, whose bronze statue stands outside the College, arms aloft, was one of the most challenging debaters the world has ever seen. I speak of course of Edmund Burke. And Edmund Burke said: “Society is indeed a contract. It is a partnership in all science; a partnership in all art; a partnership in every virtue, and in all perfection. As the ends of such a partnership cannot be obtained in many generations, it becomes a partnership not only between those who are living, but between those who are living, those who are dead, and those who are to be born.”

This beautiful quote could be adopted by the interdependence movement – because when he talks about our partnership with “those who are dead”, he is talking about respecting our heritage, safeguarding what is precious, not wantonly destroying or disrespecting it in the pursuit of profit or short-term gain. That is interdependence with our past. And when he talks about partnership with “those who are to be born”, he is talking about preservation, about environmentalism, about humanism, about respect for this planet. That is interdependence with our children and our children’s children.

Thank you.
Words of Welcome at the 2013 Naughton Scholarship Awards

Science Gallery

Minister Quinn, Martin and Carmel Naughton and members of the Naughton family, distinguished guests, ladies and gentlemen.

I am delighted to welcome you, once again, to Science Gallery for the Naughton Scholarship Awards.

The awards were established by the Naughton Foundation in 2008 to promote the study of Science, Engineering, Technology, and Mathematics among talented young people. We applaud this emphasis on talent; on encouraging excellence, on celebrating real achievement.

Trinity has educated many talented people over the centuries – soon we will celebrate the 200th anniversary of the birth of one of them, the founder of the Young Ireland movement, Thomas Davis. One of his most famous exhortations to his fellow countrymen was “Educate that you may be free”. And in our own time education is even more important in giving a person the freedom to make choices in life, in providing opportunities - and the Naughton scholarships allows a diverse group of young people the to avail of these opportunities.

Thank you.

* * *
Monday, 23rd September 2013

**Reception in Honour of Naughton Scholars**

*Saloon, Provost’s House*

Martin and Carmel Naughton, and Naughton Family – Fiona, Neil, and Fergal and Rachael; and all the Trinity Naughton Scholars.

It’s a great honour and a pleasure to welcome you here to the Provost’s House. Today we celebrate the generosity and vision of the Naughton family, and we recognise the ambition of the Trinity students in receipt of Naughton scholarships in science, engineering, technology, and maths – the so-called STEM subjects.

Trinity is a multidisciplinary university of 24 Schools, ranging from Business to Law to Engineering to History. This diversity and range enables the interdisciplinarity that gives Trinity its special character. But like other universities round the country, we’ve noticed that the STEM subjects were not quite getting the number of first-class applicants we’d like. While Medicine and Law are always immensely popular, even oversubscribed, these STEM subjects need a boost to attract the very best applicants.

This is a serious situation given the nature of the STEM subjects. And that Ireland aspires to be a ‘knowledge economy’ – that is, a society that lives by its ability to invent and innovate new products and processes. The importance of STEM subjects in innovation and growing knowledge is evident. And indeed the feedback from employers is that there are insufficient talented applicants for jobs in engineering, technology, science, and computer science.

So the issue of third level admissions to STEM subjects was, and is, rightly treated as an issue of national concern.

At the same time, the country was, and is, confronting another issue: the rise in the expense of studying at third level. It costs to educate someone to a university degree and beyond, and in an increasingly competitive and globalised world, costs just keep rising. Students and staff need expensively equipped laboratories and libraries; they need to enhance their knowledge by spending time studying abroad; they need access to the best research – research that is competitive at a global level.

In Ireland, most costs for undergraduate students are borne by the State. But students are asked to share some of these costs. For certain students, this can be prohibitive enough to put them off studying. No-one of potential
should turn away from third level because of financial concerns: that makes no sense, either at the private level of the individual or at the public level of society and the economy, which needs bright, skilled workers.

Various solutions have been suggested, including favourable student loans. This issue is under continuing debate.

In the midst of such concerns, the Naughton family stepped in, bringing action. They knew from their business how crucial these issues are; they also knew that the proposed solutions would take time to have effect, and in the meantime, talented students were coming through secondary school every year.

The potential of school-leavers with talent and ambition, and with a desire to serve their country in exceptional ways, was not something they wanted to see go to waste. So they came up with a solution: they would provide scholarships for exceptional students to study science, engineering or technology at any Irish third-level institution of their choice.

This solution was strong, simple, and disinterested, in the sense that, by not tying the scholarships to a particular institution, the Naughtons declined to favour any particular region or university in this country. They put their faith in the students to make the case for the course of study of their choice.

We are delighted that you have chosen to come to Trinity. The Naughton scholarships were inaugurated in 2008. Two days ago, we welcomed, at a ceremony in the Science Gallery, our eight new fresher Naughton scholars. Also present today are the eighteen other Naughton undergraduate scholars, as well as three graduates, now pursuing PhDs and Masters. In total we have 29 Naughton scholars in Trinity this year. When you consider that this figure is replicated in universities round this country, you get an idea of the scale and the ambition of the Naughtons’ achievement.

We’re delighted to convene our Trinity cohort of Naughton Scholars here on this warm September afternoon. It’s great for us to meet all of you, and it’s just as important for you to meet each other. You are now part of a network and in future years, you may be able to help each other out, or collaborate on research or on start-up companies – how wonderful it will be then to know that you share this distinction.

Universities are valuable engines of growth – they train the skilled workers and educated citizens that contribute to the social and economic development of the country. Growth and competitiveness depend on excellence in teaching and research.

All of you here today have got the best possible start to university life: you have been singled out to receive these scholarships as reward for your excellence and ambition. There’s a responsibility that comes with that. “In
dreams begin responsibilities”, as Yeats said. You will of course have a dream for your career and your life - whether it's to work in industry, or in universities, or to stimulate social change. Having been given this start, it's now your responsibility to hold on to that dream and pursue it tenaciously.

A French observer once observed of Charles Stewart Parnell – taking account of his transformation from withdrawn and indifferent speaker to dazzling public figure –

“His victory in parliament was, first and above all, a victory over himself”.

A victory over oneself – over one’s weaknesses - is, I believe, one of the great aims of life and, to achieve such a victory, education is key.

A victory over oneself involves an ‘opening out’, which is, of course, the literal definition of ‘e-ducation’, from the Latin ‘to lead out’. Once people are opened out they are ready to use their skills and abilities, not only for their own good and advancement, but for society's. Education is key to participatory citizenship in a parliamentary democracy.

Inevitably, like everyone, you will face challenges in your life and you may witness inequities. But I believe that the support you have been shown at this crucial stage in your life will help you to meet those challenges, and surmount those inequities. You are part of the great cohort of Naughton Scholars, which means you can have confidence that virtue and talent does get rewarded, that people do help those who help themselves, that dreams can come true.

And after what I hope will be long and successful careers, I can wish you nothing better than that you, like the Naughtons, can in your turn help others. Helping others can take many different forms, but to quote Robert Kennedy:

“But history will judge you, and as the years pass, you will ultimately judge yourself, on the extent to which you have used your gifts and talents to lighten and enrich the lives of your fellow men. In your hands lies the future of your world and the fulfillment of the best qualities of your own spirit.”

Thank you.

* * *

* From Dictionary of Irish Biography entry on Parnell

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Front row (L-R) Neil Naughton; Rachel Naughton; Provost, Dr Patrick J. Prendergast; Carmel Naughton; Dr Martin Naughton; Fiona Naughton; Fergal Naughton. (Standing are the Naughton Scholars)
Good afternoon,

It’s a pleasure to be here in Milan, and to have this opportunity to meet other Rectors and Vice-Rectors of European universities.

I’m here as President, or Provost as we historically call it, of Trinity College, the University of Dublin. I’m also a member of the governing board of the EIT, and it’s in this joint capacity that Professor Horvat has invited me to address you today.

The EIT is of enormous potential value to all our universities, and I’d like to talk today about how we can benefit from this new initiative.

My university, Trinity College, is - like your universities - key to the development of the city and region it is situated in - not only from the point of view of education and research, but also of innovation.

Trinity was founded over 420 years ago, in 1592. Today it is ranked 61st in the world in the latest QS rankings, and 18th in Europe. Trinity is a multidisciplinary university: we are strong in my discipline – engineering – and in other science and technology disciplines, but also in arts and humanities. Because Trinity is Ireland’s highest ranked university and is located in the heart of Dublin city, we are very aware of our place in Ireland’s ‘innovation ecosystem’.

You’re probably familiar with the phrase ‘innovation ecosystem’ – it’s used to denote the conditions necessary for innovation and entrepreneurship to flourish.

When conditions are good in a country’s ‘innovation ecosystem’, you find businesses, individuals, universities, and government bodies interacting in the right regulatory environment to create jobs and open up opportunities.

The biological metaphor is apt: it gets across the idea of the different players, or “organisms”, interacting to sustain growth.

Trinity is a key player in Ireland’s innovation ecosystem. Since 2009, Trinity researchers have created on average seven new spin-out companies a year. In
fact twenty percent of all Irish spin-out companies stem from Trinity, so we’re important to the country’s growth and entrepreneurship. This is not to say that Ireland’s innovation ecosystem is as strong as it could be. It isn’t. Conditions need to be improved in Ireland as in other EU countries. And universities are very much part of the solution.

I’d like to say that Trinity, as a high-ranking European university, also has a pivotal position in Europe’s innovation ecosystem, but let’s be honest: it’s a bit premature to talk about ‘Europe’s innovation ecosystem’. Because, rather than one, large, united terrain - when it comes to innovation, Europe is still divided into fragmented territories, and this is hindering growth across the continent.

* * *

This is where the EIT comes in. The EIT seeks to achieve a step change in innovation in Europe – to build networks across the continent and so create a pan-European innovation ecosystem.

The EIT proceeds from an understanding that Europe is well placed for innovation - but isn’t yet fully delivering on that promise.

On the one hand, Europe has a track-record as the crucible of great ideas turned into products and services that permeate the world – from the car to the opera, from ballet to radio, from croissants to pizza. Modern banking was invented down the highway from here – in Florence and Siena. And Europeans formulated the idea of the university – from the Platonic Academy in Athens, to the great medieval universities of Paris and Bologna, through to the modern research university first put forward by Von Humboldt for the University of Berlin.

So there’s no doubting Europe’s achievements. But of course innovation begins anew every day. And Europe as a continent, despite – maybe because of – its great achievements, has been lagging behind, for several decades, perhaps indeed for a century.

It’s striking that many inventions which had their origins in Europe were commercialised in North America – things like aviation and cinema in the early 20th century.

And in recent decades Europe’s competitiveness has suffered further. The markers of the contemporary age - laptops, tablets, smartphones, social media – are not, for the most part, European creations. Not enough Europeans are engaged in entrepreneurial activities with associated employment and wealth creation.
Statistics from the Global Entrepreneurship Monitor confirm this. Look at this data which shows the percentage of the adult population engaged in entrepreneurship:

- US – 13%
- Germany – 5.3%
- UK – 7.6%
- France – 5.7%
- Ireland – 6.1%

This is a human capital issue and relates to the function of the innovation ecosystems of Europe.

* * *

The EIT has set out to reverse this. I know that criticism has been levelled at the EIT. Some people feel it’s taking money from other important initiatives like Horizon 2020. I want to address this.

Europe has excellent research abilities, and part of the reason for this is down to the national funding programmes, the European Research Council and initiatives like Horizon 2020. EU programmes have been marvellous at funding individual and group excellence – indeed four of my own former PhD students have ERC grants. And European researchers share expertise with
each other. I’m sure all your universities are, like mine, currently involved in FP7 research consortia. Such consortia are however created for specific, well-defined projects. This is valuable, but does not provide a sustainable solution and Europe’s research and innovation systems have remained fragmented. This hinders the development of sizeable poles of excellence able to compete at global level.

Furthermore, the European Research Council and Horizon 2020 are aimed at researchers. Researchers can also be entrepreneurs, and we celebrate that when it happens. But without a strong entrepreneurial culture in European universities – without developed European ecosystems – opportunities for entrepreneurship are lost. And our universities tend to be publicly funded whereas entrepreneurship is a private sector activity. With due respect to the public sector, we mustn’t forget the lesson of those bankers from Florence and Siena, we must always respect the profit motive. We need to wed the research capacity of our universities to the entrepreneurial culture, something that universities are essential to but which cannot be done solely from within universities.

* * *

The EIT proposes to reverse the decline in European innovation by increasing and facilitating common working between the three sectors of:

- higher education,
- the business community,
- and research and technology.
The EIT views these three sectors as a “Knowledge Triangle”. The idea is to integrate the three parts of the triangle to create a pan-European group that will drive entrepreneurship and innovation. This group is given a special name: the Knowledge and Innovation Community, or KIC for short.

Each KIC is funded by the EIT to bring together knowledge triangle partners to create value for European citizens. The European Parliament, rather than the EIT governing board, chooses the areas in which to create KICs.

The three KICs, already underway are:

- Climate Change;
- ICT; and
- Sustainable Energy.

These three KICs have been running for the past three years and have already achieved much:

- For Climate KIC, an incubator network has been established across Europe – 11 incubators have incubated a total of 78 ideas. Via SME innovation vouchers and support, twenty SMEs were helped innovate in 2012. The Pioneers-into-Practice programme aims to train already multi-skilled people to address climate change challenges – in 2012, 172 such people were mentored and trained; they now join a community of 300 KIC-climate ‘change agents’ across Europe.

- EIT ICT Labs adopted an invest-for-impact approach which has generated more than 40 knowledge adaptations and transfers, created more than ten new companies, and launched more than 15 new products and services.

- KIC Innoenergy currently has 41 innovation projects running, involving 108 enterprises, of which half are SMEs. 45 new products and services are forecast, with 25 patents already filed. Regarding entrepreneur incubation, 184 entrepreneurs with a business idea are currently being ‘nurtured’, and the “KIC Innoenergy highway” now consists of 25 ventures, with eight start-ups already created. And a team of five student-entrepreneurs came second in the Bill Clinton-sponsored worldwide contest, HULT Global challenge.

So these are some of the outputs of the inaugural KICs, and three months ago we agreed on five future KICs to be selected in three waves:

- Two in 2014: ‘Raw materials’ and ‘Healthy living and Active Ageing’
- Two in 2016: ‘Food4Future’ and ‘Added-value manufacturing’
- And one in 2018: ‘Urban mobility’
The first call, for the 2014 KICs, aims to be launched on 14th February 2014 - Valentine’s Day, if that helps you remember. The EIT will publish a framework of guidance and hold an Info Day in March to help with preparing your plans, but I can tell you that plans should put particular focus on:

- Economic and social impact
- The Business model and financial plan
- Demonstrating commitment, including financial commitment
- Strong and diverse partnership

The deadline isn’t until September 2014, but we, as University Presidents, should already be thinking of building networks and finding business partners.

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The EIT’s unique selling point is the melding of research, education, entrepreneurship and innovation into sizeable poles of excellence.

My university, like your universities, has a dual mission to educate and research. Sometimes in the excitement around research, education gets forgotten about, but without education, we aren’t universities.

It’s students who provide the freshness, excitement, energy and new ideas that make universities spark. We have a duty to educate our students so they can realise their potential – for their own sakes and for the sake of the societies they will contribute to.

My final slide is a grim one.
This shows youth unemployment in Europe. Only in Germany and Austria is unemployment less than 10 percent. In much of Europe it is between 20 and 30 percent. In Ireland, Italy, and Portugal it is over 30 percent. And in Spain, Greece, and Croatia, it is over 40 percent.

This map is an indictment. All that energy and talent going to waste! All that potential unrealised! Of course there are many reasons for youth unemployment, but let’s not underestimate the problem caused by our lack of a well-developed innovation and entrepreneurial culture.

A new survey by the Global Entrepreneurship Monitorship reports that 61% of young Europeans (between 18 and 35 years) think ‘starting a business is a good idea’. That’s positive. BUT only 17 percent believe there ‘are good business opportunities available’. And 42% cite ‘fear of failure’ as a barrier to starting a business (compared to, for instance, 28% in Latin America).

In Europe in 2013, a quarter of our young people are out of work; almost two-thirds would like to start a business, but 40 percent are afraid to, and only a sixth believe there are good business opportunities out there.

I was appointed to the EIT Board last year; among my strongest wishes is that by the time I leave, the EIT will have demonstrably contributed to reversing those figures. We will, collectively, have created the conditions for the innovation ecosystem to flourish across, and for our young people to believe in opportunity.

Thank you.

* * *

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Monday, 30th September 2013

Public Forum Seanad Debate

Edmund Burke Theatre, Trinity College

Members of the Oireachtas, Ladies and Gentlemen,

You are all very welcome to this public forum on the future of Seanad Éireann.

Trinity decided to hold this event not because we are taking sides on this issue, or because we elect members to the Seanad – but because we believe in providing a public forum on matters of national significance. That has been a major part of our mission over the past four centuries.

The motion of tonight’s debate is: “That Seanad Éireann should be abolished” – and we are holding the debate ahead of this Friday’s referendum when we go to the polls to decide between a unicameral or bicameral legislature for Ireland.

I’m delighted to see so many of our own students present this evening. On Wednesday, students will hold their own debate in the GMB, under the auspices of the Historical Society. For our fresher students, Friday’s may be the first vote of their adult life. It’s a particularly serious vote for the future of this country and I’m glad you’re taking it seriously.

I’m also delighted to see so many of our friends from the local community, such as Betty Ashe, and so many members of the general public, because we wanted this to be a public forum, and not just an event for our own staff and students. You are all very welcome here.

It’s appropriate that this public forum is being held in the Edmund Burke Theatre. Burke is one of our greatest graduates, and was a fearless advocate for justice on the world stage. His courageous example has often been referenced by our own politicians. In 1979 when Des O’Malley was interrupted in a debate in the Dáil, he responded by saying that ‘If Edmund Burke was interrupted as often as one is interrupted here, he would never have been an orator at all’.

One politician, in particular, was famous for quoting Burke, and that was the former Fine Gael leader, James Dillon. During the second inter-party government, when he was Minister for Agriculture, Dillon was asked about milk costings. His response closed down all discussion. He replied simply:

‘As I have not to hand a suitable quotation from Edmund Burke with which to reply, I shall not retort’.

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Burke would have approved this debate tonight. He dedicated his life to public service, and we share those values. In Trinity we serve the public good through our commitment to education and research, and through wider engagement with the public. So it’s right that we provide opportunities for people to exchange ideas on matters of national importance.

I mentioned that Trinity has elected members to the Seanad – twenty-two different people in total since 1938. Before that, Trinity elected members to Dáil Éireann, and before 1921, to the British House of Commons, and before that again, from 1603 to 1801, Trinity elected MPs to the Irish House of Commons. So, in one sense, we are the oldest constituency in the country.

But we did not want this public forum to centre on the issue of Trinity representation. For this to be a truly national forum we wanted to look at all the issues. The question of university representation may be discussed tonight but we didn’t want to make it the sole focus - nor to appear to take a particular side on the question. In 1979 a referendum was passed by 92% supporting a widening of the franchise to all graduates, and we have always wished to see that decision brought into law.

It may also seem strange that there are no Trinity senators on the panel tonight, or members of the Trinity staff. That was a deliberate decision. We invited our guests tonight promising that this would be a public forum, facilitated by Trinity, but without Trinity taking a public side. We didn’t want to create the impression of favouring one side over the other by inviting speakers from within this university.

That said, I welcome our Trinity senators who are attending this event and I look forward to their contributions from the floor, as indeed I look forward to contributions from all gathered here tonight.

* * *

Friday’s vote is on an issue of fundamental importance to the way our country is run. It’s our democratic right and privilege to be consulted on this issue. Happily, unlike James Dillon and the milk costings, I do have to hand a suitable Burke quotation, which gets across our civic duty. Burke said:

“Society is indeed a contract. It is a partnership in all science; a partnership in all art; a partnership in every virtue, and in all perfection. As the ends of such a partnership cannot be obtained in many generations, it becomes a partnership not only between those who are living, but between those who are living, those who are dead, and those who are to be born.”

All sides believe that the outcome of Friday’s vote will indeed influence the kind of society we live in and which our children will live in.
We owe it to ourselves and to society to be fully informed and to weigh up all consequences before we decide how to vote on a matter of such fundamental importance. Tonight is Trinity’s contribution to that process. I look forward to a stimulating debate which will inform, provoke, challenge, and perhaps even change minds.

Again, the motion is: “That Seanad Éireann should be abolished”. Each speaker will make an address of eight minutes, after which we will open to the floor.

Our speakers supporting the motion that Seanad Éireann should be abolished are:

- Eoghan Murphy, TD, Fine Gael;
- Alex White, TD, Minister of State and Labour Party Director of Elections for the Seanad Referendum;
- Matt Carthy, Sinn Féin councillor and candidate in the forthcoming European elections;
- Dr Kevin Rafter, lecturer in DCU representing One House, an independent civil society group calling for a Yes vote.

And our speakers against the motion that Seanad Éireann should be abolished are:

- Michael McDowell, SC, former Tánaiste, representing Democracy Matters, an independent civil society group calling for a No vote;
- Lucinda Creighton, Fine Gael TD and Reform Alliance;
- Jim O’Callaghan, SC, Fianna Fáil Councillor, and Deputy Director of Elections for Fianna Fáil
- Senator Katherine Zappone, co-author of the Seanad Reform Bill 2013.

To open the debate I now call on the first speaker to propose motion for abolition of Seanad Éireann Matt Carthy.

* * *
Thank you, Denise.

You are all very welcome to the Long Room Hub for what promises to be an exceptional talk. As part of Trinity’s commitment to serving the public good, our university organises lectures and debates on issues of national and global importance. Last night, for instance, we held a debate on the future of the Seanad, ahead of this Friday’s vote.

The Initiative on Social Entrepreneurship, based in our Centre for Nonprofit Management in the School of Business, has been particularly effective at organising talks through its ‘Social Entrepreneurship Speaker Series’. In its four years of operation, this Series has invited key international speakers to talk on contemporary issues including: loans to support local economies; revolutionising work opportunities for people with autism; and criminal justice reform to reduce re-offending.

I congratulate the Initiative on Social Entrepreneurship - particularly Dr Denise Crossan, who lectures in our School of Business, and has been instrumental in organising this lecture series.

The mission of the Initiative on Social Entrepreneurship is to create an intellectual ‘home’ for research, education and dialogue on social entrepreneurship in Ireland. And Public lectures are of course key to this mission.

In the past decade or so, we in Trinity – as in other world-ranking universities – have started speaking in terms of the ‘three pillars’ of university activity: education, research, and innovation. Actually I am not in favour of the ‘three pillars’ analogy because it sounds too separate and uninvolved. I prefer to think of education and research welded together into a common academic enterprise permeated by innovation.

But whatever metaphor you use, there is no doubt that innovation is now intrinsic to our age-old mission to educate. Innovation and entrepreneurship permeate all Trinity activity: we speak in terms of creative entrepreneurship, and of student, graduate and staff innovation. We seek to develop entrepreneurship at all levels and in all faculties.
A fortnight ago I launched the Masters in Creative and Cultural Entrepreneurship, which we’re running jointly with our partner, Goldsmiths University in London. And three days ago I was in a conference in Milan to speak about EU initiatives to promote European innovation and entrepreneurship by increasing the common working between the three sectors of higher education, the business community, and research and technology.

Indeed Ireland’s national policy advisory board for enterprise, trade, science, technology and innovation - Forfás - recently published a 90-page report on Social Enterprise in Ireland, which testifies to the strength and importance of this sector. Among the recommendations for capacity building in the sector is a recommendation to: “change curricula (where appropriate) so that social enterprise and non-profit management are included in mainstream academic business courses.”

Because we favour linked-up thinking and interdisciplinarity, Trinity supports this recommendation – and indeed we’d go further: social entrepreneurship shouldn’t just be part of mainstream business courses but of academic courses generally. Social entrepreneurship and innovation has an obvious part to play in so many of our Schools and departments, from Philosophy to Engineering to Medicine.

Our mission is to serve the public good - and getting staff and students in all faculties thinking about commercialising their research for social improvement is of course a key way of delivering on that mission. Social entrepreneurship is part of the training in our Innovation Academy aimed at turning PhD students into entrepreneurs.

Our Speaker Series has helped us develop our thinking on social entrepreneurship within a global framework. We are most honoured that Sonal Shah is here to address us this afternoon.

To Dr Crossan’s excellent introduction, I would only emphasize her point that Sonal Shah has excelled in many sectors: government, corporate, academic and non-profit. This wealth of experience has given her a comprehensive understanding of social entrepreneurship from all perspectives. In Trinity we seek always to develop ‘joined up’ thinking and to move away from sectoral isolation, so we’re most anticipatory of the insights Sonal Shah can offer.

Social entrepreneurship is not an optional add-on. For anyone who cares about the future of the world, it has to be central to everything we do. To quote Robert Kennedy, whose thinking and social conscience look ever more prescient:

“But history will judge you, and as the years pass, you will ultimately judge yourself, on the extent to which you have used your gifts and talents to
lighten and enrich the lives of your fellow men. In your hands lies the future of your world and the fulfilment of the best qualities of your own spirit.”

Thank you. I now invite Sonal Shah to take the floor.

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Tuesday, 1st October 2013

Rooney Prize for Literature

Saloon, Provost’s House

Ladies and Gentlemen,

I’m delighted to welcome you to the Saloon in the Provost’s House for the award of the 37th Rooney Prize for Irish Literature. This prize has been awarded to an emerging writer every year since 1976. For the past seven years, it’s been administered by the Oscar Wilde Centre for Irish Literature, of the School of English, here in Trinity.

We’re delighted that the founders of this prize, former Ambassador Dan Rooney and his wife Patricia, are both here this evening.

Dan Rooney’s remarkable commitment to this country goes back many decades. He is one of the founders of the American Ireland Funds, which are dedicated to building bridges of peace, culture, and charity in Ireland and Northern Ireland. And 37 years ago he founded the Rooney Prize for young Irish writers – little knowing that he would one day be ambassador to this country.

The Rooney Prize is among the most significant literary prizes on this island. It is long-running and generous in financial terms, and it seems to have an uncanny ability to spot great talent. Among the former recipients of this prize are: Neil Jordan, Frank McGuinness, Anne Enright, Claire Keegan, Colum McCann, Hugo Hamilton, Claire Kilroy, Mark O’Rowe, Nick Laird, and Kevin Barry. That list alone includes a Booker Prize winner, two IMPAC winners, and a US National Book Award winner.

The Rooney Prize judges have a harder task than those established prizes – they must spot the talent at an early stage. Their track record is, as I say, remarkable. The expectations around Rooney winners are high!

On the other hand, the prestige of winning this award at such a crucial moment in your career is a tremendous boost which helps you to fulfil those expectations.

Of course, a prize is only as good as its judges. This year’s committee was chaired by Professor Terence Brown, and included, from the college, Professors Gerald Dawe and Eiléan Ní Chuilleáin, and from the wider academic and literary community, Eilis Ni Dhuibhbe, Riana O’Dwyer, and
Carlo Gébler. The college is especially grateful to these three who gave so generously of their time.

A particular word of thanks for Lilian Foley, administrator in the Oscar Wilde Centre. Her contribution was much appreciated by all committee members.

Thirty-seven years ago, Dan Rooney, looking to support this country, chose to invest in an area of great, traditional strength for Ireland: its literature. In 1976 Beckett’s *Footfalls* was staged in the Royal Court; Seamus Heaney had just published *North*, and Brian Friel was writing *Living Quarters*; John McGahern had just published *The Leavetaking*, and the first book in John Banville’s great trilogy was out, *Dr Copernicus*. Jennifer Johnston’s *Shadows on our Skin* was about to be short-listed for the Booker Prize. I could go on. In short: unlike many other things in Ireland in 1976, literature was in rude good health.

Today, in 2013, Irish literature continues in rude good health, thanks in no small part to former Rooney Prize winners. The strength of Irish drama, poetry, novels, and short stories is a source of enormous pride for everyone living in this country and for the diaspora abroad.

And universities are now – none too late, you might say – supporting this area of great and traditional strength. In the past decade or so, fostering the creative arts has become a cornerstone of Trinity’s strategy. Our latest initiative, launched just a fortnight ago, is a new Masters in Creative and Cultural Entrepreneurship, which we are running jointly with Goldsmith’s University in London. This is simply the latest step in our comprehensive creative arts strategy, which has included, in recent years, the establishment of the Lir Academy for Dramatic Art and the founding last December of the Seamus Heaney Professorship in Irish Writing.

The creative and performing arts are intrinsic to any plan for the social and economic regeneration of this country, and they are intrinsic to the growth of the human spirit. It’s an honour for Trinity’s School of English to administer this prize on behalf of Dr Rooney and his wife Patricia.

For 37 years, the constancy and the calibre of the Rooney prize has been a source of continuing vitality, optimism and entertainment for the people of Ireland, and for literature lovers everywhere.

I am now pleased to call on Dr Rooney to present this year’s prize.

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(L-R) Mrs Patricia Rooney; Mr Ciaran Collins; Dr Daniel Rooney; Provost, Dr Patrick J. Prendergast
Friday, 4th October 2013

Grattan Scholars’ Programme

Saloon, Provost’s House

Good evening,

You are all most welcome to the Saloon in the Provost’s House to celebrate the second year of the Grattan Scholars’ Programme and to welcome three new scholars to the Grattan Scholar community.

This Programme is an initiative of the School of Social Sciences and Philosophy, which combines the departments of Philosophy, Economics, Political Science, and Sociology.

Trinity has a core mission in education and research, and serving the public through engaging with important issues of the day - and these four disciplines are ones which really engage. It is to this School’s credit that it has been at the forefront of organising public lectures.

The School’s flagship initiative – the Henry Grattan Lecture Series – is always a highlight of the year.

This year, the School not only invited Jan Rostowski, deputy prime minister of Poland to give a lecture on ‘post-crisis Europe’ in April, it also organised the first ever Henry Grattan lecture outside of Dublin, when it held a debate in May in the Irish Embassy in London on ‘British and Irish relations with the EU’. The speakers included Pat Cox, former president of the European Parliament.

The London event enabled Trinity to carry its commitment to public debate beyond these shores. The debate was made possible by the generous sponsorship of the UK Trust for Trinity - and it is this UK Trust, together with the US Fund, which has also made possible the Grattan Scholars.

On behalf of the College, I would like to thank the generous funders of the Grattan programme:

- John Pearson,
- Susannah McAleese,
- Peter Sutherland,
- Rupert Pennant-Rea,
- Hamish McRae,
- Nick O’Donohoe, and
- Anke Heydenreich.
Peter, Hamish, and Nick are here this evening but geography has prevented
the other supporters from attending, though I see Professor McAleese here
perhaps representing his daughter Suannah! We’re delighted that the
Grattan Scholars’ programme has resonated strongly with our overseas
graduates and that it will help sustain close, enriching links between College
and alumni.

At this time of cutbacks in State funding to higher education, the support of
the UK Trust and US Fund has been particularly welcome. Research such as
that conducted by the Grattan Scholars’ requires dedication, skill and
resources. We increasingly rely on innovative funding methods to fund our
essential high quality research. I thank again our funders for the imaginative
generosity of their support.

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With these Scholarships, as with the Lecture Series, the School honours
Henry Grattan, the only Trinity alumnus – and indeed the only Irish
politician - to enjoy the accolade of having a phase of parliamentary history
named for him -- ‘Grattan’s Parliament’.

Grattan is famous as an inspired debater and vigorous constitutional
parliamentarian, committed to legislative independence and Catholic
emancipation. On the final sitting of ‘Grattan’s parliament’, on 15th January
1800, he spoke for two hours, ending with rousing words:

“The constitution may for a time seem lost.
The character of the country cannot be lost.
While a plank of this vessel holds together I will not leave her.
I will remain anchored here,
with fidelity to the fortunes of my country,
faithful to her freedom,
faithful to her fall.”

And so it proved - after the Act of Union, he retired briefly to Wicklow but
was persuaded to sit in Westminster for Dublin city. The Whig leader,
Charles James Fox, brought him forward to the front benches; however
according to the Dictionary of Irish Biography*, his particular brand of
declamatory oratory and unusual style was regarded with less favour at
Westminster than it had been at College Green. In Westminster, he brought
forward proposals for catholic relief tirelessly if, in the end, unsuccessfully.

Grattan’s reputation since his death is also what makes him a great
figurehead for our scholars. His legacy was then argued over by activists and
commentators as diverse as Thomas Davis, A.M. Sullivan, Froude, Lecky and
Yeats. He remains, in the words of the great Trinity historian R.B. McDowell

* DIB entry on Henry Grattan written by James Kelly

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“fascinating and baffling [to] both posterity and his contemporaries. A man of integrity, intellect, and charm, progressively minded with conservative loyalties, combining fervent rhetoric with moderate opinions, difficult to categorize politically.”

With these scholarships, we celebrate all Grattan’s traits, not least the way he eludes easy categorisation, and the subtlety and charisma which continue to send new generations of scholars back to reinterpret him.

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Trinity is one of Europe’s leading universities. Our aspiration is to continue to build on our reputation, so that our name is known not just in Ireland, Europe, and America, but all around the world as one synonymous with excellence in our core mission of education and research, and committed to promoting innovation and entrepreneurship.

To do this, we need to attract students who will benefit from the kind of education we offer, an education that promotes critical enquiry through engaging with research and scholarship, and an education that promotes independence of mind – and one that draws professors from all around the world to come and teach here. The Grattan Scholarship programme helps us achieve this by building a cohort of exceptional PhD students who will be the academic leaders of the future.

Particularly at a time of austerity, as I’ve said, a programme like this is indispensable. I thank again all our supporters. It’s most reassuring to be already in the second year of the programme. Last year we launched our inaugural two Grattan scholars. This year we have three scholars.

We will shortly hear from our current Grattan scholars, who will outline for us their experiences in the programme’s first year. But, first, to introduce our three new scholars and to tell you a bit more about the programme - which he has been most instrumental in furthering - please welcome our distinguished Professor of Moral Philosophy and Head of School of Social Sciences and Philosophy – Professor Peter Simons.

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* R.B. McDowell, Grattan, a Life (2001), p.236
Monday, 7th October 2013

Launch of *Trinity Tales: Trinity College Dublin in the Eighties* (Edited by Katy McGuinness)

*Long Room, Trinity College*

Thank you, Katy,

And welcome, everybody, to the Long Room. What a great pleasure for all of us to be here launching the third volume of *Trinity Tales*. These marvelous books, which began with the reminiscences of 1960s students, are witty, personal, engaging - and collectively they provide a social history of student life in Trinity in the second half of the 20th century.

Personally, I find these books indispensable for when I’m writing speeches, or trying to convey the uniqueness of Trinity life. These volumes relate the traditions and progressions of College life, and they relate them memorably - through warm, breathing, individual human experience. I was fascinated by the previous volumes because they told of a world at once familiar and foreign to me – the Sixties seemed to be a time of exuberant British public school boys and wonderful Northern Irish poets; the Seventies brought in radical left-wing politics, women’s rights, and of course Catholics, after the lifting of McQuaid’s ban.

And now we get the Eighties, which is my decade – and suddenly I’m in a world I recognise: less radical in its politics but a period of great expansion, the decade where the small intimate College of previous generations was being replaced by a university rising to meet the expectations of a new generation for third level education – a Trinity finding that it could play a full and vibrant part in Ireland’s social, economic, and industrial development.

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I probably wouldn’t have put it like that as an undergraduate but even then we all couldn’t but be aware of change: I’m an engineer and enrolments to the Engineering School doubled during the decade.

I can’t say I recognise many of the contributors to this volume from my undergraduate days - Trinity was already becoming such a large, diverse place that you just didn’t get to meet everyone. But I’m happy to see, and am looking forward to reading, contributions from those who are now distinguished members of staff, like Luke O’Neill, Nick Sparrow, Ivana Bacik and Patrick Wyse Jackson. And of course I’m delighted that ‘my decade’ produced notable figures in the arts, like Anne Enright, Alan Gilsenan, Gerald Dawe, and Lynne Parker, who have all contributed to this book, as
well as outspoken public commentators like David McWilliams and Rosita Boland.

I congratulate Katy McGuinness who has done such a brilliant job as editor. I thank her and Lilliput Press for their generosity in donating royalties from this book to the Long Room fund. Katy and Lilliput have not only helped financially, they have given colour, anecdote, and context to the great on-going Trinity story.

Trinity students today are, I think, more global in their outlook and more widely travelled, and perhaps more confident than when we were undergraduates - if they read this volume they would probably find it as foreign as I found the first volume on the Sixties. But I think that, like me, they would also find something familiar about the life of this university, whatever the period – there’s something in the values of a Trinity education that remains constant over time.

A Trinity education has always privileged individualism over homogeneity and diversity over sameness. Our emphasis on research and scholarship, on extracurricular activities, on entrepreneurship and innovation, and on public engagement is about nurturing creative students who challenge the status quo. This has always been the Trinity way.

Like all successful entities, Trinity evolves and progresses in order to thrive, but always carries, through the changes, enough of its unique, definable essence. This is why our alumni continue to return and to support College activities and it’s why 39 of these alumni have shared their reminiscences so generously, so wisely, and so entertainingly in this book.

Thank you.

(L-R) Provost, Dr Patrick J. Prendergast; Anne Enright; David McWilliams, Katy McGuinness
You’re all very welcome to the Saloon in the Provost’s House for this most important launch. I’m delighted to welcome our partners in the ISCA India consortium – ISCA stands for International Strategic Co-operation Award - and to welcome my distinguished colleagues from UCC, NUI Galway, DCU, DIT and CIT, as well as researchers from other higher education institutions involved in the consortium, and representatives from Science Foundation Ireland.

We are particularly delighted to welcome the new ambassador to India, Mrs Radika Lal Lokesh, who presented her credentials to President Higgins only three weeks ago.

This is a great occasion. Two years ago, when I became Provost of Trinity, I gave an inaugural address in which I congratulated the HEA on developing excellent inter-institutional collaborations on the island of Ireland, which has allowed us to embark on ambitious all-Ireland research projects. But I noted that higher education is now emerging as “a globally traded and borderless activity”, and I called for “national priorities relating to global networks”.

I felt this was crucial in terms of educating global citizens, continuing to produce world-class research, and creating the conditions for world-class innovation.

Well, I confess I did not expect movement on this to be quite so swift: here we are, just two years later, with this programme supporting new and existing research-based collaborations between Ireland’s higher education institutions and partner organisations in four designated countries: Brazil, China, India, and Japan. This is a key development towards the dynamic global research network which I envisaged and hoped for.

There are myriad historic connections between Ireland and India - it’s a country of huge significance for us. Trinity’s own engagement with India began as far back as 1762 with the appointment of Mir Aulad Ali, an Indian Muslim, as professor of Arabic, Hindustani, and Persian. Since the start of the twentieth century, Trinity’s medical and engineering Schools in particular have boasted numerous students from India. In recent years we built on this
long relationship by developing partnerships with many universities in India. This year we opened a permanent office in Delhi to facilitate collaborations.

I know that our partners in the consortium have also been active about sustaining and building connections in India over the years. The value of the SFI programme is that the Irish government is now solidly behind our engagements with India. This provides crucial additional support and it helps us collectively to focus on building the networks that can best help Ireland and India, and produce world-class research.

Trinity is delighted and honoured to be leading this consortium. We expect great things from it in terms of delivering our mission in education and research, and in spurring on innovation and entrepreneurship among our students.

Today is particularly auspicious as we also celebrate an event which has grown out of one of our partnerships in India. Just under a year ago, in November, I signed a memorandum of understanding with Lady Shri Ram College in Delhi, with a view to developing research links and encouraging academic and cultural interchanges. Tonight we will see one such cultural interchange when the visiting debating team from Lady Shri Ram College, University of Delhi, takes on the team from the Hist on the motion: “This House wonders what the British have ever done for us”.

This motion, though humorous, speaks to a deep commonality between India and Ireland.

It will be chaired by the Vice-President for Global Relations, Professor Jane Ohlmeyer, – and she is a particularly appropriate chair because, as an historian, she is currently researching into whether Ireland can be seen as Britain’s ‘laboratory for Empire’, a place where lessons were learned that came to be used in India. I welcome here the student debaters from Lady Shri Ram College and members of staff from the English department, Kasturi Kanthan and Rukshana Shroff, who has responsibility for international relationships in the College.

Lady Shri Ram is one of India’s top arts and humanities colleges. Its name is synonymous with Leadership with Social Responsibility and it educates young women to be agents of change. One of its most distinguished alumnae is the Nobel Laureate Aung San Suu Kyi. It was Trinity’s great privilege to present an honorary doctorate to Aung San Suu Kyi in person when she visited Dublin last year.

Another most distinguished alumnus of Lady Shri Ram College is Ambassador Lokesh herself – which makes her presence here today particularly apt. I’m delighted, Ambassador, that one of your first public engagements in this country is to celebrate the connection between your alma mater and Trinity, the University of Dublin. And I’m delighted that it’s
on an occasion when Ireland lays the foundations for many more such research connections between our two countries.

Last year, I travelled to many universities in India, visiting institutes that Trinity is collaborating with. One that has stayed particularly in my mind is the work of the Indian Institute for Human Settlements in Bangalore. Maybe it's because we in Trinity appreciate that the solution of the great problems facing humankind needs interdisciplinary collaboration between technology and the human sciences.

This initiative by Science Foundation Ireland will facilitate and develop such collaborations, such growth of human knowledge. I thank all involved in this programme and I look forward to working with our partners in this consortium and with many partners across India.

And may the best team win tonight!

Thank you.

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(L-R) Provost, Dr Patrick J. Prendergast; Ambassador to India, Mrs Radika Lal Lokesh
Good evening, and welcome. We have arrived again at this important time, early in the new academic year, when we celebrate the election of our new Fellows.

As you know, Trinity was founded as a corporation consisting of the Provost, Fellows and Scholars. So the singular distinction of Fellowship is as old as the College. Individuals are elected to Fellowship by the existing body of Fellows so the body corporate of the College is self-renewing since 1592.

Election is on the basis of serious scholarly work of international standing, and once elected, Fellows have a central role in the governance of the College. To the Fellows falls the great task of moulding the College’s distinctive traditions in each new generation.

One could trace the history of the College through the history of Fellowship, beginning with the first three Fellows elected in 1592 – naturally they were, all three, theologians. In the course of the following centuries, as the number and diversity of Fellows increased, we observe scholarship in Trinity becoming ever more rich, varied, versatile, and international.

Tonight we recognise ten new Fellows, and five new Professorial Fellows, who, collectively, showcase this richness and diversity. Between them, they represent twelve disciplines and they hail from many countries, having taken varied research and career paths. They seem a microcosm of the College at large. From the small, distinctive 17th century college of celibate male theologians, Trinity is now a large, global, multidisciplinary university.

It’s wonderful that every year we get to celebrate the expansion of our college, not just in numbers but in research interests, specialisation, and expertise. And what is particularly precious is the way that Fellows collaborate. Scholars have always shared knowledge and research – indeed, I think, one of the defining characteristics of a scholar is generosity and openness. Knowledge is not something to be hoarded or jealously guarded.

But in previous times, where Fellows may have merely spoken of their work to each other and admired colleagues’ work, increasingly we are seeing active
and planned collaborations. Interdisciplinarity is now intrinsic to the way we all work and research.

I think this adds to the excitement of this Dinner. Because as we listen to the roll-call of new Fellows and their specialisations - well, who knows what research patterns and collaborations may be formed in coming years, what urgent points of connection and collaboration might be made?

So as I welcome now each new Fellow by name, position, and research specialisation, let’s admire the range, diversity and quality of the research being carried out today in Trinity – and let’s look forward to future collaborations between our Fellows.

*** FELLOWS ***

ROBERT BAKER is Assistant Professor in Inorganic and Materials Chemistry. He studied in the University of Warwick and obtained his doctorate from the University of Cardiff. His research interests focus on the co-ordination and organo-metallic chemistry of the actinides, particularly thorium and uranium, for application to both fundamental and applied research.

PADRAIG CARMODY is Associate Professor in Geography and co-directs the TCD-UCD Masters in Development Practice. His research centres on the political economy of globalisation in Africa. He has published six books, including *The New Scramble for Africa*, and is currently researching the impact of mobile phone and other ICT adoption in Africa.

GRAHAM CROSS is an Assistant Professor of Physics and a Principal Investigator in CRANN. He received his PhD degree in condensed matter physics from McGill University in Montreal. Since 2008, he has led a research group investigating the nanoscale mechanics of soft matter including polymers, colloids, gels and biomaterials.

CARSTEN EHRHARDT is Associate Professor of Pharmaceutics and Pharmaceutical Technology. He studied at the Universities of Frankfurt and Hamburg, and received his PhD from Saarland University. His research focuses on transport mechanisms of xenobiotics and endogenous compounds at the respiratory epithelial barrier. He has helped develop advanced drug delivery systems for pulmonary administration.

SERGEY FROLOV is Associate Professor in Mathematics. He studied at Moscow State University and received his PhD from Steklov Mathematical Institute. His research focuses on theoretical high energy physics with emphasis on the relationship between quantum gravity, described by string theory, and elementary particle physics, described by quantum field theory.

LAURENCE GILL is Associate Professor in Environmental Engineering in the Department of Civil Engineering. He studied at the universities of Lancaster
and Newcastle-upon-Tyne and received his PhD from Trinity. His research looks into the fate and transport of air and water-borne pollutants in the natural and built environment, as well as the development of passive treatment processes.

CAROL NEWMAN is Associate Professor and M.Sc co-ordinator in the Department of Economics. She received her BA and PhD from Trinity. Her research focuses on development economics, in particular the micro-foundations of development, covering both household and enterprise behaviour. She has also published widely in the field of agricultural economics and on the Irish economy.

SARA PAVIA is Associate Professor in Civil Engineering. She received her primary and doctorate degrees from the University of Zaragoza in Spain. Her research areas are: masonry mortars, pozzolans, sustainable composites, energy efficient construction and lime-mortar masonry. She designed and is director of the Postgraduate Diploma in Building Repair and Conservation.

MICHAEL PEARDON is Associate Professor in the School of Mathematics. He studied in Cambridge and received his PhD from the University of Edinburgh. His research aims to learn more about the substructure of nuclear matter, by making predictions directly from quantum chromodynamics (QCD), the theory of the strong interactions that bind quarks and gluons inextricably inside the nucleons.

IAN SANDERS is Associate Professor in Geology. He obtained his primary and doctorate degrees at St John’s College, Cambridge. His teaching and research lie in the fields of mineralogy and petrology. For two decades he investigated enigmatic Scottish and Irish rocks, originating deep in the Earth’s interior; since the 1990s, his interest had switched to meteorites and their implications for planet formation.

The following colleagues have been elected to Professorial Fellowship:

RICHARD CARSON is the Professor of Cognitive Neuroscience of Ageing in the School of Psychology and the Institute of Neuroscience. He studied in the University of Bristol and received his PhD from Simon Fraser University in British Columbia. His research focuses on human brain plasticity, and is geared towards developing methods to maintain and restore cognitive and movement function in later life. His current research emphasizes the rehabilitation of stroke survivors.

BLANAID CLARKE is the McCann FitzGerald Professor in Corporate Law. She studied in UCD and received her PhD from the University of Manchester. Her research interests include company law, corporate governance, financial services law, securities law and takeover law. As a member of the European Commission’s Reflection Group on the Future of EU Company Law, she was
one of a small group of European experts tasked with addressing current problems in EU company law, and also works with the Irish Takeover Panel.

BALZ KAMBER is the Professor of Geology and Mineralogy. He obtained his primary and doctoral degrees from the University of Bern in Switzerland. His main research interest is in reconstructing the dynamic nature of chemical cycles, which describe the interaction between the solid Earth, the hydrosphere and the biosphere. His group at Trinity operates highly sensitive analytical equipment to tease out chemical fingerprints from ancient rocks relevant to the evolution of the atmosphere, the oceans, and life.

MARK LITTLE is the Fottrell Professor of Nephrology and a consultant nephrologist in the Adelaide Meath, incorporating the National Children's Hospital in Tallaght and Beaumont Hospital. He studied in Trinity and obtained his PhD from Imperial College London. His research area is in the rare but potentially fatal disease, ANCA vasculitis – to further work on this he established the Irish National Rare Kidney Registry and Biobank on his return to Ireland in 2012.

DECLAN WALSH is the Professor of Palliative Medicine, a joint appointment between Trinity and UCD. A graduate of UCD, he was founding director of the ground-breaking Center for Palliative Medicine at the Cleveland Clinic, Ohio, which has served as a model for hundreds of others internationally. His own research focuses on complications and common problems experienced by cancer patients, including assessing symptoms and tying that assessment to treatment.

And tonight we also acknowledge two Honorary Fellows:

- Professor CHRISTOPHER DOBSON, Master of St John’s College, Cambridge and
- Professor PATRICK O’MEARA, former Master of Van Mildert College in Durham University and a former Fellow here.

I congratulate all our new Fellows. Each of you has achieved so much – both here in Trinity, and elsewhere. I am sorry that I have only had time to ‘gallop’ through your career highs. Each of you could merit a speech of your own.

We are very proud that you have chosen to enhance this university through your research and teaching and we look forward to the continuance, and deepening, of your relationship with what is very much ‘your’ College.

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(L-R) Dr Ian Sanders; Dr Richard Carson; Dr Graham Cross; Dr Laurence Gill; Dr Sara Pavia; Provost, Dr Patrick J. Prendergast; Dr Blanaid Clarke; Dr Padraig Carmody; Dr Robert Baker; Dr Balz Kamber; Dr Michael Peardon.
Opening remarks: session on “Higher Education and Strategic Knowledge Creation” at KAIST, Korea.

Seoul, Korea

It’s a pleasure to have been invited to moderate this session on “Higher education and strategic knowledge creation: specialization and performance”. My name is Patrick Prendergast and I am President & Provost of Trinity College – The University of Dublin. Trinity is Ireland’s highest-ranked university, and also Ireland’s oldest university founded more than four hundred years ago. Trinity College is a university that has educated some of the greatest minds of our time, including Nobel prize winners in literature and in science.

I am also a Board member of the European Institute of Innovation and Technology - the EIT. The EIT is a body of the European Union that aims to create a step change in entrepreneurship in Europe by creating entrepreneurship-driven Knowledge and Innovation Communities, or KICs, as Anders Flodstrom has already told you earlier today. There will eventually be KICs in eight domains; the one we heard about earlier today was the EIT ICT Labs – and another five will be launched in the coming years in the following domains: raw materials, ageing and active living, food for the future, added-value manufacturing, and urban mobility.

Each Knowledge and Innovation Community requires university input as an essential participant in the KIC. And, because the EIT budget of €2.7 billion must be leveraged by additional industry and university contributions, this forces decisions about specialization by research universities because the costs or participation are significant. I bring it up here because this is but one example – a European example – of the need for universities to strategize on specialization and performance - the topic we are to address this afternoon.

It is now my pleasure to invite Professor Steve Kang to the podium to address you.
Vice-President XIE of the Chinese Academy of Engineering; Members of the Academy; Ambassador of Ireland to China His Excellency Paul Kavanagh; distinguished guests; ladies and gentlemen; Good morning,

It’s a pleasure to be here, and to have this opportunity to talk to this distinguished audience about innovation in Europe, and particularly the role that university education plays in European innovation.

I’m here in my capacity as President, or Provost as we historically call it, of Trinity College, the University of Dublin. Trinity is Ireland’s leading university and it is ranked 18th in Europe and 61st in the world according to the latest QS rankings.

I’m also here as a member of the governing board of the European Institute of Innovation and Technology, the EIT. The EIT is a body of the European Union with a mission to increase Europe’s growth and competitiveness by reinforcing innovation capacity. The EIT governing board represents a balance of individuals active across education, research, and industry. It was a great honour to be appointed to this board - I took it as a tribute to both Ireland’s and Trinity's commitment to innovation.

Today I’ll be talking about the EIT and its actions and plans for European innovation, and I'll be talking about Trinity, about Dublin, and about Ireland as an example of how innovation can work in a European university, in a capital city, and in a small European country such as Ireland.

* * *

First of all, let’s take a look at innovation in Europe. Is Europe an innovative place? Does it create products, services, new technologies and improved technologies which people want?

The answer to that is: Yes and No.

Europe has an amazing track-record as the crucible of great ideas turned into products and services that permeate the world – from the car to opera, from ballet to radio, from croissants to pizza. Ground-breaking, game-changing things like the printing press or the steam engine; drugs such as
aspirin and penicillin; medical devices of all kinds: thermometers, x-rays, radar, stethoscopes, hip prostheses – all these were invented or discovered in Europe.

Europe has a phenomenal record for innovation, and within Europe certain countries continue to perform excellently, pioneering in mobile telecoms and leading technologies in automotive and aviation industries.

But, it’s no secret that Europe as a continent is not as successful at innovation as it once was. It is striking that many inventions which had their origins in Europe were then commercialised in North America – things like aviation and cinema in the early 20th century.

And in recent decades Europe’s competitiveness has suffered further. The markers of the contemporary age - laptops, tablets, smartphones, social networking – are not, for the most part, European creations. The market leaders in new technologies are in the US and Asia.

To get across this point, let’s look at two key indicators of innovation and entrepreneurship.

Look at this data taken from the Global Entrepreneurship Monitor:

It shows the percentage of the adult population engaged in entrepreneurship – that is the percentage who own their own businesses: US – 13%; Germany – 5.3%; UK – 7.6%; France – 5.7%; Ireland – 6.1%.

And 2011 data of the percentage that companies in the EU, China, the US and South Korea spend on Research & Development. EU – 1.1%; China – 1.36%; US – 1.65%; South Korea – 2.97%. These figures are taken from
And in fact these figures don’t tell the full story. The real story is that in the past decade, R&D intensity grew very slightly in Europe, but in China, as of course you know, it has almost doubled. According to the OECD, China’s average real growth in R&D spending has been close to 20% in the past decade, making it the world’s second largest R&D performer, and well ahead of the EU.

Of course, as you know, the EU is a union of 28 countries, so there is much diversity – German companies’ Research & Development figure for instance is about twice the EU average. But thinking in terms of general European competitiveness, not in terms of individual countries, we cannot be satisfied with the performance of Europe as a whole. We want all EU members to be performing at a high level; and moreover we want all EU members to be realising their potential and building on Europe’s enormously strong tradition in innovation.

This is where the EIT comes in.

The EIT seeks to achieve a step change in innovation in Europe. Our mission is to foster a new generation of entrepreneurs and innovators. We recognise that Europe is teeming with ideas and with gifted people, creativity is high, but that too often ideas remain untranslated into impact and therefore people’s potential remains unrealised.

From my point of view as a university president, and from the point of view of my colleagues around Europe, it’s obvious that something is not quite working because we know that our universities are performing well. Europe continues to have world-renowned universities like Oxford, Cambridge, the École Normale Supérieure in Paris, Imperial College London, and the University of Heidelberg, and indeed I could include my own university Trinity College Dublin and many more – all these are high-performing, world-famous, and highly-ranked.

So there’s a kind of disconnect: universities that are high-performing in research are not, generally-speaking, leading sufficiently to growth, competitiveness and innovative products and services in Europe.

Europe has excellent ideas, excellent universities, and excellent students. But this isn’t translating sufficiently into excellent products, strong markets, and budding entrepreneurs.

We need to facilitate the transitions:
from idea to product,
from lab to market,
and from student to entrepreneur.

The EIT was founded almost six years ago to facilitate such transitions. The EU already has a number of programmes focused on job creation and on boosting research and development, so some people have wondered whether we need this new institute. Our answer is that the EU’s existing programmes are good at developing specific projects, but we need to go beyond this.

We need a game-change; we need to try something more daring if we are to promote a step-change in innovation in the EU. We seek a sustainable solution for the continent as a whole; we seek to link up Europe’s fragmented innovation and research systems through facilitating common working between Europe’s education, business, and research and technology communities. In short, the purpose of the EIT is to build innovation ecosystems across Europe.

***Innovation Ecosystem***

You are possibly familiar with the phrase ‘innovation ecosystem’ – it’s used to denote the conditions necessary for innovation and entrepreneurship to flourish.

When conditions are good in a country’s ‘innovation ecosystem’, you find businesses, individual entrepreneurs and investors, universities, and government bodies interacting in the right regulatory environment (the right tax incentives, labour laws, bankruptcy laws, etc.) to create jobs and open up opportunities.

The biological metaphor is apt: it gets across the idea of the different players, or “organisms”, interacting to sustain growth. Think of all the factors like sun and rain and pollinators and biodiversity which are necessary to sustain growth and fertility.

And then imagine removing sun or rain or honeybees or diverse plantlife, and you get a much harsher, less fertile environment. That’s what happens if you take away good regulation, or university expertise, or industry know-how from the ecosystem.

At the moment, the innovation ecosystem in some European countries works very well, but it’s premature to talk about ‘Europe’s innovation ecosystem’ because, rather than one, large, united terrain - when it comes to innovation, Europe is still divided into fragmented territories. This is hindering growth across the continent.
The EIT wants to get Europe’s innovation ecosystem working. We envisage a “Knowledge Triangle”, as on this slide:

Higher Education is of course universities; Business is the private commercial sector; and Research and Technology are State-funded institutes such as the Max Planck scientific research organisation in Germany, and other leading centres of fundamental or translational research whether associated with industry, universities, or governmental organisations.

The idea is to integrate the three parts of the triangle to create a pan-European group that will drive entrepreneurship and innovation. This group is given a special name: the Knowledge and Innovation Community, or KIC for short.

Each KIC is funded by the EIT to bring together knowledge triangle partners to create value for European citizens. Three KICs are already underway. They are in areas specially chosen by the European Parliament:

- Climate Change, called *Climate KIC*;
- ICT, called *EIT ICT Labs*; and
- Sustainable Energy, called *KIC Innoenergy*.

Obviously these are crucial areas, not only for entrepreneurship but for quality of life and the environment.
These three KICs have been running for the past three years. Let’s take a look at what they’ve achieved, because this will give you an idea of EIT goals and specific actions.

For Climate KIC, an incubator network has been established across Europe – 11 incubators have incubated a total of 78 ideas. Via SME innovation vouchers and support, twenty SMEs were helped innovate in 2012. The Pioneers-into-Practice programme aims to train already multi-skilled people to address climate change challenges – in 2012, 172 such people were mentored and trained; they now join a community of 300 KIC-climate ‘change agents’ across Europe.

EIT ICT Labs adopted an invest for impact approach which has generated more than 40 knowledge adaptations and transfers, created more than ten new companies, and launched more than 15 new products and services.

KIC Innoenergy currently has 41 innovation projects running, involving 108 enterprises, of which half are SMEs. 45 new products and services are forecast, with 25 patents already filed. Regarding entrepreneur incubation, 184 entrepreneurs with a business idea are currently being ‘nurtured’, and the “KIC Innoenergy highway” now consists of 25 ventures, with eight start-ups already created. And a team of five student-entrepreneurs came second in the Bill Clinton-sponsored worldwide contest, HULT Global challenge.

These slides show the some of the metrics graphically:
What’s important about all this activity is that it is Europe-wide, and it involves the successful integration of the three sides of the Knowledge Triangle – education, research, and business.

Three months ago we agreed on five future KICs to be selected in three waves:

- Two in 2014: ‘Raw Materials’ and ‘Healthy Living and Active Ageing’
- Two in 2016: ‘Food4Future’ and ‘Added-Value Manufacturing’
- And one in 2018: ‘Urban Mobility’

We will shortly be launching a call for proposals for European universities and businesses to prepare their bids, and start building networks.

Educating young Europeans to be entrepreneurs is part of the KIC concept, by (i) appropriate course work delivered in a mode that maximizes availability in the European Higher Education Area, and (ii) using experiential learning that would leverage the networks implicit in the knowledge triangle.

The existing KICs will of course continue. Ideally, within a decade we will have multiple Knowledge and Innovation Communities, operating in key areas, across the continent. I should say, of course, that partners will not only be European, but global. A flourishing innovation ecosystem in Europe means a flourishing global innovation ecosystem.
“No man is an island
Entire of itself
Every man is a piece of the continent
A part of the main.
[...] Any man’s death diminishes me
Because I am a part of mankind.”

This was written by an English poet, John Donne, 400 years ago. It catches what Buddhists call “the interconnectedness of all things.”

My university is a member of CLUSTER, which is a consortium of twelve elite European universities of science and technology, with associate members from round the world. In its policy statement, CLUSTER declares that:

“in a world facing unprecedented challenges... the well-being of our society cannot be founded by a single nation or single engineering discipline. Instead, these challenges call for truly international, multi-disciplinary collaboration and a new mindset.”

CLUSTER’s policy statement is saying – in admittedly a rather less poetic way – the same thing as John Donne. We cannot operate in isolation. This has always been the case. But in the past few decades, advances in travel, communications and trade mean that we now have the opportunity to be more outward-looking and internationally-oriented than ever before. And when I say opportunity, I mean necessity.

As educators we are now operating in a radically changed environment to the one we studied in as undergraduates. I was an undergraduate in engineering in the 1980s, and a young lecturer in the 1990s. Most heads of universities round the world are of a similar age to me, or older. In the relatively short period since we graduated, the world of education has changed enormously and fundamentally, and these changes have accelerated in the past decade.

There have been major, ground-breaking changes in higher education – for instance professors, and even students, are now entrepreneurs, attuned to considering the impact of their research and scholarship, including the commercial potential of their research and to seeking out industry partners.

There has also been a huge increase in international academic collaborations. Staff, students, and research projects are no longer identified with one institution as they once were. Higher education is now a global and borderless activity where national borders have a declining significance as regards selection of universities by students and Faculty. Universities are global nodes for the flow of people and information.
It is in universities that "boundaries to our existing knowledge are explored and crossed; it is there that unfettered thinking can thrive, and unconstrained intellectual partnerships can be created. It is there, within each new class, within each new generation, that the future is forged." So how can universities best play their part in the innovation ecosystem? Well, I can only speak for Trinity so I want to dedicate the rest of my talk to telling you a bit about what we are doing in Trinity to help create a flourishing ecosystem in Ireland, Europe, and the world. At the end I will come back to general points that the EIT can support.

***Ireland***

To explain what we’re doing about innovation in Trinity, I should first tell you a little bit about Ireland, since of course Trinity’s location determines the kind of innovation we practice.

Ireland is an island in western Europe. We’re unusual among European countries in that we were colonised – in fact we’re often known as Britain’s earliest colony - a “laboratory for the experiment of colonization”, as one of my historian colleagues has termed it. We are now approaching the centenary of independence, which was gained in 1921.

We were the first colony to leave the British Empire since the Americans, and this got us a lot of attention on the world stage in the 20th century. Another reason why Ireland is well known is that the world is full of people of Irish descent. There has been large-scale emigration from Ireland for two centuries and there are now huge Irish diasporas in Britain, the United States, Australia, Canada, Hong Kong, and increasingly China.

For a decade - from 1998 to 2008 – Ireland was also famous for having one of the highest economic growth rates in the world. This was the period when we were known as ‘the Celtic Tiger’. The world financial crash of 2008 hit Ireland hard, particularly the banking sector. Things haven’t been easy but I think we’re dealing with the crisis well and the mood in the country is broadly optimistic.

At the time of independence in 1921, Ireland had a predominantly agricultural economy. We now have a knowledge and service economy, although food exports remain sizeable. Ireland has a population of only 4.5 million, and employment in industry is through Foreign Direct Investment, with associated linked companies. Many multinationals have their European or regional bases in Ireland.

– companies like Google, Twitter, Facebook, Apple, PayPal, eBay, Accenture and Warner Chilcott. Part of the reason why these companies locate in Ireland is that we have a favourable business environment and a well-educated workforce.

In such a landscape, educating for a global workplace is of course crucial. Our national strategy is to build on the multinational presence and create our own high-tech companies. This has already started happening.

Developing into a ‘knowledge economy’ - where knowledge is turned into wealth through the intellectual capabilities and skills of the people - makes sense for small countries on the peripheries of Europe, like Ireland or Finland. We don’t have the density of population to be large-scale manufacturing countries, but we do have the advantage of access to the huge European, and global markets.

Any country that wants to be a knowledge economy needs a strong technological base and a globally-competitive education system. ‘National transformation through universities’ is the aspiration, and in Ireland there is broad consensus that the university sector is crucial and must be prioritized.

***TRINITY***

Ireland has about forty higher education institutes, including large multidisciplinary universities in the main cities. Trinity, as I’ve said, is Ireland’s leading university and is instrumental to Ireland’s goal to be a strong knowledge economy.

Trinity is one of the world’s oldest universities – it was founded 421 years ago. Today the campus is a wonderful mix of beautiful old Renaissance buildings and very modern contemporary buildings.
It is located in the heart of Dublin city, which is why it’s also called the University of Dublin. Staff and students alike benefit from the urban dynamism, and the city benefits from our presence.

Let’s just look at two maps now:

This is the centre of Dublin (point map)

Here’s the Trinity campus in the red shaded area and these yellow dots show the creative spaces – the art galleries, the studios, the digital and enterprise centres. As you can see Trinity is at the heart of a thriving creative industry
And this map shows the national and multinational high tech companies located close to Trinity:

Here is the area known as ‘Dublin Dock’ where Facebook, Google, and LinkedIn are located, as well as Irish companies. And finally we merge these and add the start ups to show the clustering of creative industries around Trinity to demonstrate graphically just how central Trinity is to the Irish innovation ecosystem.

And indeed, Trinity takes every advantage of its position. Since 2009, Trinity has averaged seven new spin-out companies a year and twenty percent of all Irish spin-out companies now stem from Trinity.

Furthermore Trinity has developed strong relations with many of the multinationals located nearby who are interested in benefitting from Trinity research and projects. Google, in particular, has been a strong supporter of Trinity’s Science Gallery, a unique initiative where science projects are showcased like art exhibitions – or “where art and science collide”, as we say.

Many of Trinity’s spin-out companies have been extremely successful and have attracted large-scale investment over the last few years. Trinity spin-outs are not confined to one area. Here are some of our brand-new spin-out companies from this year which include e-learning technologies, cloud security, and a nanopatterning fabrication company. This diversity has come about because Trinity is an interdisciplinary university.
We have 24 Schools, ranging from Business, Drama, and Law, to Chemistry, Engineering, and Medicine. It’s college policy to encourage Schools to collaborate.

In terms of commercialisation, the products and services arising from Trinity research come out of this interdisciplinary approach, and our researchers seek to link up with a range of different industry partners.

***Actions for Innovation and Entrepreneurship***

As I’ve said Trinity averages seven new spin-out companies a year. But this has only been the case since 2009. Previously between 1986 and 2009 we averaged only one company a year. Our Science Gallery was only established in 2008, and other important innovation initiatives like our Masters in Creative and Cultural Entrepreneurship and our Innovation Academy for PhD students were founded even more recently.

I want to take a look at what we did, and are still doing, to plan for innovation and entrepreneurship. I have isolated three key actions:
1) An international and diverse student body

Innovation is about global connectivity and best international practice. This has to start with the students: you don’t get world-class innovation if your students are inward-looking, parochial, and afraid to travel or learn other languages.

Trinity has an international student body: 20% of our undergraduates are from non-Irish backgrounds, and almost a third of our postgrads. We also encourage our students go abroad for a semester and foreign students to come to us.

Trinity has always educated graduates who take their skills far afield, and today our 95,000 alumni are spread over 130 countries, working in diverse professions.

2) The second action is about increasing research collaborations and creating markets for new courses.

Our staff members are more international again than our students. Over a third of our staff are non-Irish, and in the past decade or so, Trinity has extended its international research collaborations. Today, we have research collaborations with 110 countries worldwide.

The UK and the US are our top two collaborators – unsurprising as we share a language and a history. We have increasing numbers of collaborations with China, Japan, and India.

Trinity’s research collaborations with China have tripled over the past ten years and China’s position among Trinity’s top 25 international collaborators has moved from 19 in 2002 to 12 in 2012.

And since this is an Academy of Engineering and I’m an engineer, let’s take a closer look at collaborations within our School of Engineering. This is a graph showing our top 20 collaborating countries in terms of co-authorship.

China as you see is our third strongest non-European collaborator, after the US and India.

And our research collaborations extend to creating new comparative courses, jointly offered by two or more universities.
3) Our third action is about encouraging an innovative mindset in staff and students through creating innovation pathways.

In order to create an environment where staff and students start thinking about releasing the commercial potential of their research and focusing on potential markets outside their own country, Trinity has developed a number of innovation pathways. These pathways are about moving from the ideas phase into something concrete and profitable. The thinking behind creating innovation pathways is the same as the thinking behind the EIT’s knowledge and innovation communities. We want to facilitate the transitions:

- from idea to product,
- from lab to market,
- and from student to entrepreneur.

In Trinity we have a number of innovation pathways to help us do this, for students and for staff.

***Student Innovation pathways***

Three years ago we established the Innovation Academy. This educates PhD students to develop opportunities for innovation arising from their research. It is interdisciplinary and inter-institutional – bringing together students from three Irish universities. Ideally, in coming years, it will involve students from beyond the island of Ireland. Indeed, from China. There is no reason why not.

The Innovation Academy provides a range of modules, including creative thinking, protecting your idea, and planning and financing your venture. And
it gets students to work in groups to solve real-world problems identified by industry and partner organisations.

Two months ago, a new programme, LaunchBox, saw our students pitching for investment in their business ventures. Six teams of students were provided with seed funding, office space, and master classes in marketing and funding. The programme was supported by business leaders who provided investment and mentoring.

Products already incubated under the LaunchBox programme include ‘WifiGuard’, which uses a household wifi to detect home intruders; and ‘BiteLock’, a new type of bicycle lock, designed to immobilise a bicycle in an attempted theft. Our students are extremely excited about realising their ideas.

With reference to the EIT, I see a kind of ‘knowledge triangle’ in Trinity to make the knowledge triangle operable locally between:

- education being “international education”;
- research being “international research collaborations”; and
- business being “innovation pathways”.

My ambition is to strengthen all three and get them working in dynamic synergy so that staff and students, collaborating with international partners, can commercialise their ideas and research and so help grow the economy and improve society.
***Conclusion***

So these are some of the things Trinity has been doing to encourage innovation. I know that other European universities have similar programmes. Together with the EIT, innovation ecosystems can be built that synergise with each other.

The EIT came about because education, research and industry leaders looked at how things were run in successful innovation microcosms – not just in Europe, but round the world. These leaders thought about scaling up – to reproduce that model not just for a city and region and country, but on a continental scale.

The EIT’s ambition is high and the task it faces isn’t easy: Europe is a union of 28 countries; these countries collaborate successfully in some areas but not in others. The European project is highly successful in that it has created a common market of 500 million people, and its member states do not go to war against each other. But it still has some distance to go to get people, and universities, to think not just regionally and nationally, but continentally and internationally.

Currently, innovation in Europe isn’t the flourishing ecosystem that it has the potential to be – it’s a series of microcosms, some flourishing locally, others not. The EIT has set out to change this through strategizing, planning and taking action. So I’ve every expectation that the EIT will succeed in its ambition, particularly because the ambition ties into the founding principles of the European Union. The European Union was founded to boost European competitiveness, certainly, but more than that it was created to bind together the countries of Europe for their mutual economic and social benefit, and so the horrors of history were not repeated.

The EIT’s part in this is aimed at boosting innovation and entrepreneurship, but it’s also about enabling and advancing a spirit of openness, trust, curiosity and interest – the European spirit, which is also the global spirit.

The founding architects of the EU realised that there was no reason why products created in Holland should not also sell, without import duty, in the south of France, and no reason why a Belgian should not work in Italy with all the rights of an Italian citizen. We are now finding new ways to extend the thinking to ideas in education and research, although the forces that would relocate that to the nation states, and even within them to regions, or cities, or parts of cities, are still forceful. Nonetheless we are already at the stage, where a research project, started in Ireland, can gain academic collaborators in Britain, and investment in France, and business partners in Germany – we just want to speed up, facilitate, and normalise, and internationalise this process.

Thank you very much.
(L-R) Ireland’s Ambassador to China, H.E. Paul Kavanagh; Provost, Dr Patrick J. Prendergast; Vice-President XIE of the Chinese Academy of Engineering.

* * *

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Good evening,

You’re all very welcome to Trinity College Dublin, and to “The Long Room”. That’s quite a prosaic and mundane name for this room, which is indeed ‘long’ – but is many other things besides.

A former student, who is now a novelist in South Africa, described this place as a “cathedral of books… [replete with] the dusty and resinous smell of centuries of learning.”*

Another alum of Trinity, your own Paddy Cosgrave, has described it in quite other terms “an original version of the internet” because here, in one room, is distilled thousands of years of knowledge, and we even have a kind of search engine which enables us to locate the exact knowledge we want – not as quickly as Google, but surprisingly quick all the same.

For myself, when I’m in this room, I think of a quote from the American historian, Shelby Foote: “A university is but a collection of buildings around a library”. That’s surely a great definition of a university. You walk round Trinity’s beautiful campus, or any of the world’s great university campuses, and you admire the fine buildings, but if you take away the libraries, and they’re no longer universities. They’re deconsecrated.

What makes a library? It isn’t print or paper per se; it’s information, it’s knowledge. This library, like all great libraries, is a memory organisation: it acquires, preserves, and makes available human knowledge - in all past and present formats and, if we do our job well, all formats of the future.

That’s why Paddy Cosgrave’s comparison is so apt – because the internet is another memory organisation.

Like the internet, this library is a “work in progress” – we are constantly finding new ways to preserve and showcase knowledge.

The foundation stone for this Library was laid three centuries ago. Trinity then owned some fifteen thousand books. Today we have 4.25 million books, plus 350,000 electronic books and access to 30,000 electronic journals – and these figures just keep growing.

* John Conyngham, article in *Trinity Tales in the Seventies* (Lilliput 2011)
And because of technologies, which avant-garde entrepreneurs such as yourselves have invested in and made possible, we are today able to showcase our knowledge better than ever before.

To give an example: in the mid-17th century, Ireland suffered the largest single transfer of land anywhere in early modern Europe, when land was forfeited from the Catholic Irish and redistributed to Cromwellian adventurers and soldiers. To oversee this transfer, the government in Ireland commissioned the world’s first ever detailed land survey on a national scale.

Copies of these survey maps survived in dozens of libraries and archives scattered throughout Ireland, Britain, and France. This year, Trinity historians brought together 2,500 of these maps for the first time in over 300 years, and digitised them, working together with industry leaders, IBM and Google.

The project, now a free online resource, is a unique interaction between historical manuscripts and modern technology. All the 17th century sources have been overlaid onto 19th century Ordnance Survey maps, and also onto Google Maps and satellite imagery.

The 21st century is a kind of ‘open sesame’ period for knowledge. Obviously, this is a tremendously exciting time for universities. We deal in knowledge and have done for centuries. The ‘time to market’ for knowledge used to be fairly lengthy. The example I always think of is that of William Rowan Hamilton, a Trinity professor and one of the 19th century’s greatest mathematicians. In 1843 he made his seminal discovery of the quaternion, a kind of four-dimensional number. He was incandescent with excitement over this – after fifteen years’ research, he knew he’d made a phenomenal breakthrough. But quaternions had no application for almost 150 years! Today they are used in the control of aircraft and 3D computer modelling.

150 years is a particularly long ‘time to market’ but, before this era of commercialisation of research, it wasn’t unheard of. Until recently there was insufficient link-up between ground-breaking academic research and entrepreneurship. That’s all changing now, which is truly wonderful for universities, and I imagine, is also wonderful for you as ground-breaking tech entrepreneurs and investors.

So we’re excited about the way innovation is developing in Trinity. We are embedding innovation in the curriculum, so that even undergraduates are being encouraged to think of commercialisation and entrepreneurship. A brand-new programme, LaunchBox, saw students this summer pitching for investment in their business ventures. They received seed funding from the Trinity Angels – a group of Trinity friends and alumni who also give mentoring support to these budding entrepreneurs.
Of course, when it comes to encouraging and embedding innovation in College activities, Web Summit is a huge inspiration. This is one great success story.

In Trinity, we’re very proud of Paddy Cosgrave, whose vision has made this possible. It’s a stimulus for Dublin to welcome world-renowned technology leaders, and it’s a stimulus for Trinity to be able to welcome all of you here this evening.

* * *
Sean: You’re welcome back, and our phone number 1850 715 900, tweet @todaysor, and text us on 51551 – the email todaysor@rte.ie. On the 8th and 9th of next month, Trinity College Dublin is hosting the ‘Trinity Global Graduate Forum’. It’s the University’s own version of the Global Economic Forum, bringing about 120 of the most successful Trinity graduates back from all parts of the world to where it all started educationally for them, at least at third level. Joining me now, the Provost of Trinity College Dublin, Patrick Prendergast. Two years in the office, in that position, you’re very welcome, thanks for coming in. During your campaign to be elected, Provost, back in 2011, you asked for a mandate for a new and different kind of Provostship – you’re the youngest ever to hold the post – how have you used that mandate?

Paddy: Well, I’m the youngest in 250 years: in 1750 there was a person who was 40 years of age who was elected Provost – I was elected at 45 years of age. I’ve used that mandate to set out a new direction for Trinity College, a direction that fully engages it with Irish society – I believe this is important, opening up the College even more than my predecessors have done, and I think in many ways they did a good job, but the opening that needs to happen is to fully engage globally, and to be, in a way, Ireland’s university on the world stage.

S: But, give us an idea, in some small specific instances, of how you put that into action.

P: Well one of the things we’re doing at the moment is launching our ‘Innovation and Entrepreneurship Strategy’. This will open Trinity to deliver a more entrepreneurial style of education, allowing our students to engage in creativity and innovation as part of their undergraduate curriculum. I’ll give you a simple thing that we did this year: we had an undergraduate student incubator called ‘Launchbox’, we call it, set up in – above – Front Arch, and in that space Trinity alumni – we call them the ‘Trinity Angels’ – provided some seed funding for small businesses to start – businesses started by undergraduate students. And that’s the sort of thing that we want to see more of, and that’s what we’re promoting under my Provostship.

S: A lot of debate about third level, the priorities, how to get – to achieve more with less, I suppose, it’s something that inevitably flowed from the recession – also people like the Aer Lingus Chief Executive Christophe Muller saying
that in Ireland, the notion that everything but a university education is seen as inferior, that we need to get away from that.

P: I agree with him, we do need to get away from that, and I was there when he said that, and I think it struck an important chord with the participants of the Global Economic Forum. Many different kinds of careers can be set up for a young person in life, and it’s not always going to require the kind of education that universities like Trinity offer.

S: But all of the university – universities – and the ITs – they’re in this constant drive, and we’ll see more of it now in the run-in to the CAO forms being filled out in January – to get more students in, to pull them in, to just push up the numbers.

P: Well, you won’t see Trinity College doing that. We want, of course, students that can benefit from the kind of education that Trinity College offers to apply to us, but we think in Trinity that there should be diversity in the Irish higher education system, that not all universities, or not all institutes of technology, need to be offering the same kind of education. In the business of higher education we call this ‘Harvardisation’, that some univ– every university wants to be Harvard –

S: [interrupts] Harvardisation?

P: – you know, and really, not every university should want to be Harvard, and not every university... has the staffing and the makeup to be like that. So, diversity is important, and young people in Ireland deserve to have diverse educational opportunities, and deserve to have a higher education system that offers them that.

S: What about the fact that, in recent times, and this may be partly the bane of your life as well as an occasional joy, you’ve slipped in the world university rankings from – you’ve slipped 19 places to 129th.

P: Well we’ve slipped in that particular ranking that you mention, it’s called the Times Higher, but we’ve gone up in many other rankings. So, in some rankings you go up, in some you go down, and you have to take a philosophical approach to it.

S: Yes, but the rankings editor in The Times, Phil Baty, says that Trinity’s slide is a cause for alarm.

P: He says it’s a cause for alarm for the Irish higher education system as a whole. He sees Trinity as Ireland’s flagship university, and when the flagship university falls in the Times Higher ranking, that it’s a wake-up call, I think he called it, for the Irish higher education system – and I think he was aiming that at government as much as –
S: [interrupts] Why did it happen?

P: I think the fall in that particular ranking... was due to academic surveys done around the world of other academics in other universities and how they ranked Trinity in their particular... discipline. But just recently we had another ranking, an employer employability ranking index, run by the New York Times, and in that ranking we went up – that was just released yesterday. So... there are continuous rankings –

S: [interrupts] yeah but if you’re – you’ve – Trinity long prided itself as being one of the top 100 in the Times system, you've fallen out from that. What – do you expect, you’ve got ten years – eight years of your ten-year term left now – do you think that you can get back into the top 100 – is that one of your objectives during your Provostship?

P: I wouldn’t narrow one of my objectives just to be solely to climb in one or other of the rankings. If we can find a way to continue to deliver an even higher quality education than we’re doing now, and to promote research and scholarship, then we will inevitably climb in many of these rankings. A lot of this boils down to getting a university – getting a financing system for the universities that allows us to employ staff to deliver high-quality education, and this is what we must focus on: increasing revenue into the university and finding ways to use that revenue efficiently to deliver high-quality education.

S: There was €25 million in cuts for the universities last year, it was supposed to be restored this year, it’s now been pushed back another 12 months: would you share the IFUT – that’s the Irish Federation of University Teachers – take on that as being reckless endangerment of third-level education?

P: I think the funding cuts that we’ve had over the last number of years have endangered the quality of education that we’re delivering in Irish universities – the staff-student ratio has gone up, and its way out of kilter with international norms. In Trinity we have about 20 students per staff member, and in most universities that we compete with globally, that would be more like 15 students per staff member. So yes, we have gone out of kilter because of the cuts.

S: And does that then in turn influence the drop in the rankings?

P: It’s part of the reason... because the... staff-student ratio is one of the metrics that feed into this. But what we in Trinity are doing is saying: right, government funding, we’ll argue that it keep up as much as possible, but we have to find other ways to generate revenue to make up for the drop in government funding. That is increasing recruitment of international students, because international students pay a higher fee, and they write their own cheques. We also have... commercialisation activities that will increase
revenue to the University. And we believe also that online courses and the provision of... education over the internet can create revenue streams for the university that can make up for the shortfall in government funding. I think people don't realise, but government funding is only about 50% of what Trinity receives now, and that other universities in Ireland would be in a similar situation. Government funding has fallen to such an extent that really universities are more like public-private partnerships now, than they are like public-sector bodies that are funded by government.

S: But if you go out beating the bushes further from your previous graduates, or from your graduates, or people who have an affinity with the University and are successful and that – to some extent, there must be, you must be, a victim of your own success, as would the other universities be, because the government then has an excuse for reducing their contribution?

P: Well... they have an excuse for reducing their contribution, you could look at it like that, but we all know that... it's difficult for government to collect the taxes really to run high-quality public services, we see that across the board. We can't, in a university like Trinity at least... we've more or less said to ourselves we can't rely on government funding to maintain high-quality higher education, we have to find other ways to generate revenue to do that, whether it be from philanthropy, whether it be through internationalising and gen– getting more students from around the world, or the commercial activities, and so forth as I've said.

S: Now, despite what you're saying, or agreeing earlier with Christophe Müller about universities not being for everybody, there is at the same time an effort ongoing for some time to increase access to people of all socioeconomic groups if their brains will warrant it. How is that coming along at Trinity?

P: Well, you say there that I don't believe universities are for everybody – actually I believe everybody should have access to a university education, if it's... if it's what they want, if it's... if it suits their talents, and that's what we want to achieve: access opens up university education for all members of society and I firmly believe that that's absolutely important, and important for –

S: [interrupts] Irrespective of means?

P: – irrespective of means. And in Trinity we've been running 'Trinity Access Programmes' to achieve this, for twenty years now, more than a thousand students have come through the Trinity Access Programmes, which allow students to come... from socioeconomically disadvantaged groups into Trinity... without coming through the Leaving Cert route necessarily. And you know the interesting thing about that? When the statisticians look at it, these students are... statistically indistinguishable in terms of exam marks from those that come in through the Leaving Cert.
S: Ha-

P: So what does that tell us? Talent is well distributed in society and we have to have a university admissions system that recognises that.

S: And have you been tracking how they’re getting on after they leave, after they graduate?

P: Absolutely we have, and they get on very well, some of them have done excellent – they’re tech entrepreneurs, they’re working in the professions… they’re doing very well.

S: [interrupts] And in turn then you’ve got this new venture, I think it’s going to start in the new year, a system that’s going to be parallel to the CAO admissions system –

P: [agreeing] Mmmhmm.

S: There will be other factors taken into account in allowing people to begin studying in Trinity. Explain a bit about that.

P: Yes we’re going to have – we’re doing a feasibility study to trial a holistic admissions system which won’t use just the Leaving Cert points, because we believe the Leaving Cert points creates a narrow gate for entry into university. So what we will use – give you an example of another piece of data we will use – is a student’s ranking in their school. So if – you might get 400 points in one school and come top in your class; you might get 400 points in another school and come way down the line in your class. Which of those students would you admit, given a choice? We would, I think you’d agree, admit the student that got – came top in their class with 400 points. So this ‘Relative Performance Ranking’, or RPR as we call it, would be one of the pieces of contextual data that we will use to decide on admissions.

S: How is that fed into the system then, or how will it be?

P: We’re going to have… a panel, that will look at each individual case, look at this Relative Performance Ranking, look at their CAO points total, and look at also other statements – a motivation statement that the students will have written, and based on this… package of contextual data if you like, a decision will be made on admissions.

S: Is there not a danger though that that will be influenced by non-empirical factors – the one thing you can say about the Leaving Cert is that it’s basically fair, you can have rechecks as well and all the rest of it, and that this somehow will contaminate the admissions system?

P: [pause] Well, I don’t know, I think the – you can say that the admissions system is transparent, whether it’s exactly fair or socially equitable is another
matter... students come to universities from part – we see particular schools all the time – Institute of Education for example, in Dublin, admits many, many students from there come to Trinity. So... I think it’s... worthwhile and valuable and indeed important to have... non-empirical methods... into the mix.

S: Do you expect that that will – that the result of this will be that more people from less well-off backgrounds will be able to study in Trinity?

P: I do, and I think it’ll mean that... Trinity’s undergraduate student body will be more diverse, and all the better for that.

S: What’s the make-up of the university at the moment, traditionally, it would have a lot of people coming from abroad relative to other universities, and also from Northern Ireland?

P: Interesting: we have about 20% of our students from outside of Ireland. Northern Ireland admissions have been reducing considerably over the years: only about 2% now of our students in Trinity are from six counties of Northern Ireland. Only 2% –

S: Why is that?

P: Partly it’s because of the differences between the A Levels and the Leaving Cert: that’s one of the reasons. I also think that there’s very little knowledge among careers guidance teachers in Northern Ireland about how to get admitted to universities in the Republic of Ireland. That’s a – I say 2% of our students come from Northern Ireland, but that’s more than half of the total number of Northern Ireland students that come to the Republic of Ireland.

S: Was the proportion much higher historically?

P: Absolutely: there was a time in the Sixties when one-third of the students in Trinity were from Northern Ireland.

S: It’s kind of surprising that... that’s what you report, in view of, y’know, the Peace Process, all the rest of it, cross-border movement is much easier – is it that they’re going across the water, be it to Scotland, or to England, to the universities there, are they being incentivised to do that?

P: I think of course they’ve got very good universities in Northern Ireland – Queen’s University and the University of Ulster, but our understanding is quite a lot go to universities in Scotland.

S: Right, now, you have this very important event on the 8th and 9th of November, the ‘Trinity Global Graduate Forum’, what is it and what are you expecting to come from it?
P: Trinity is at something of a crossroads in its existence, it’s a 420-year-old university, but it continuously reinvents itself, and we have to continue that process of reinvention in the future. I want to have this conversation with a hundred of our global graduates that we’ve invited back from around the world and I’m delighted that so many are coming – indeed at their own expense – back to Trinity for a day and a half, to begin to look at some of the critical decisions that we have to make about the University’s future. We talked about funding earlier – how are we going to continue to fund and to finance high-quality higher education in Ireland in general, but in Trinity in particular? These are issues that I’m looking forward to getting the opinions of these successful people from around the world – not just successful in business but also successful in the arts. Should Trinity grow, for example? When I was a student in Trinity in the 1980s, we had 9,000 students. Now, it’s 17,000 students. If we’re to stay... the same relative size, that is have the same proportion of Irish school-leavers coming to Trinity, then in the year 2030, it’ll be a university of 25,000 students. So that’s only sort of 15 years away, and we’ll be a university one-third bigger. So we need to plan and think about this. We could decide on the other hand to become a smaller university and perhaps more elite [pause] y’know, I don’t like to say which s— probably I could give away very easily which side of the argument I would be on, but I’m looking forward to discussing this with our global graduates, who know something about Trinity, and have global experience to bring to bear on how we can develop in the future.

S: You’re Trinity to your core, you’re somebody who’s worked in the University for very many years previously in the area I think of bioengineering –

P: [agreeing] mmm.

S: You’ve now had the wonderful joy I suspect of being able to bring in your family to live, is it in 1 Grafton Street – there’s a very nice home there. How are you getting on in the middle of the city, family-wise?

P: Pretty good –

S: [interrupts] You’ve got three teenage children, or almost teenagers –

P: [interrupts] Well, two teenage girls, and the youngest boy, Pierce, is nine. We like living in the house, it’s a privilege to live in such a fine house, built 250 years ago, a mansion in the city centre... we’re getting on very well, yeah.

S: Well, continued success to you Paddy Prendergast, our Provost of Trinity, thank you indeed for joining us – back with more after this break.

END
Welcome everybody to the Long Room for this unique occasion – a book of sonnets by a Trinity poet-physicist about a Trinity poet-mathematician!

Professor Iggy McGovern is a Fellow Emeritus in Physics, as well as a distinguished poet. His verse is well-known to the College as he has provided poems for special Trinity occasions. For this book he has turned to someone who must be a kindred spirit – the great 19th century mathematician, William Rowan Hamilton.

Hamilton was a prodigy who was made Andrew’s professor of astronomy at the age of 21, before he had even graduated. But he was a prodigy whose first love was poetry. For him, Isaac Newton was an artist whose powers of imagination “caused many ideal words to pass before him”.

Hamilton wrote verse all his life, and two years into his professorship, he was still considering concentrating on poetry and practising science only as an adjunct. He was persuaded otherwise by William Wordsworth.

For Hamilton, science and art were not separate but indivisible. He described his seminal 1843 discovery of the quaternion – which is a kind of four-dimensional number - in poetic terms: “I felt that galvanic circuit of thought close”. Appropriately enough, this discovery happened not in a laboratory but on a walk by the Royal Canal.

Reading about Hamilton’s life, we might pertinently ask: would he have been so remarkable a mathematician had he not also given himself so freely to poetry and imagination? If he had not let himself be galvanised by circuits of artistic and scientific thought, could he have made his great breakthrough?

Hamilton pretty much answered this question himself. He wrote that the quaternion was “born as a curious offspring of a quaternion of parents - say of geometry, algebra, metaphysics and poetry.”

That’s a wonderful quote - which Iggy opens this book with. It gets across elegantly and succinctly the great value of interdisciplinarity. Not just geometry and algebra but poetry and metaphysics set Hamilton on the path to mathematical discovery. Today, we value equally all of Trinity’s academic disciplines, and we celebrate the collaborations increasingly forged between them. To those who might argue for rationalisation, I would point to the
example of William Rowan Hamilton, I’d point to Trinity’s continued success as a leading world-class university, and I’d point to Iggy McGovern, who has done so much to keep the link between poetry and science alive and vivid.

* * *

Last year Iggy edited a book entitled *Twenty Irish Poets respond to Science in Twelve Lines* and now comes this book, *A Mystic Dream of 4*. Iggy has fully researched Hamilton’s life and times, and he, unlike many of us, understands Hamiltonian maths; the result is this elegant series of 64 sonnets in 61 voices, ranging from Hamilton’s parents to Eamon de Valera and Erwin Schrödinger. All the voices get one sonnet each, apart from ‘Death’ who gets four, one at the end of each section. Iggy writes in his introduction that: “the historical event which looms largest [in Hamilton’s life] is The Great Famine. For this and other narrative reasons, it has seemed appropriate to leave the task of closure to the supreme ironist, Death.”

I know something of Hamilton’s life but this book still comes as a revelation. I didn’t know Hamilton’s links, through his godfather Archibald Rowan, with the United Irishmen and 1798; I didn’t know that Lady Wilde, the poet ‘Speranzo’, had asked Hamilton to stand sponsor to her son, Oscar – unfortunately Hamilton declined, if he hadn’t we’d have had a true anointing of Trinity poets.

As we know, when Hamilton brought forth this ‘set of quads’ he immediately scratched the formula for quaternion multiplication:

\[ i^2 = j^2 = k^2 = ijk = -1 \]

on the wall of Brougham Bridge by the Royal Canal, lest he forget it. Unfortunately that scratching didn’t survive the years, or the weather, and many’s the search that has failed to find it, so now a stone plaque has been put up on the bridge in memory of Hamilton’s eureka moment.

Now the plaque on Brougham bridge makes no mention of Mrs Hamilton, so I was fascinated to learn that on that famous walk by the Royal Canal, Hamilton was not alone. In Iggy’s imagination at least his wife was with him. Somehow that always gets left out in the versions I’ve read! Iggy writes, in the voice of Helen Hamilton:

“*But I was witness to his darker days,*
*A genius, yes, but still a child half-grown;*
*... And I was midwife when, against the odds,*
*He brought forth his canal-bank set of quads.*”

*‘Helen Hamilton’ sonnet, p. 61*
This book is a sequence of 64 sonnets, a number that has special Hamiltonian significance – it’s four by four by four, or four to the power of three. So a mathematical structure underpins the airy lyricism of the verse here. I congratulate Iggy on this illustration of the indivisibility of science and art. I thank him for furthering the reputation of that great Trinity man, William Rowan Hamilton, and I’d like to end by quoting the opening of one of these sonnets, which is rendered in the voice of Hamilton’s colleague, Professor James MacCullagh. These lines get across Trinity’s democratic approach to admissions - which was true even in the early 19th century, is truer now. And will, I hope, be truer again when we broaden out our new feasibility study on university admissions.

The sonnet begins:

“As long as mathematics still shall rule,
The lawyer’s son and Talbot’s graduate
The farmer’s son and product of hedge school
They both may enter through Front Gate.”

As long as mathematics, science, arts, and humanities rule, we welcome all willing and able students through Front Gate!

I congratulate Iggy. This is a book that will be enjoyed by mathematicians, poets, and Trinity people everywhere!

* * *

* ‘James McCullogh’ sonnet, p. 63
Good evening,

Welcome all to the Dining Hall of Trinity College. It’s been such a great Summit – a wonderful week for innovation, for start-ups, and for Dublin. We had the pleasure of welcoming many of you to the Long Room, and now we have the pleasure of this dinner with you – the founders of key technology companies.

All this week in Dublin, we’ve been celebrating. We’ve been celebrating commitment, ambition, vision – and all the attributes it takes to get an idea off the ground. And we’ve been celebrating innovation and disruption.

There is no true innovation without disruption. You cannot innovate unless you’re prepared to disrupt the status quo. And the ability to disrupt is one of the characteristics of successful innovators and entrepreneurs such as yourselves.

Let’s talk about disruption. Disruption used to be a dirty word. In fact, when I looked up two dictionaries for a definition, one said:

- “to throw into confusion or disorder”†; and the other said:
- “disturbance or problems which interrupt an event, activity, or process.”‡

Those are fairly pejorative definitions! But disruption is used in a positive sense in the tech community. Yet, often, if we’re honest, we say we want disruption when what we mean is that we want it on our own terms – which, of course, neutralises the potency of the word.

Universities have a difficult relationship with disruption. Because our business is the education of young minds, disruption is inevitable. When you put incendiary ideas together with youth and energy.... well, you can get a revolution.

On the one hand, you have the university’s noble mission to expose young minds to the world’s greatest ideas and to train them in the art of confronting

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* F.ounders is an invite-only gathering that takes place biannually in Dublin and New York bringing together 200 founders who are building some of the best growing tech companies in the world.
† Free Online Dictionary
‡ Oxford English Dictionary
and communicating those ideas; while on the other hand universities are often relied on by the State to encourage conservative approaches and values. Countries and universities are unnerved when student disruption gets out of hand – as with the ’68 riots in Paris or the Vietnam riots in the US. Here in Dublin, we can look back to the rebellion of 1798, which saw Trinity’s star student, Robert Emmet, expelled from this college.

It’s to the credit of democratic societies that, confronted with student radicalism, they have not gone down the path of controlling universities’ education or research agendas. They’ve tolerated a situation where some of the greatest criticisms of government come out of universities.

In the early days, before Irish independence was achieved in 1921, Trinity was of course funded by the British treasury. Who did we educate? Well, round this room you can see portraits of several 18th century patriotic liberals - Barry Yelverton over there in the red robes of a Baron of the Exchequer, and Henry Grattan over here, in his orator’s pose and wearing the uniform of a United Irish Volunteer.

They both demanded catholic relief and legislative independence. They were, if you like, the disruptors of their day.

They opened the flood-gates. After them, and building on their ideas, came true Trinity radicals – Theobald Wolfe Tone, Robert Emmet, Thomas Davis, John Blake Dillon – revolutionaries who sought to sever British control of Ireland. No portraits of these were ever commissioned by college authorities!

And yet, the curriculum, which exposed students to ideas of Athenian democracy and the enlightenment and utilitarianism, was not amended. The right of students to debate radical ideas and to establish disruptive college magazines was not questioned.

This, to me, is very moving. The Trinity Education, with its emphasis on original research, independence of mind, and learning through extracurricular activities, produced radicals. This embarrassed the College but not enough for it to ever contemplate changing the curriculum or compromising its education principles. Dedication to truth and knowledge came first.

Today, of course, Trinity is immensely proud of Tone, Emmet and Davis. Just as we are proud of our two great creative and artistic disrupters, Oscar Wilde and Samuel Beckett. Time was when Wilde’s name could not be mentioned in Trinity, just as he could not be mentioned in London society. The scale of his so-called “crime” was too great. He is now recognised and celebrated as a creative genius.
Disruption – when it has thought, creativity, and feeling behind it – eventually moves from the margins to the mainstream. That is one of the lessons of history.

What has all this to do with innovation and disruption in technology? Well, is it accident or coincidence that the great leaps in innovation and technology have come from countries where universities are not under State control but are free to set their own agendas? Countries where no one is pre-ordaining what knowledge is valuable, and what knowledge is not.

In Trinity, we’re proud that twenty percent of all spin-outs in Ireland now stem from our university. We’re aware that it’s our age-old commitment to academic freedom that has enabled this freedom to innovate. Enshrined in our statutes is our commitment:

“In all cases, College will seek to develop the search for truth as part of the experience of teaching and learning, relying not on the imposition of authority or acceptance of received knowledge but rather on the exercise of the critical faculties of the human mind”

These words can continue to serve our mission in innovation even today!

And I believe that those 18th and 19th century Trinity professors, while perhaps deploring their students’ disruption, also understood its importance in the greater scheme of things. They may not have articulated this, or even admitted it - but I believe that, with their commitment to education came this understanding.

We here like to believe that we are more broad-minded, more tolerant, more open than our predecessors. Every new generation likes to believe that. And of course in some ways, we are. But we have our own limitations and prejudices which our descendants will see more clearly than we can. We are still capable of being disrupted, of being challenged in our beliefs. Within our lifetimes, new and dangerous-seeming ideas will emerge, and technologies will release new and dangerous-seeming potential, taking us to places we think we don’t want to go. That is inevitable.

My hope is that, while we may rail nervously against a particular idea or technology, we do not ever attempt to rein in the freedom that permitted it.

My hope is that we understand that progress depends on disruption.

And we as university staff, and you as innovators and entrepreneurs, must continue to progress.

Thank you.
7th November 2013

Book Launch of How Irish Scientists Changed the World by Seán Duke

Hodges Figgis Bookstore, Dawson St., Dublin

Good evening,

This is, by coincidence or something deeper, the second book on Irish scientists for a ‘lay audience’ that I’ve launched in a fortnight.

Two weeks ago I launched A Mystic Dream of 4, a book of sonnets by Iggy McGovern on the life and work of William Rowan Hamilton. Like Iggy McGovern himself, Hamilton was a Trinity poet-scientist. He is arguably Ireland’s greatest ever scientist – although I will defer to Seán Duke on that ultimate judgement.

Two accessible, entertaining books on science published in a fortnight – books which can be read and enjoyed by all. This is great – from a literary, science and an education point of view.

Like everyone in higher education, I’m aware of the need to get secondary school students and young people in Ireland excited about science. As Seán says in his introduction, Irish people know all about their literary heritage, but much less about their scientific heritage. And it’s also true that while investment in education in this country has been excellent, science has not perhaps been prioritised as much as it could be.

A number of years ago now, Trinity, like other Irish universities, noticed that the so-called STEM subjects – science, technology, engineering, maths - were not getting as many excellent applicants that we’d like. While Medicine and Law are always immensely popular, these STEM subjects were under-subscribed.

And feedback from employers was that there are insufficient first-rate graduates for jobs in engineering, technology, science, and computer science.

This is a serious situation; with so many tech jobs out there, and leadership positions depending on a sound grounding in the STEM subjects. Sectors like ICT, bioengineering, and medical devices are crucial to the knowledge economy in Ireland and elsewhere.

So the lack of take-up of STEM subjects is directly affecting this country’s growth and recovery. Even more importantly from an academic, intellectual point of view, seeing students turn away from these subjects is heart-
breaking because we know how enormously stimulating, dynamic and rewarding they are. In this book, Seán quotes Hamilton who said: “maths is an aesthetic creation, akin to poetry with its own mysteries and moments of profound revelation”.

Hamilton was not unusual in using the language of revelation and passion to describe his subject. And what we’re now realising is that when it comes to communicating science to young people and to the public, we need to stress not just the usefulness of the subject, but the passion and the revelation.

Yes we can tell young people: ‘study science, maths, engineering or computer science because it will help you build an interesting career.’

That’s a point worth making, but it’s not as important as telling the simple truth: these subjects are fascinating. When I went to Trinity to study engineering in the 1980s, I was glad to be doing a subject which would open up opportunities to work in industry. But that was for the future. In the immediate present, I was just glad to be doing something I found stimulating.

But it’s not always easy to communicate the fascination of science and engineering. Yes, we can point to wonderful inventions but trying to get across the maths and experimentation behind the invention - getting it across in an accessible way – that’s the tricky bit.

When it comes to communicating the joy and importance of science, Seán Duke is very much at the vanguard. His blog, Science Spinning, is a model on how to present science to the public in a relatable way. In his articles, and those of guest writers, on his blog, Seán discusses in a clear, direct, and objective way issues relating to science - from 3D printers to how to improve science teaching in our schools. He sets out the issue, gives pros and cons, and often suggests solutions. It is engaging, stimulating, and useful.

And now Seán has written and researched this book, which presents the life and work of seventeen Irish and Irish-based scientists. He has got across the great diversity of science. So we read about John Tyndall discovering greenhouse gases, and John Holland designing the world’s first combat submarine, and Annie Maunder describing the links between sun spots and global warming.

* * *

The great value of this book is its charm, elegance, precision, and accessibility. Seán has a background as a science teacher and is now a journalist. Teaching and journalism are the two great communication professions, and Seán has immense talent for presenting complex ideas, experiments, and methodology in an understandable way.
I know how hard this is from trying to explain my own research in medical devices to non-engineers; and from my attempts, in speeches, to get across the ground-breaking research of Trinity’s scientists.

I’m most grateful to Seán - I will now be borrowing heavily from his chapters on Hamilton and Walton to explain what quaternions are and what was involved in splitting the atom - or as Seán specifies more accurately, in splitting the ‘atomic nucleus’, an altogether harder thing.

Seán is also excellent at linking the life to the work. He knows that in science, as in art –it always helps to personalise. When you learn that Ernest Walton, after he received the Nobel Prize, refused all offers of prestigious international jobs to return to Trinity to build up its Department of Physics. This modest man, with a dry sense of humour, would return home from Trinity to have dinner with his family, and then disappear upstairs to his office for further work. That’s a quietly heroic image.

All the scientists in Seán’s book are dead, except Jocelyn Bell Burnell who in 1967 discovered pulsars, tiny stars with huge mass. Jocelyn Bell Burnell, who famously failed her 11+ at school in Belfast, is recognised as one of the most influential people in science and this year she was made Pro-Chancellor of the University of Dublin at Trinity.

I’m delighted that Seán’s only living scientist is a woman. Bell Burnell is one of only two women in his book for the simple reason that science was, and unfortunately still is, though less than previously, the preserve of men. For a variety of reasons, women have traditionally been put off studying STEM subjects, which of course has serious consequences – for the subjects and for women and for society.

But things are beginning to change, thanks in no small part to Jocelyn herself who, as President of the Institute of Physics in the UK, named “encouraging more women to consider a career in science” as one of her three key aims. On Seán’s blog he has profiled women scientists such as Professor Aoife McLysaght, geneticist in Trinity, and his guest writers include many women.

I’m hopeful that following on the inevitable success of this book, Seán will do another book on contemporary scientists, which will feature more women, thus providing great encouragement to girls to stick with science in school and university.

Seán’s energy, enthusiasm and expertise have already contributed so much to the vital drive to popularize science in Ireland. I know he will remain one of the key people in this movement. I look forward to what he will do in the future. If I may be permitted to speak on behalf of the higher education sector in Ireland, I thank him for all he has already done. And I urge
everyone to buy this book – whether it’s science you want, or the lives of geniuses, it’s a great read.

* * *

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Good afternoon,

and welcome to the Trinity Global Graduate Forum. This is an historic occasion: the gathering together of Trinity graduates and friends who have risen to the very top of their fields, and who are respected worldwide for their expertise, talent, and commitment.

You’ve all come from demanding schedules round the world to be here these two days to talk about Trinity’s future – the challenges and opportunities facing us. You don’t do this just from regard for this university, or because of happy memories of student days, but because you feel part of this great Trinity community. That’s why you’ve answered our call.

We thank you wholeheartedly, and look forward to a truly extraordinary two days.

***Higher Education at a Crossroads***

Why have we decided to hold this forum now? Well, Trinity is at a crossroads. And not just Trinity - all round the world, universities are in a transitional state. Higher education is changing - the way it’s funded, the way it’s delivered, and who it’s delivered to.

When I was an undergraduate here in the 1980s, Trinity operated as a kind of public-private partnership: there was a government grant and students paid fees – these were the main revenues. Students tended to be Irish, with small contingents coming from the UK and further afield. Academic standards were high. There was a vibrant creative life in clubs and societies, but this didn’t translate to a curriculum emphasis on entrepreneurial or creative endeavour.

The result was a small, cohesive university, with excellent professor-student interaction. But, inevitably, sometimes an insular outlook, and something of an ‘ivory tower’ approach – learning in the classroom wasn’t being applied to ‘real life’ situations.

This model, which had existed for hundreds of years, was already changing then, and is changing even more rapidly now. Funding of research by government and industry has accelerated, and innovation and the commercialising of research is now an intrinsic activity for staff and students. Universities are increasingly looking to industry partnerships to
raise research revenue. Campuses are international, with staff and students coming from all round the world.

Higher education is now a borderless and globally-traded activity. Staff, students, and research projects are increasingly switching countries and institutions, going to where the money and expertise is. And creativity is key to the entrepreneurial spirit that universities now encourage. This is happening in Trinity, in Europe, and globally.

Why is this happening? There are many drivers for change, for instance:

- the demonstrated effect of the innovation practises of US universities like Stanford and MIT on their regional economies;
- the opening up of China as a market, and the emergence of new highly-funded universities in Asia;
- the revolution in communications, which has enabled global link-ups as never before.

Collectively, these developments are game changing. This is a tremendously exciting time for universities, and I count myself lucky to be Provost in this period.

But because the opportunities are huge, so too are the challenges. We need to get this right, to use this period to set Trinity on a path which will see it flourishing for another five centuries, and beyond.

And we want your help in “getting it right”. In this competitive new global environment, Trinity has many advantages:

- wonderful students
- one of the world’s most beautiful campuses
- a distinguished 400 year history,
- a culture of excellence in research and scholarship,
- and it has you: alumni who have achieved extraordinary career success in diverse fields, in countries round the world.

We don’t, of course, make claim to your success – your success is your own. But we take huge pride in it. And we don’t take lightly your generous willingness to be here today. To be able to count on your support and expertise as creative, social, and innovative leaders – that’s something no institution should take lightly.

***Trinity and Ireland***

When I talk about securing your help, I don’t just mean for Trinity’s future, but for Ireland’s. Trinity has long been important to Ireland’s place in the world – that’s clear from a roll-call of alumni:
• Mary Robinson and Edmund Burke in politics;
• Ernest Walton and William Rowan Hamilton in science;
• Oscar Wilde and Samuel Beckett in literature.

Trinity has helped drive change and reform for over 400 years.

Trinity’s great service to Ireland has been the education of citizens – people willing to engage with society, to reform and improve it. We remember the famous names, the radical geniuses, but there are also of course generations of doctors, lawyers, politicians, engineers, journalists, business people, writers, teachers, scientists, who have contributed to improving society in Ireland and abroad. In this way Trinity serves the public good.

Sometimes, indeed, Trinity students go beyond what their professors intend. I don’t think the mainly unionist professors who lectured the Young Irelander Thomas Davis in the 1830s expected him to go on and found The Nation newspaper, calling for repeal of the union between Ireland and Great Britain, but equally I don’t think those professors would have considered changing the Trinity curriculum. Knowledge has its own impetus. And Trinity, like other world-class universities, has always respected that.

In the 20th century, knowledge gathered further impetus as the doors of higher education were thrown open – most famously, of course, to women, where Trinity was in the vanguard – but also to minority ethnic groups, to people from economically deprived backgrounds, to mature students, to people with disabilities.

However, when it comes to broadening participation at third-level, Ireland still has a distance to go. Our universities are still not being accessed by all the country’s talent, although initiatives like the Trinity Access Programme are helping to change that.

Trinity’s latest action is to diversify admissions. We’re not happy that there’s only one gate – the CAO points system – through which to admit students. It’s not a bad gateway but it shouldn’t be the only one. And the Leaving Cert, while not a bad exam, favours one particular type of intelligence. We want to bring students to Trinity whose potential is not being measured by the current exam system.

So, this year, we’re trying out an alternate, ground-breaking admissions route in three courses. This scheme is on behalf of the entire third level sector in Ireland. We’ve been commended, nationally and internationally, for showing leadership in this difficult area.

The admissions system determines who gets to go to university. This, in turn, determines who gets to contribute to society, and to influence the way the country develops. So we need to get admissions right, because we want diverse people with diverse talents to determine Ireland’s future direction.
Trinity’s core mission is in research and education. Today, this mission incorporates another crucial role, which has come about due to those changes in higher education that I’ve been mentioning. Because universities are now educating entrepreneurs, encouraging innovation and creativity, and aiming for impact in their research, they have become pivotal to growth and the knowledge economy.

You’ll have heard the term “innovation ecosystem”. Well, universities provide the cutting-edge research which ‘fuels’ the ecosystem; they educate the researchers, entrepreneurs, and leaders who drive the knowledge economy; and universities are nodes for attracting talented people to a region. A leading-edge university brings talent streaming into the city and region where it’s located – to great intellectual, cultural, economic, and societal benefit.

As Ireland’s highest-ranked university, and one that now produces twenty percent of all Irish spin-out companies, Trinity has a key role to play in Ireland’s innovation ecosystem.

A strong Trinity helps build a strong Ireland. The choices we make in higher education will help define the pace and pattern of the country’s economic, social, and cultural development for generations to come. It’s as crucial as that. We need your help to ensure that this university develops in a way that benefits Ireland - and indeed the world.

***Challenges and Opportunities***

As I’ve said, Trinity is at a crossroads. What are some of the issues that engage us? What are the choices we have to make? In which particular areas do we seek your help?

We’ve isolated five key areas for your consideration. Depending on your expertise and preferences, each of you will, I hope, be drawn to a number of these. And after this talk, we’ll have two break-out sessions, and one tomorrow, so you can input into three areas of your choice.

The five areas are:

- Reputation
- Education
- Technology
- Growth
- Finance

In each of these areas Trinity has both a challenge and an opportunity. Choices in each will set us on a particular course. The stakes are high. We need to take the right decisions. We await your expert feedback.
I’ll set out what’s involved in each of these areas. But, first, I’d like to talk briefly about Trinity’s status. I think it’s important for you to know the environment we operate in before you start brain-storming for change.

***Context: Legal Status***

Last night, our two college debating societies, the Phil and the Hist, put forward the motion that: “This house believes that Trinity should become a private university.” The Hist, opposing the motion, won the debate!

This motion may surprise some. There seems to be ambiguity around Trinity’s status: there are people who think we’re already a private university; others think we’re a kind of public-private partnership.

It’s easy to see how this ambiguity arose. Trinity does have a royal charter - that’s how companies got formed in 1592. It was established as a private chartered company. Though it received grants from the British treasury, revenue came predominantly from student fees, private investments, and philanthropy.

After 1921, Trinity, like other Irish universities, benefitted from government investment in higher education - a key strategic decision of independent Ireland. Students continued to pay fees. Effectively Trinity was operating as a public-private partnership, but legally the college’s status was unchanged; we remained a private not-for-profit company.

In 1997 the Universities Act came into being. This defined Trinity, like all Irish universities, as a public body, which remains our status today. In effect, we’re still operating as a public-private partnership because revenue from non-government sources has grown, and now makes up almost 50 percent of our total. But legally we’re defined as a public body – our Board structure is different than other Irish universities but like them we’re public bodies nonetheless.

This means we’re subject to the same restrictions and controls as other public bodies. In a climate of austerity and public cuts, such restrictions can be severe. Different pieces of legislation now tie our hands, and limit our independence to take decisions on hiring, promotion, remuneration, research funding, and tuition fees.

We can’t, for instance, decide to woo a top academic to Trinity with a competitive salary, because, for this, we need to get Ministerial permission. And this is the case, even if we are funding a new chair from non-government revenue sources!

Our staff are now public servants, and redundancy can only be voluntary. So the day-to-day running of our university is affected by our legal status.
I know that many of you will grasp immediately what’s at stake here, because you understand about public and private ownership and about stakeholder needs. In Trinity we have diverse stakeholders – the government, the college staff, the students, and friends and alumni who are benefactors. Are the interests of all our stakeholders best served by the current legal frameworks?

If not, it’s time to think about change. Many universities around the world serve the public good as private institutions; others are public-private combinations, or receive public funds as a subsidy, while being essentially private. There are many different models, and the status of a university can change, as Trinity’s has done. We know our government seeks only the best for Trinity, and is an advocate for diversity in higher education. So nothing is set in stone. We have the flexibility to make changes. But for the moment we’re subject to the situation I’ve outlined.

With this in mind, let’s return to the five areas.

***Reputation***

Reputation is about how Trinity is perceived in the world. And it’s about finding the best ways to tell the world about the exciting research and education delivered by Trinity.

There is, I think, a mantra in business to the effect that, if you’re not careful, your greatest strengths can become your weaknesses. If you inherit significant strengths, you risk taking them for granted, not developing them, and being insufficiently vigilant about measuring competitors’ strengths.

Compared to most universities in the world, Trinity has inherited huge advantages: 400 years of tradition; a stunning campus; and alumni who are household names as far afield as Burma. Apparently Aung San Suu Kyi’s father trained himself in oratory through studying Edmund Burke’s speeches.

But this isn’t enough. The Burmese may know about Edmund Burke; the Chinese may have done an extraordinary production of Synge’s *Playboy of the Western World* – but people in these countries don’t necessarily associate these names with Trinity. Trinity itself is not a household name round the world. And even if it were, this would not automatically give us a top position in the rankings.

All venerable universities face this issue – places like Harvard and Oxford face it more acutely than Trinity. Sometimes Oxford slips in the rankings. Names of new universities, unheard of a decade ago, overtake established institutions. But this is higher education in the 21st century. Nobody has a place by birth-right. We all have to work at it.
Marketing and communications were not, traditionally, part of a university’s artillery. If you were Trinity or Oxford, you assumed that top students and professors would fight for a place in your institution. Of course, we still turn away more than we accept. But now that higher education is a global and borderless activity, universities need to attract students not just from their own regions, but from all regions. To do that, universities need to get their message out there. There is no place for reticence.

Trinity is not relying on its local reputation. We launched last year our Global Relations Strategy which, among other actions, seeks to brand Trinity internationally. The college leadership have embarked on recruiting and profile-raising trips round the world, which have had tangible results, in terms of partnerships with peer universities and student exchange agreements. And we’ve created a new post, the Director of Communications and Marketing.

Many of you are experts on building reputation, and on crafting and delivering a message that resonates round the world. We look forward to what you can tell us.

***Education***

In Trinity, we offer a unique and dynamic education. This is what gives us the confidence to go round the world seeking talented professors and students to come to Dublin.

Our education has never been about preparing students for a first job, it’s always been about preparing for life. We want our students to do more than just solve problems, we want them to anticipate problems, and resolve them using the communication, leadership, and teamwork skills they have developed in Trinity, both inside and outside the lecture-room.

But I don’t need to spell out to you the virtues of a Trinity Education. We’ve adhered closely to the traditional values which you’ll remember from your undergraduate years:

- small, focused tutorials and seminars;
- the tutor system;
- original research in the library, lab or field, undertaken by all students in their sophister years;
- extracurricular activities;
- volunteering;
- public speaking;
- civic engagement.

The quality of our education and research builds our reputation.
Our education values remain unchanged since your time - although maintaining them hasn’t always been easy in this climate of public spending cuts.

As well as preserving, we’ve also been expanding the Trinity education. In the past five years, there’s been a marked emphasis on creativity and innovation.

Students are now inspired to think entrepreneurially, by the example of their professors, and by concrete initiatives like the Innovation Academy for PhD students, and LaunchBox, which is a new scheme to mentor students, and provide them with seed funding to develop their business ideas.

We’re embedding innovation and entrepreneurship into the curriculum. This extends, of course, to creative and social entrepreneurship.

When I was a student, there was an unspoken message that creativity was great for extracurricular activities, but shouldn’t interfere in course work.

Now creativity is course work. Recently, we’ve opened the Lir Academy of Dramatic Art, and the Music Composition Centre, and we’ve launched a Masters in Creative and Cultural Entrepreneurship, which is jointly delivered with Goldsmith’s University of London.

We understand creative expression as crucial - both for our students’ personal development, and for building the innovation ecosystem. Ireland has great and traditional vitality in the creative arts, which must be developed.

To continue strengthening the Trinity education, we need to invest in our core values and capitalise on opportunities. We need to be free to set our own academic agenda. Unfortunately, some of this freedom is under threat, for
the reasons I’ve already discussed – we are now a public body, subject to legislation which is limiting our decision-making.

This potentially compromises the Trinity Education. Our mission is to develop critical thinking, independence of mind, and initiative in students. To do this properly, we need to be able to exercise full independence and authority ourselves, to lead by example. Because - as you all know from personal experience - the practices of the board and management affect the whole company.

Delivering a world-class education to students serves the public good. Reduced funding, and attempts at micro-management, work directly against this mission. But, as I’ve said, our current legal status and governance model is not set in stone.

With your help, we’ll continue to improve the Trinity education. And to seek an intellectual, innovative, and independent campus to educate the thinkers, creators, and entrepreneurs of tomorrow.

***Technology***

Technology has been a game-changer in the delivery of education; it’s a determinant of quality in education and research.

I’ve already spoken about how the communications revolution has enabled academic link-ups round the world. A research project no longer has to be physically located in one lab, institution, or country.

For this forum, we’ve showcased some of our research into exhibits you can visit. As you’ll see, most of these research projects are collaborative and inter-institutional. Technology has enabled the sharing of information. For the first time in human history, knowledge is genuinely global. There’s
always been a free movement of ideas between intellectuals, but transmission used to take years, decades. Now it’s immediate.

The greatest potential educational change in centuries - and revolutionary in its implications - is online education. Universities have to decide how to use this tremendous new resource.

Used in the right way, online can help us deepen our core offering. It offers the potential to free up lecture hours, thereby enabling professors to spend more one-to-one time with students. It also develops alternate skills. Instead of writing down findings, students can now articulate research and ideas – they are already delivering mini ‘TED-talks’ on their course work. Staff and students will exploit the new medium to find innovative ways of showcasing research. It’s really game-changing.

There’s a fear that this new oral/aural/visual culture will kill off the written word, involving a loss in seriousness, concentration, and profundity - an incalculable loss of the reflective approach. All radical new developments bring risk, and this is something we, in higher education, have to consider.

In terms of serving the public good, Online has huge potential. At its most avant-garde, through massive online open courses, or MOOCs, it offers courses to hundreds of thousands of people – to as many as have access to high-speed internet. People with limited access to universities and libraries will now be able to share our learning – for free.

They will not then be getting what we call ‘a Trinity education’, because our understanding of a Trinity education involves face-time with professors, and access to the whole range of extracurricular activities. Do you have to come to Trinity to get a Trinity education?

To signal the vitality of this new sphere, I’ve created a Deanship of Online Education to spearhead our online activities. And next year, we will offer our first online course, ‘Ireland in rebellion, 1798-1916’, in partnership with Semester Online, a consortium of prestigious US universities.

These are tremendously exciting developments. All of you are coming from fields that have been impacted significantly by technology advances. Is there learning from your particular fields that can help us incorporate technology into the Trinity Education?

***Growth***

Today Trinity has over 17,000 students and 3,000 staff, and we’re in contact with 70,000 alumni in 130 countries. Twenty years ago, Trinity had 9,500 students, and a hundred years ago we had just over a thousand.

To make room for these growing numbers, Trinity is physically expanding.
We’ve now ‘burst the campus’. Our Pearse St corridor extends from the Science Gallery up to the Lir Academy on Grand Canal Dock. And we’ve long since spread out to St James’s Hospital, where the new national children’s hospital is to be located, and where we opened this year a new Clinical Research Facility.

And within the campus, we’re constantly upgrading and expanding. I’m happy to announce here, for the first time in public, a new 70 million euro project – the Trinity School of Business, co-located with an Innovation and Entrepreneurship Hub.

Work will start on this next summer: subject to planning permission and approval of the College Board, the building will rise to six storeys above ground, and three below, and will include:

- a 600-seat auditorium,
- a public space for students to meet and exchange ideas,
- a rooftop conference room,
- and space for prototyping and for company incubation projects.

All this is tremendously exciting.

But like the other issues facing us, growth also raises questions: how much to grow by? When will numbers get too high? Where are we going to expand to? Should we invest now to buy as many buildings as possible on Westmoreland Street and Pearse Street? How can we give all new buildings a “Trinity identity”, commensurate with our campus buildings? Should we be looking to develop a new campus elsewhere in the city? Should we be thinking about a campus abroad, as some universities have done?

In your own fields, you’ll have faced issues of growth: when does a company need to expand? Or to consolidate? What are the risks of expanding into new
territories? How to best use capital investment? We look forward to your invaluable expertise on these, and other questions.

***Finance***

And finally Finance, the issue that affects all the others.

Building up reputation, conducting strong research, hiring more staff, physical expansion – all these need to be funded. Funding isn’t the be-all and end-all. Trinity has held a good position in the rankings despite competition from much better funded universities globally. In the recent QS rankings, Trinity was placed 61st in the world – well, we’re certainly not the 61st best-funded university in the world! Far from it! So our strength in education and research has stood us well.

But to draw, again, on the ecosystem metaphor - funding is like rain. Without it, growth eventually ceases.

On the one hand, this is a difficult period for Trinity, as for universities in Europe and North America, since public sector funding to higher education is reducing.

In Ireland, government contribution to undergraduate costs has reduced by more than 50 percent since 2008, but charging tuition fees is a political hot potato that no-one wants to touch.

And because of the austerity programme and our legal status, Trinity’s hands are tied in ways that I’ve already discussed.

On the other hand, universities now have new revenue streams not available to previous generations. Almost 50 percent of Trinity’s revenue is now from
private sources such as postgraduate and international student fees, commercial activities, philanthropy, and alumni giving.

This is excellent, and we want to bring on board new revenue streams to the point when we’re generating the majority of our income from non-government sources.

Your advice on financing issues will be invaluable. How to generate new revenue? How to find the balance between public and private funding? These are key questions many of you have faced in your businesses.

***Conclusion***

To recap, the five key challenges we face are:

- How can we build Trinity’s reputation internationally?
- How can we protect and improve the Trinity Education, and protect our freedom to set our own academic agenda?
- How can we exploit all the advantages of online and other technologies?
- How much should we grow by? And where should we locate the physical expansion?
- How can we bring on board new revenue streams? And achieve the balance of public and private finance so that we can set in place all these measures?

I’ve been concentrating, in this address, on challenges and risks. I don’t want to under-estimate the task we face, because no good ever came of complacency. We need to look at the problems, with a view to finding workable solutions, in a sober, focused, and grounded way. That’s why we’ve gathered you here. You’re all proven masters of problem-solving.

But if over-optimism is a flaw, so is overt pessimism.

And a worse flaw indeed, because pessimism stultifying. As we look ahead to achieving an improved future, we remember what a remarkable success story Trinity is.

In the course of its history, Trinity has faced significant political, social and intellectual challenges:

- There was the radical period of the 1790s which saw students, like Robert Emmet, convulsed by revolutionary ideals, and greatly at odds with College authorities.
- In the 20th century came the dreadful loss of life of two world wars, which left Trinity bereft of so many students and alumni.
- After Irish independence in 1921, came a difficult adjustment period, painful for many.
And there was the thirty-year episcopate of John Charles McQuaid, from 1940 to 1970, when Catholics from Dublin and other dioceses were forbidden from attending Trinity - forcing a disconnect between this country and this university, which we certainly never wanted.

Trinity has survived all these difficulties and tragedies.

From its foundations as an instrument of the Protestant reformation, Trinity has emerged today as a flourishing, multi-disciplinary, multi-denominational university, modern in its approach, secure in its traditions - not only Ireland’s, but one of Europe’s leading universities.

We enjoy high-level research collaborations with over a hundred countries, as well as course partnerships with peer institutes around the world - and we can count on the support of successful alumni operating in 130 countries, each of them, in his or her own way, an ambassador for the Trinity Education.

It’s a remarkable success story, whichever way you look at it. I could point to many different ‘heroes’ who are responsible for this success. There’s the investment of successive governments in higher education which has made Irish graduates so globally sought after.

And there are my predecessors as Provost. There was A.J. McConnell, whose long provostship, from 1952 to 1974, started with a revolution in college governance, and laid the groundwork for today’s outward-looking university. And Tom Mitchell, who articulated a superb vision of the Trinity education and the need for a broader curriculum, which continues to influence our own work today. And my immediate predecessor, John Hegarty, to whose policies we owe much of our current success in innovation and creative entrepreneurship.

Then there’s the generosity of benefactors who have endowed Trinity. This summer we unveiled the Benefactors’ Roll at the entrance to the Dining Hall. It includes the names of major benefactors from Queen Elizabeth the First to Google. This is our way of thanking our patrons and of enshrining the importance of giving. We are, of course, indebted not only to the major donors on this Roll, but also to our alumni and friends who support Trinity in a huge variety of activities.

So, yes, there are many heroes. Our story, like all good stories, is rich and diverse. Through it all, one thing has stood out: our commitment, enshrined in our 400 year-old statutes to “scholarship and sound education”. It’s no exaggeration to say that Trinity has stood firm by this commitment through good times, and through very bad.

Even when the Trinity Education - with its emphasis on original research, independence of mind, and extra-curricular activities – was helping to
radicalise students, the College stood by that education and refused to compromise it.

“Conserving and promoting scholarship and sound research” say the statutes. This is, if you like, our core mission, which we’ve trialled and stress-tested for centuries. It has stood up to the tests. Today, we may be at a crossroads, but it’s no means our darkest hour. By standing firm to our core mission, we will prevail, and go on to greater triumph.

“Educate that you may be free”. That was the slogan Thomas Davis gave to the Nation newspaper. He was thinking of political freedom, but like all profound sayings, this has survived to inform another age. When I think of educating for freedom now, I think of economic freedom – to free Ireland from the conditions of the bail-out. And I think of academic freedom – to give universities the autonomy and independence to deliver their mission. And I think of personal freedom – to educate people to take control of their own lives.

At the beginning, I spoke of this audience’s ‘expertise, talent and commitment’. Now, looking at you, what strikes me most is your freedom. By educating yourselves, by applying yourselves, by understanding what was necessary to rise in your fields, you have won for yourselves great freedom – the freedom to decide your own fate.

You are now in the enviable position of being free from immediate concerns of survival – you have advanced to the position where you are free to apply yourselves to helping others.

It’s a privilege to address such an audience. I thank you for using your freedom to be here these two days. And I look forward to your contributions that will enable the freedom, in all its senses, of future students and citizens, and of this country.

Thank you.

* * *
Participants in the Trinity Global Graduate Forum on the Dining Hall steps.
Good evening,

What a pleasure to be in Newman House and what an honour to launch this book.

Poetry and Science - for the third time this year, I'm reminded of the symbiosis between these two.

- In March, Trinity elected as Pro-Chancellor, Dame Jocelyn Bell Burnell, famous, of course, for her discovery of pulsars, but also as co-editor of an anthology of poems on astronomy- with the rather good title of Dark Matter.
- Then, last month, I launched A Mystic Dream of 4, which is a book of sonnets by Professor Iggy McGovern on the life and work of William Rowan Hamilton. Iggy McGovern is a Fellow Emeritus of Physics - and like Hamilton himself - a Trinity poet-scientist.

And now comes this really wonderful book – a collection of limericks for engineers and physicists, by a UCD poet-engineer.

I've had the pleasure of knowing Professor Annraoi de Paor for many years. We're both bioengineers - he is one of the pioneers, if not indeed the pioneer, in this field in Ireland. As teachers of this subject we both faced the challenge of trying to inculcate engineering and science concepts into students. He hit upon the brilliant – but difficult, I couldn’t do it – idea of rhyming out the great principles.

Why the limerick form? Well, Professor de Paor quotes from an essay by the American author and broadcaster, Clinton Fadiman:

“There are few poetical forms that can boast the Limerick’s perfection. It has progression, development, variety, speed, climax and high mnemonic value.”

Annraoi is also a patriot, in the best and most noble sense of that word, so I believe he was also motivated by the fact that the limerick is an indigenous verse form. He includes in his introduction a brief and illuminating history, in which he traces the limerick back to that city, and to two 18th century Irish poets.
The first limericks were likely written in Irish – which is something I didn’t know.

Since then, limericks have been put to many uses, but Annraoi’s particular use is surely a first. He has written 117 limericks to encapsulate and illuminate key scientific principles and discoveries, from the very famous, such as Pythagorus’ Square of the Hypotenuse equals the sum of the squares of the other two sides, and Einstein’s $E = mc^2$ and Walton’s Splitting the Atom, to the more abstruse - like Partial Fraction Expansion, Dirac Delta Function, and the Niquist Stability Criterion.

Professor de Paor’s limericks are unique in that they don’t just contain words, but also signs, roots, and equations. I’ll give you an example.

Here he is on the Pendulum test:

“In the Pendulum Test, with some care
Succeeding upswings you compare
The log dec. in theta,
Is twice pi by zeta
O’er root of one less zeta squared.”

What a perfect mnemonic.

I am, of course, delighted to see several Trinity alumni make an appearance:

- William Rowan Hamilton,
- George Francis FitzGerald,
- Ernest Walton, and, surprisingly,
- Bram Stoker.

But, as a mechanical engineer, I have to say that my favourite limerick here is ‘Bernoulli’s equation’ which explains the lift in an aerofoil.

*Bernoulli said “h change being small”
$v$ up means that $p$ has to fall.”
*So - aerofoils function!
The Wrights had the gumption
To prove it. Let’s hope we don’t stall!

What I love about this book is that it presents principles which are familiar to me - and to anyone who has taught maths, science or engineering – but Annraoi makes us see them in a new light. By finding the right rhymes and fitting them into metre, he has made these principles fresh, so that they return to us with something of the zest and enthusiasm of their initial discovery. And they return to us in full colour and illustration. The design and layout of this book are marvellous. The cartoons by Jane Courtney are daring and witty, and intrinsic to the text.
Annraoi has cunningly referenced the great figures in limerick-writing and in the poetry of mathematics - or should that be the mathematics of poetry? By putting in ‘snarks’ and ‘tweedle dum and tweedle dee’ and ‘the owl and the pussy-cat’, he carries us to the zany, frenetic, crazy-rational worlds of Lewis Carroll and Edward Lear – and this sense is strengthened by the illustrations, which belong to the worlds of children’s books and satirical magazines.

There is also mention of Captain Kirk and Bugs Bunny, and beside these international figures, Annraoi gives the book local flavour. We read about Santry and Dun Laoghaire and ‘bosh and boloney’, - my favourite though is that Pythagoras’ Theorem is named, unforgettably:...... ‘the Ould Triangle’.

* * *

A friend involved in publishing has told me about a think called ‘the Schott factor’ – this is in reference to the book Schott’s Miscellany, which became the surprise Christmas bestseller when it was published a decade ago. The following Christmas the surprise bestseller was a book by Lynne Truss you’ll also know, called Eats, Shoots and Leaves. Both books are quirky and useful, contain information that isn’t otherwise easily come by, and are neatly-sized and beautifully designed.

The Schott Factor’ refers to the efforts of publishers to replicate the success of these two books and produce the quirky, stylish Christmas bestseller. This isn’t easy to do - the original books were labours of love, not cynical advertisers ploys.

Annraoi de Paor’s and Jane Courcey’s Illustrated Collection of Limericks is obviously going to be bought by science and engineering students, not just in Ireland, but all round the world.

But such is the charm of this book that I predict it will also have a ‘break-out’ success and may indeed be this year’s Schott’s Miscellany. Certainly I intend to be filling a few stockings with it this year, and I strongly urge you all to do the same.

After reading, you will probably be inspired to write your own limericks. I was, and I’ll close now with mine now. It’s neither as clever nor as useful as Annraoi’s, but I never thought I’d write a poem of any description, so in that sense it’s a surprising achievement. Annraoi’s book is all about getting in touch with the fun of mathematics, and the madness of physics, and with our own child-like sense of wonder. I know Annraoi will be glad it tempted me into rhyming, and I wish the same for all of you. Here’s my effort which is in the preface to the book:

I’m delighted to preface this book,
It’s a wonderful thing, have a look,
You’ll find an equation,
For every occasion,
And learn them off, easy, good luck!

Thank you!

* * *

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Thursday, 14th November 2013

Public Opening of the Sculpture in Honour of Ernest Walton

FitzGerald Building, Trinity College

Minister, Colleagues, members of the Walton family, ladies and gentlemen,

You’re all most welcome to Trinity College for this wonderful occasion. I’m delighted that the weather has kept good.

Today we honour Ernest Walton with our first ever site-specific sculpture commemorating a Trinity scientist.

Last year, to mark the 80th anniversary of Walton and Cockroft splitting the atom, Trinity launched a competition for artists to commemorate Walton’s achievements in education and research. Eilís O’Connell was chosen from a short-list of six, by a panel which included the College Art Collections Curator; staff from our School of Physics and our Department of the History of Art and Architecture; a student representative; Dublin City Council’s Public Arts Officer; the Directors of the Dublin City Gallery, the Hugh Lane Gallery and the RHA; and members of the Walton family.

So it was a broad panel, which was as it should be - since this is not just a Trinity sculpture, but a public Dublin city sculpture, for all visitors, local and international, to admire. Alan Walton and Eilís O’Connell herself will speak shortly and tell you a bit more about the inspiration behind the design.

This sculpture is part of an ongoing drive within Trinity, Dublin, and Ireland to celebrate the achievements of great Irish scientists - to get people, especially young people, excited about science. The spearhead of this drive is probably Trinity’s Science Gallery which has succeeded so triumphantly in involving young people in the excitement and wonder of scientific experiment, but there have been lots of other initiatives, including of course Dublin being named European City of Science last year and hosting the European Science Open Forum.

We are, not before time, awakening to the need to celebrate our scientists. Dublin, and indeed Trinity, is full of statues to our writers and political thinkers, which is as it should be, but I’d also like to see Walton and William Rowan Hamilton becoming household names, alongside Joyce, Beckett, Emmet and O’Connell. Their achievement in their spheres is as great.

But first and foremost this sculpture is a commemoration of Walton.
I won’t keep you now with a eulogy to Walton because I’m aware that we have
a number of important speakers today. So I’d just like to say one thing:
In Trinity, we’re immensely proud of Walton, not only for his achievements in
research, but also and equally for his less-celebrated achievement in
education.

After splitting the atom – the importance of which was recognised
immediately – Walton could have gone to any institution or laboratory in the
world. He chose to return to Trinity, and this was not to the Trinity we know
today, which has a global reputation for scientific research – it was to a
massively under-funded Department of Physics. In fact, Walton recalled in a
humorous lecture celebrating his 50 years as a Fellow, that when he
returned to Trinity in 1934, the budget for running the Department was
approximately half a Fellow’s annual salary!

That situation is unimaginable today – at least, Minister, I hope it is
unimaginable. But if Trinity now has proven strength in all the STEM
subjects – science, maths and engineering – that owes a great deal to the
commitment and vision of Walton, who had the ability of all great educators
to inspire students with the quality of his research.

I’m grateful to Vincent McBrierty for drawing attention to Walton’s constant
lobbying of the government to invest in science, in his Trinity Monday
address last year. In a letter of 1957 to de Valera, Walton wrote, with
extraordinary prescience: “We in this country are not laying a sufficiently
firm scientific foundation on which to build prosperous industries... We are
today entering a new scientific era and if we are to benefit from it our people
must not be allowed to grow up scientifically illiterate.”

Walton was what we might call today “an early adopter”. When I think of him
and his prescient understanding of what this country needed in terms of
education and research, the phrase ‘standing on the shoulders of giants’
comes to mind. We may be a little late in this university, city, and country to
be commemorating Walton’s great achievements, but I think he would be
most happy, most reassured, by the game-change that is taking place as
regards investment in, and celebration of, science.

In memory of this great man, and for the future of our students and this
country, we resolve to continue our efforts.

It is now my pleasure to ask the Minister for Education and Skills, Mr Ruairí
Quinn, to address you.

Thank you.

* * *
On the left are Walton’s four children, and on the right (L-R) Minister for Education and Skills Mr Ruairi Quinn; Sculptor Eilis O’Connell; Provost, Dr Patrick J. Prendergast
Rector Banys, ladies and gentlemen, good afternoon:

I’m delighted to be here in Vilnius, and to have this opportunity to speak to you on issues crucial for the future of education, research, and growth in Europe.

I’m here as President, or Provost as we historically call it, of the University of Dublin, Trinity College. I’m also a member of the governing board of the EIT, and it’s in this joint capacity that I address you this morning. I should say, however, that while I’m on the EIT Governing Board, I’m not speaking on behalf of the EIT Board today. The views I express are my own, although of course they may reflect the views of other board members.

The EIT, as you know, looks to foster a new generation of entrepreneurs and innovators in Europe by facilitating common working between education, research and technology, and business. We view these three sectors together as constituting a Knowledge Triangle.

The triangle image is important because, in the EIT, we don’t separate higher education from business, nor do we separate higher education from research and technology. We see the three as indivisible. Working together as one to create the energy that flows around driving entrepreneurship.

Our starting point is that there is no higher education without research; research-intensive universities create the environment that spurs on an entrepreneurial mindset among their students, and their staff.
And there is no strong industry without skilled graduates capable of excellent R&D. If you take away one of the sides of the knowledge triangle – as I do it here in this simple graphic - you’re left with an open-ended, mono-sided shape, where energy leaks out, rather than a dynamic triangle where energy flows round.

A KIC can’t operate without all three sectors working together synergistically - not now, or in the future. Each sector needs to be strong and vibrant, and confident enough to play its part in the knowledge triangle, and hold it together.

After seven years a KIC becomes self-sustaining. But it will continue to operate as a triangle to the demonstrable benefit of all partners and of the European economy.

***Innovation Ecosystem***

The thinking behind the knowledge triangle is developed from best international practise of what’s needed to create growth and drive innovation in a region and a country. You will have heard the term “innovation ecosystem”. When conditions are good in an innovation ecosystem, you find businesses, entrepreneurs, investors, universities, and government bodies interacting in the right regulatory environment to create jobs and open up opportunities.

Universities are key to the innovation ecosystem. They provide the talent and cutting-edge research which ‘fuels’ the ecosystem. By talent I mean, they educate the researchers, entrepreneurs, and leaders who drive the knowledge economy. They are nodes for attracting talented people to a city and region. Increasingly, spin-out companies from universities are commercialising cutting-edge research. In my university, Trinity College Dublin, we average seven spin-out companies a year, and many of them secure significant capital investment.
Governments worldwide are increasingly seeing universities as pivotal to the country’s growth and entrepreneurship. This is the way in Ireland. And no doubt your universities are similarly involved in your country’s economic strategies.

I’d like to say that Trinity, as a high-ranking European university, also has a pivotal position in Europe’s innovation ecosystem, but let’s be honest: it’s a bit premature to talk about ‘Europe’s innovation ecosystem’. Because, rather than one, large, united terrain - when it comes to innovation, Europe is still divided into fragmented territories, and this is hindering the development of an innovation economy across the continent.

Europe has a number of high-functioning innovation ecosystems – places like London, Munich, Helsinki, Milan, Frankfurt, Copenhagen, where exciting products and services are innovated, and where the right link-up between industry, education, and research is happening.

But then there are other places with just as many talented people, and good local businesses, but where the link-up isn’t happening. Where job creating high tech industries are just not happening – where the ecosystem is a desert.

And even within successful regional ecosystems, there are problems and deficits – for instance, currently companies in Germany need to recruit more engineers and technology people. Ideally such recruits should be flowing in from other European countries, but it seems they’re not – or not to anything like the extent that’s needed.

Europe as a continent underperforms on several indicators. Let’s look at data on three slides:

- this shows the number of people owning their own businesses;

![Graph of entrepreneurship rates across countries](image)

- this shows the percentage that companies spend on Research & Development;
and this shows labour mobility in the US and EU.*

Americans are more than twice as likely to cross States to find work, than Europeans are to cross borders. Despite the sometimes hysterical discourse about internal EU immigration, there isn’t high labour mobility within the EU, and particularly not when it comes to experienced people in the higher-earning professions.

Individually, some European countries and regions score well on these indicators. But shouldn’t we be thinking in terms of general European competitiveness, not in terms of individual countries?

If Europe is more than the sum of its parts then pursuing European competitiveness should create an increase in overall innovation that benefits all countries – even they are already doing well.

***Free Movement of Talents***

This is where the EIT comes in. The EIT seeks to achieve a step change in innovation in Europe – to build networks across the continent and so create a pan-European innovation ecosystem.

The idea is to get businesses, entrepreneurs, investors, universities, and regulatory bodies interacting across our borders to create jobs and open up opportunities.

Legally ‘the free movement’ of people, products, and ideas has been in place in Europe for decades, but in practise we’re not achieving the synergy we need. Despite initiatives like the Bologna Process and FP7, which seek to, respectively, harmonise academic structures and encourage research link-ups round the continent, Europeans remain disinclined to uproot themselves, or to do business or find commercial and research partners in other EU countries. This is hindering innovation in Europe.

The title given to this talk is ‘nurturing talent across borders’. How can Europe achieve better mobility of talent across the EU28? How can the EIT facilitate this?

I don’t have all the answers here, but I think I can help with formulating the questions.

***KICs: innovative education***

As we know, the EIT was established to encourage innovation and entrepreneurship. These are not just buzz words.

- ‘Entrepreneurship’ means taking initiative, and
- ‘Innovation’ means finding new ways to achieve goals, rather than using the same old methods.

‘Applying initiative’ and ‘making it new’ need to be embedded in the practise of the EIT and the KICs. If we’re to achieve a game-change, we need to start changing our behaviours.

Until European university education becomes more entrepreneurial and mobile, we will not be getting maximum impact out of European R&D. The education component of the KICs is vital: without talented, dynamic graduates, we won’t be getting the maximum growth in industries that rely on the knowledge economy, such as tech industries.

Let’s ask the question: What might be lacking in education for innovation and entrepreneurship in Europe? From my perspective as the head of a university, I’d like to see much more experiential education. Students can
read up all the information they like - all the case studies that are usually part of business education - but when it comes to entrepreneurship nothing is better than actually learning-by-doing, by taking some concrete action in the real world.

There are some obvious things we can do, like arranging more student internships in companies. This should be a routine part of industry-university link-ups in the KICs.

We also need to take full advantage of the revolution taking place in technology in education. KICs need to be leaders in that revolution. I’m talking about online education. Online is already changing the way universities deliver courses and interact with students. It’s arguably the greatest potential education change in centuries and is revolutionary in its implications. And it poses special kinds of challenges for entrepreneurship education.

I’d like to see the KICs exploiting all the possibilities of online to promote mobility and experiential learning. Online enables us to get away from localised learning. Potentially an online course can bring together students and professors from all round Europe to offer high-level entrepreneurial education and training.

For this to be effective, the training would have to be experiential. It can’t just be a case of students listening to on-screen lectures. And the challenge we have set is that Business and Research should be integral, with students forming into multidisciplinary teams to solve real-world problems.

Because the KICs already weld together universities, research, and businesses round Europe, they are perfectly positioned to facilitate this kind of experiential, online, pan-European learning. No university alone is positioned to do this – it must be the EIT.

It’s not enough for the KICs to be filing one-off products and services - because without cohorts of global experts, we won’t keep adding to, and refining, our offerings. I want to see experiential education and training as measurable outcomes, made mandatory for all KICs.

If students, professors, business people, and research centres are to give their time to this training, it has to be meaningful. Our aim has to be a distinctive entrepreneurial education for Europe. It will require effort and skill to offer such education online, but it’s certainly not impossible.

Now for maybe something controversial: we shouldn’t assume such education can be free. At the moment online is associated in many people’s minds with MOOCs – the massive open online courses, which are free. But that’s just one aspect of online – an exciting aspect, but not the only one. This entrepreneurial innovation education I’m talking about won’t be massive
and it won’t be free. It will be small groups learning from, and practising with, academics and industry experts. As postgraduate students, they will have sufficient maturity and experience to decide whether it’s worth paying for. If the standard is high enough, they should want to pay.

Will there be public monies and industry sponsorship available to help with fees? That’s not for me to say. My view is that all avenues should remain open. But since quality is paramount and since the courses will be of great private benefit to students in furthering their careers, we should certainly not be ruling out fees.

When we talk about innovation and about game-changing, we have to be ready to innovate not just in how we deliver education, but in how we fund it. In my view we need a variety of funding models operating in the higher education space. We need to offer students the choice. Many will prefer to pay for best international practise and this will be of ultimate benefit to the industries as well.

***Conclusion***

What’s exciting from the EIT’s point of view is that the KICs can be in the vanguard of developing and delivering experiential, entrepreneurial education using the latest learning technology platforms. Already KICs are coming together to provide learning platforms for their educational missions – and they have ambitions to do more.

The KICs have a huge advantage because they’ve already put in place the cohort of industry, research, and universities. Networks have already been formed, experts are already collaborating – the EIT’s aim is to leverage this on behalf of the next generation of entrepreneurs. The KICs enable a game-change in education and we are to blame if we don’t seize the day.

The definition of madness is to keep doing the same things and expecting a different outcome. A sense of urgency has developed in Europe about innovation and entrepreneurship; we need to stop doing the same old things – we need to think differently if we are to educate about how to engage in the great global challenges, and particularly about how we are using the world’s resources.

This is why the EIT chose for its first KICs ‘climate change’, ‘ICT’ and ‘sustainable energies’, and for its next ‘raw materials’, ‘active ageing’, and ‘food4future’. These are all innovative areas. Thirty years ago, no-one was even mentioning them. In the face of increasing horrendous natural disasters such as that suffered in the Philippines, we are all in the grip of urgency about climate change, and about using technology and developing sustainable solutions.
We need to use our sense of urgency. Every year my university – Trinity College Dublin - sends 2,000 new graduates out into the world – young, talented, ambitious people. I’m urging on their behalf, and on Europe’s, and on the world’s, that they acquire the necessary skills to drive sustainable growth and implement real change.

The EIT is visionary in design. Let’s try and make it visionary in practise.

Thank you.

* * *
Minister, ladies and gentlemen, welcome to Trinity College.

Today, with this book, we focus on the experience of first-time students, and on making the most of university life. So I’d like to start with one of my favourite lines of poetry - from Michael Hartnett, a line I quote to our new Freshers each year:

‘I pity the man who must witness the fate of himself’

Why I am I so struck by this, and why do I believe it will resonate with our students? Because I think what Hartnett is saying is that life can seem to force you in a certain direction, to put you on a path where you have to fulfil certain expectations. You are then a passive witness to your fate, rather than the maker and creator of your own life.

Education is how you can transform your fate. It’s a truism to say that the few years you spend in university can be the most transformative and game-changing of your life. It was so for me; it is so for generations of students.

This is what we wish for all our students – that they are open to experience and allow experience to change them. It’s why we put emphasis on both curricular and extra-curricular activities. We want our students to experience everything a Trinity Education has to offer, including:

- Learning to think for themselves through research-led education;
- Learning to debate their findings in seminars and tutorials;
- Participation in clubs and societies;
- Public speaking;
- Volunteering;
- And commercialising their research and ideas through student business schemes like LaunchBox.

Yes, we’re ambitious for our students, and we want them to be ambitious for themselves. But we know the challenges involved in making the most of college life, and they are not trivial challenges.

- First off, you have to pick the course and university or institute that suits you. That’s a fundamental challenge – making sure you’re studying the right thing in the right place.
• Then there’s the intellectual challenge of transitioning from second level, where you are largely being taught, to third level, where you have to think for yourself.

• There’s the financial challenge of supporting yourself through college, perhaps living away from home and dealing with rent and living expenses.

• There’s the social challenge of meeting new people and making new friends – especially if, like me, your school friends aren’t studying in the same college as you.

• And there’s the personal challenge – the pressure you put on yourself to make the most of all the opportunities around you. I know that feeling of urgency – you don’t want to get left behind. Life, as they say, is not a rehearsal. Neither is university.

It’s important to hit the ground running. To enable this, Catherine O’Connor has written this immensely useful and practical guide.

Catherine is a lecturer in Trinity but she’s written this book on behalf of the whole third-level sector in Ireland – it’s not specific to any one university. This is the kind of guide I would have welcomed as a student, and it’s a guide I’ll be recommending to my own kids when they’re of college-going age.

Leaving Cert students and Freshers are the target audience for this book. It’s also of great use to parents, especially ‘first-time’ parents of new students. It will help them manage expectations and give the best possible support to their children.

I congratulate Catherine. This book is one step further towards students actively creating, rather than passively witnessing, the fate of themselves.

It’s now my great pleasure to introduce the Minister for Education, Ruairí Quinn, T.D., to formally launch this book.

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Minister, Colleagues, Ladies and Gentlemen,

You’re all very welcome to the Trinity Biomedical Sciences Institute for the launch of the college’s Innovation and Entrepreneurship Strategy. It’s the first such strategy to be publicly launched – although of course Innovation and Entrepreneurship have been central to this university for the past decade.

Education, Research, and Innovation are often referred to as the ‘three pillars’ of universities. I prefer to see the three not as separate pillars, but as one indivisible, academic enterprise. As has been accepted for centuries: there’s no higher education without research. Today we also accept that the research and scholarship carried out in universities can change society – for the better. And that commercialisation is the right outcome for much of our research. And that a full, rounded education is one that encourages entrepreneurial values.

Innovation and Entrepreneurship are intrinsic to university activities, and to the way that universities serve the public good. Universities have always served the public good through the education of leaders, decision-makers, and skilled professionals. Now this role is widened – universities provide the cutting-edge research which ‘fuels’ the knowledge economy; they educate the researchers, entrepreneurs, and innovators who drive it; and they are nodes for attracting talented people into a region.

Besides benefiting the public good, universities are crucial to private individuals, who graduate with a set of skills that enable them to pursue meaningful careers. And universities are crucial to the cities and regions they are located in, because by creating and attracting talent, they enable a flourishing innovation ecosystem.

The importance of innovation and entrepreneurship in both the private and public spheres is embedded in Trinity’s Strategy, which displays clearly and graphically the ways in which a Trinity education enhances opportunities for the individual student, for Dublin, and for Ireland.

The map below for instance, shows all the tech companies, creative industries and start-up clusters grouped around Trinity, which is located at the heart of what is developing into a thriving innovation ecosystem in Dublin city centre.
Through Pearse Street up to Grand Canal Dock, Trinity is physically connected to the high-tech, creative docklands where Google, Facebook, LinkedIn, and the Bord Gáis Energy Theatre are located. Trinity is already partnered with Google to support the Science Gallery and to improve ICT learning in secondary schools. Such projects show the innovation ecosystem incorporating education in action.

Also in this Strategy, we showcase how research links into innovation, and how a Trinity education is geared towards drawing out our students’ entrepreneurial potential.

* * *

What are some of the initiatives incorporated in this new Strategy? There are, of course, too many to go into detail now. The Minister will shortly give us the government perspective on Trinity’s new Strategy; Brendan Cannon from Intel will give us the industry perspective; and we will also hear from a student entrepreneur and from one of our most successful staff entrepreneurs. Collectively, they will get across the scale of this Strategy – its importance to higher education and to Dublin’s innovation ecosystem.

I’d just like to draw your attention now to two of our most exciting new initiatives:

- Trinity is establishing a new Office of Corporate Partnership and Knowledge Transfer. This brings under one roof all the functions necessary to support research collaboration and commercialisation. For industry it will provide a single interface, which will reduce any barriers for companies seeking to interact with Trinity researchers and infrastructure. The new Office will ensure that all the pathways which enable knowledge transfer to industry are open and supported –
allowing us to support the creation of more than 160 start-up companies over the next three years.

• And, as I announced at the Trinity Global Graduate Forum a fortnight ago, work will start next summer on our new 70 million Euro building project: the Trinity School of Business, co-located with an Innovation and Entrepreneurship Hub. The project, spanning 13,000 square metres, will include a 600-seat auditorium; a public space for students to meet and exchange ideas; ‘smart’ classrooms with the latest digital technology; and space for prototyping and company incubation projects.

* * *

It is an exciting, a landmark time for innovation and entrepreneurship in Trinity and Dublin. As I’ve said, innovation is intrinsic to all our Trinity activities.

Indeed, two of what I regard as our most important ‘innovation’ actions are not formally included in this Strategy. I’m talking about

• our ground-breaking scheme to diversify university admissions, and
• about the new online course, ‘Ireland in rebellion 1798-1916’, which we’ll be offering next year – offering it worldwide in an online education platform.

Both of these initiatives will enable us to share our learning with a wider audience, and to bring people with more diverse skill sets into college - which, in turn, will mean more richly diverse people contributing to society, and influencing the way the country develops.

We know from the press coverage yesterday that students on high-points courses are coming overwhelmingly from the same small clutch of schools which have dominated the league tables for decades. Not to take away from those schools or students, but to be successful, Irish society must encourage and develop all its entrepreneurial talents.

So I’m happy to say that this Innovation and Entrepreneurship Strategy is founded on, and draws from, a unified, cohesive vision for Trinity and for higher education in Ireland. I would be less proud of announcing the new Trinity School of Business were I not also able to announce, via our new admissions scheme, that we are looking to fill this School with different kinds of students, who will bring a whole, diverse range of experience to innovation and to entrepreneurship.

While much remains to be done in this university and this country to draw out the potential of all our citizens, I believe we are on the right track and that, as we emerge slowly from recession, we are able to promise a richer,
more applied, more creative, and focused education to the leaders, entrepreneurs and decision-makers of tomorrow.

Thank you.

* * *

Provost, Dr Patrick J. Prendergast with Minister for Jobs, Enterprise and Innovation Mr Richard Bruton and Cofounders of the FoodCloud Project, Alex Sloan and Emma Mooney
Colleagues, Ladies and Gentlemen,

It’s wonderful to be marking this great occasion here in the Trinity Centre for Health Sciences at St James’s Hospital.

It is now 50 years since Occupational Therapy education was introduced to Ireland. It started as a diploma course in St Joseph’s College, Dún Laoghaire. We have with us today graduates of that course.

Almost 30 years ago, in 1986, the diploma became a four-year honours degree course, offered by Trinity College. Over the next decade or so Trinity devised new diplomas and masters to complement the degree course. And in 2002 Occupational Therapy moved to new premises here in the Trinity Centre for Health Sciences in St James’s. Until then, Trinity offered the only Occupational Therapy course in the Republic of Ireland, but in 2003 three other programmes were established at UL, UCC and NUI Galway, showing the high demand and popularity of the discipline.

Trinity is involved with a large number of research facilities in St James’s, and six months ago we opened a new clinical facility here. St James’s is, of course, to be the site for the new children’s hospital.

So today we celebrate a number of things. Principally we’re here to celebrate a half century of Occupational Therapy education in Ireland, and I welcome staff and professors from the other Occupational Therapy programmes in Ireland – from UCC, UL, NUI Galway and University of Ulster at Jordanstown – as well as Trinity staff and alumni, and representatives from the professional body, the Association of Occupational Therapists in Ireland.

We also celebrate the general extension and improvement of health science education and research in Trinity and in Ireland. The past half century has seen both a widening and deepening of health science education in this country. Importantly, we now recognise that excellent healthcare provision means establishing interdependence between hospitals and universities, and integrating the healthcare agenda with teaching, research, and innovation.

That’s why I’m so delighted to be marking this occasion here: Trinity and St James’s are already working together as an academic medical centre and our partnership will only be strengthened in coming years. We should also be proud of the way the third level sector on this island has cooperated to deliver better health science education and research. I’m thinking of TILDA –
the Trinity-led longitudinal study on Ageing, which brings together researchers from all round Ireland and from many disciplines, including of course Occupational Therapy. And I’m thinking of initiatives like the Dublin Centre for Clinical Research which partners universities and colleges in this city, together with Molecular Medicine Ireland, to conduct collaborative research studies.

Universities and hospitals round the country can be proud of their pluralist and integrated approach. This is embodied I think in the diversity of this audience – students, graduates, professionals, and academics from different institutes round the country.

Occupational Therapy in Trinity has benefitted from this university’s multidisciplinarity and from our focus on clinical-based research. From the outset, students have been made aware of how their discipline complemented other healthcare practices. Occupational Therapy is, of course, itself multidisciplinary in approach – its scope has been enriched by many disciplines including nursing, psychiatry, rehabilitation, orthopaedics and social work. In many ways it has served as a model of interdisciplinarity for our other Schools.

Trinity’s strong links to hospitals and clinical practices have ensured the provision of fieldwork education for undergraduates. And there has also been a strong emphasis on health service provision in conjunction with community partners. In 1995 Trinity devised a postgraduate diploma ‘Occupational Therapy in community setting’ which was subsequently developed into a taught Masters.

Just over a year ago, Occupational Therapy became one of our first courses to benefit from an international inter-institutional approach. Trinity and Singapore Institute of Technology launched two one-year programmes in Physiotherapy and Occupational Therapy, delivered jointly. The past academic year saw the first intake of 32 students onto the one year Occupational Therapy degree in Singapore.

This was the culmination of one of my ambitions. In September 2011, when I gave my inaugural address as Provost, I spoke of the excellent inter-institutional cooperation on this island, but I said I hoped to see it extended beyond our shores. I wanted us to build not just national networks but global academic networks. The partnership between Trinity and Singapore Institute of Technology is one such global link.

It’s no coincidence and it’s a credit to the staff that Occupational Therapy proved a discipline so ripe for international collaboration. This discipline is particularly practical, patient-focused, and open. I believe our staff and students, and Singapore staff and students, are likewise excited and stimulated by what they can learn from each other. Their collaboration helps
us further our Global Relations Strategy, resulting in a more cosmopolitan
campus and a more international mind-set in our students.

In 1962, occupational therapy first became a higher education discipline in Ireland – although the diploma was then offered through the College of Occupational Therapy in the UK. Fifty years on, Occupational Therapy is taught as an honours degree in four universities on this island; it is part of the academic medical centre here in St James’s; and it is offered as a joint international programme with Singapore. I congratulate all staff, graduates and students involved in growing this most important discipline, and I look forward to another fifty years of excellence.

Thank you.

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Monday, 2\textsuperscript{nd} December 2013

\textbf{Christmas Tree Lighting}

\textit{Front Square, Trinity College}

17.30 Crowds Gather
17.45 Provost to speak from the steps of the GMB surrounded by Trinity Singers.

* * *

Students, Colleagues, and Friends,

I am delighted to see so many of you here again this year on such a dry and cold December evening for the annual Christmas Tree Lighting on Front Square. I hope you all stopped off in the Buttery for some tea and coffee and mince pies on your way here!

This is a wonderful occasion for us to come together as a community and celebrate the past year and look forward to the future.

This evening, we have seen a great generosity of spirit and I have a few people I would like to thank:

- Trinity Singers for the Christmas carols;
- College Catering and their suppliers for sponsoring the mince pies and tea and coffee;
- Communications Office; the Buildings Office; the Director of Buildings and Security for their part in this evening
- My own office for the co-ordination of the event
- … and everyone else who rowed in to make the evening such a success.
- One of our Fresher’s, Jenna Clarke-Molloy who has the most important job of switching on the lights this year

As Trinity was recently awarded the Green Flag, I would encourage you all to recycle your paper cups and song sheets in the recycling bins provided by the Facilities Officer.

I won’t delay proceedings any longer. I hope that you will all have a memorable evening here in Front Square .... Please join in the singing of the Christmas carols after we switch on the lights of the Trinity Christmas tree. Please join me now for the countdown: 10….9….8….7…6…

* * *
Chancellor, Pro-Chancellors, our Honorary Doctors, Distinguished Guests,

It’s a great pleasure to be here tonight at this dinner for our new Honorary Doctors. I would just like to start by remembering another recipient of our honours.

This morning we woke up the news that Nelson Mandela has died. In Trinity we are flying the flag half-mast. This is, I believe, the first time we have done this on the death of someone who was not a Chancellor, Provost, or Fellow of this university. We pay this honour to Mandela to mark not only the greatness of the man but also the deep connection which many in Trinity felt to him and to his struggle.

The Irish Anti-Apartheid Movement was started by a Trinity professor of law, Kader Asmal. Kader had the gift of inspiring students and indeed everyone he came across and the struggle against apartheid resonated with the Irish people - the Irish Anti-Apartheid movement was popular, high-profile and impactful.

You could not have been a Trinity student in the 1980s without being aware of Kader Asmal and of Nelson Mandela’s imprisonment on Robben Island. I recall being on many the march chanting “Mandela will be free!” and I cannot claim to have been a particularly politicized youth.

The Irish Anti-Apartheid Movement helped radicalise the trade unions and this led to probably the greatest single action against apartheid in Ireland – certainly the most symbolic, when the Dunnes Stores workers went on strike against the selling of South African produce.

A few months after Mandela’s release from prison, he visited Ireland and Trinity had the privilege of conferring him with an honorary doctorate. When he was made President, he appointed Kader Asmal as his Minister for Education – something the whole of Trinity, and all Kader’s former students, took enormous pride in.

To have taken part in those marches with Kader was to feel part of something great and something global – we knew that similar marches were happening all over the world. And to see Mandela released and a regime change in South Africa was the triumph of hope.
And so today we fly the flag half-mast for Mandela, and it seems particularly right that today we should also be welcoming our new Honorary Doctors – people whom it’s our privilege to recognise for the work they have done, of national and international significance.

Today we mourn the passing of Nelson Mandela but we take comfort that his values survive and triumph. The five people we honour today represent a range of disciplines and talents – from arts, sport, and linguistics to ethology and banking. What unites them is their common commitment to social justice. In this, they uphold, as we must all seek to do, the great spirit and example of Nelson Mandela.

**Doctor in Literature (Litt.D.)**

ELIA DOOLAN is known to generations of Irish people as producer and director and, as a theatre director and film maker. After studying in the Brecht Theatre in Germany, she joined the newly-established RTÉ in 1961, first as actor and presenter, but soon moved into directing and producing. She was responsible for the establishment of the long-running drama, *The Riordans*, whose filming of episodes on location rather than in studio broke the mould for soap opera broadcasting.

A true rebel, who once attempted to send an RTÉ 7 Days crew to cover the Vietnam War (they were stopped at the airport), Lelia was described by Archbishop John Charles McQuaid as ‘mad, bad, and dangerous’. After resigning from RTÉ on a matter of principle, she worked as artistic director of the Abbey Theatre, as chairperson of the Irish Film Board, and as a founder and director of the Galway Film Fleadh – all the time managing to complete a PhD, lecture, protest the Corrib Gas pipeline, and make films and documentaries. Her energy is legendary.

Tonight we honour Lelia Doolan’s commitment to creative arts – proud that Trinity in recent years has made creative arts intrinsic to the curriculum. We launched the Lir Academy of Dramatic Art two years ago, and ‘Creative Arts Practice’ has been named one of our nineteen priority research themes.

Lelia Doolan has shown through her life and career that artistic excellence requires not just gifted writers and actors, but great producers and strong business sense; and that it needs not just ideas, but integrity.

**John Laver** has the distinction, rare among academics, of having written a book so seminal in his discipline, that today, twenty years since its publication, it remains an essential reference guide for all who work in the area. This book, *Principles of Phonetics*, enables readers to pursue the study of phonetics from an initial to an advanced stage. It includes illustrations from over 500 of the world’s languages, and is at once immensely learned and suitable for those with no prior knowledge of the subject.
Today, John is Emeritus Professor at Queen Margaret University, Edinburgh, having been previously Vice-Principal for Research, University of Edinburgh. He is recognised as one of the outstanding phoneticians of his day, holding distinctions and awards too numerous to mention. His research on voice quality has intersected with, and had a major impact on, the research of Trinity’s Phonetics and Speech Laboratory.

Alongside his work in phonetics, John has been a tireless and eloquent advocate for the arts and humanities across all disciplines. He was instrumental in making the case for increased research funding for the humanities in the UK – an intervention of crucial impact. We in Trinity have much reason to be grateful to him – he served as chair of our external review of arts and humanities research in 2006. This led to the creation of our arts and humanities research institute, called the Trinity Long Room Hub, and John was inaugural chair of the Institute Board. He exemplifies deep commitment to his discipline, and a willingness and flair to publicly articulate the wider picture and to fight for the funding and the decisions that enable Britain, Ireland, and Europe to continue as world leaders in arts and humanities.

**Doctor in Law (LLD)**

MICHAEL JOHN GILES, or Johnny Giles – as the name we know him by – is among this country’s most popular sports figures. He has excelled not only as player, but as manager, commentator, and an activist who has put sport at the heart of improving the lives of disadvantaged young people.

After debuting for Manchester United in 1959 and helping that team win the FA Cup in 1963, he transferred to Leeds United, where he developed into one of the greatest central midfielders in England. In an astonishing 12 year run, he scored 115 goals for Leeds. He also played 59 times for Ireland, and in the 2004 the FAI voted him the greatest Republic of Ireland player of the last 50 years.

Johnny managed a number of teams including the Republic of Ireland, West Bromwich Albion and Shamrock Rovers. In 1986 he found another métier as a football pundit, going on to become a senior analyst on RTÉ sport. The combination of Bill O’Herlihy, Eamon Dunphy, Johnny Giles and Liam Brady has been a great highlight of Irish television.

Johnny was born in Ormond Square in the inner city of Dublin - he has made significant endeavours to help children from disadvantaged backgrounds develop their sporting and life skills. This culminated in the establishment in 2011 of the John Giles Foundation which aims to promote soccer as a positive influence in the lives of disadvantaged young people.
Exceptional sporting figures are rightly revered, especially by young people. Johnny Giles has used his ability, and the respect in which he’s held, not simply for personal gain but to further the public good.

**Doctor in Law (LLD)**

DAVID WENT’S distinguished career in banking and insurance has seen him serve in senior positions in Ireland and abroad, including as CEO of Ulster Investment Bank, Ulster Bank Group, Coutts, and Irish Life & Permanent. Since his retirement in 2007, he has been in demand from government, business, and the voluntary sector. He has served as Chairman of the Board of the *Irish Times*, and in 2009 was appointed Chairman of the Consultative Industry Panel to the Financial Regulator.

During recent years, when the practices of certain banks and bankers have come under attack, he is someone who has enjoyed public confidence and has been able to articulate the importance to society of maintaining a strong banking sector. Throughout his career he’s been known for his civic sense and commitment to the public good. As early as 2007 he was calling on political and business leaders to invest more in universities, which he described as “critical to the creation of a true knowledge economy”, as “powerhouses of new ideas”, and as having “a clear social mission”.

David is a Trinity law graduate, and one of the foremost voluntary contributors to the college in recent decades. He chaired the Trinity Foundation for over 11 years, and has been a great supporter of the Trinity Access Programme and for Trinity’s National Institute for Intellectual Disability. Both these bodies benefitted from David’s commitment to broadening the participation in society of all social groups.

David Went has personally supported this College, and he has articulated the importance of developing a culture of philanthropy in Ireland to support the vital role of universities.

**Doctor in Science (Sc.D)**

JANE GOODALL is a name known round the world. Indeed, she has the rare distinction of having been referenced in The Simpsons, in a Gary Larson cartoon, in Apple’s ‘Think Different’ campaign, and on a Stevie Nicks album. The subject of a National Geographic Society film as early as 1963, she has long been regarded as the world’s foremost expert on chimpanzees. Best known for her study of social and family interactions of wild chimpanzees in Gombe Stream National Park, Tanzania, her ground-breaking research

redefined our understanding of the great apes – she thus became, in an amusing pun, ‘the woman who redefined man’.

She has captured her research and insights not only in scholarly books, but also in memoirs, children’s books, and films and documentaries. She is a communicator who inspires others with the passion and commitment she brings to her subject.

Now approaching her eighth decade, she remains a tireless campaigner for conservation, animal welfare issues, and environmentalism. She is the founder of the Jane Goodall Institute, now working in nearly thirty countries, and of Jane Goodall’s Roots & Shoots, a humanitarian, conservation and education programme for young people, now active in more than 130 countries. She was made a UN Messenger of Peace by Kofi Annan in 2002 and was reappointed by Secretary-General Ban Ki Moon. She shows no signs of retiring from public life – and her scholarship, open-mindedness, compassion, and activism continue to serve as beacons of hope to the rest of us.

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Our new honorary doctors are true role models of what can be achieved – in terms of their specific fields, and of serving the greater good of society.

It is a privilege for me to welcome them to the roll of graduates of the University of Dublin.

I am now going to ask Dr David Went to reply on behalf of the new graduates. But before I do I am going to propose a toast to them, so would all except the Honorary Graduates please rise:

Ladies and gentlemen, the Honorary Graduates.

I now ask Dr David Went to reply.

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Thank you Linda, and thanks everyone for being here and showing your commitment to shaping Trinity’s future.

Today, as Linda has said, we begin the staff consultation phase for our new Strategic Plan. Between now and next September, when the new plan will be launched, we’ll be consulting widely. We look forward to your ideas and expertise.

I should say now that while we’re advanced with some elements of the new Strategy – for instance ‘Innovation and Entrepreneurship’ which had its separate launch last week – nothing is set in stone until Board approval next year.

So I’m not here to tell you what we’re putting into the new Strategy.

I’m here to outline what the issues are, and to ask advice and feedback. Today Linda and I, and our colleagues who will speak, will provide some of the context and framework, but we won’t be detailing initiatives because these haven’t yet been decided.

* * *

This will be Trinity’s third strategic plan. The first was launched in 2003, the second in 2009, and we enter this new round with greater confidence because of the experience those two earlier plans have given us – both in terms of articulating goals, and in how to achieve them.

A good strategy will generate a unity of purpose across the whole college. As the role of a university becomes ever more diverse and dynamic, a strategic plan is indispensable.

As the Vice-Provost has described our intention at this time is that the new Strategy will cover four key pillars. In each pillar challenges for developing them, in the current environment, can be addressed in terms of:

- The education we offer in Trinity – the Trinity Education you might say
- Technology
Values are the cultural fabric, which inform the vision and mission. When we talk about our values, we’re talking about the way we do things, what we hold to be the constants in Trinity College.

Vision is our ideal image for the future. I think of it as a kind of shorthand for answering the question: ‘What do we want Trinity to do in the future?’

Mission is how we propose to attain our vision. As we deliver the strategic plan, as we live our mission, it should lead us to where we want to go, guiding us around the obstacles in our path.

Vision and mission should reference values. So, for instance, our existing vision is: “to strengthen our reputation as a university of global consequence”. Now someone might suggest that enrolling less Irish students to make room for more students from outside Europe is a good way of achieving global consequence, since that would mean much-needed funds coming to the university.

However, if you look at our existing values, they also include: “the inclusivity of our community, which offers equality of access and opportunity to all” as well as: “our role as a creative hub for Ireland”. If we are to adhere to these values, and offer access and opportunity to the whole community, as well as training the entrepreneurs who will drive creativity and innovation in Ireland, it follows that we cannot enrol non-European students at the expense of Irish students, no matter how this might improve our financial situation. Intrinsic to what we stand for is our value to Ireland.

Values thus serve to direct the mission. A vision without values is untethered, and unlikely to succeed.

* * *

The question we’re asking are: what are our values? Are they consistent and helping us articulate our vision. And they must be authentic and not just corporate fabrications.

Here are the values in our current strategic plan........
In the case of Trinity, we don’t adopt an overly corporate approach. For instance, in the last Strategic Plan, rather than listing our values in single words, which is, I believe, the convention, we spelled out the things we value because we felt we needed to be more specific, detailed, and eloquent about what we stand for.

Every strategic plan is tailored to the particular time, and in response to current environment – so much in what we will propose should be new.

And while our previous two strategies helped to take Trinity forward, they were not perfect and immovable, nor were they intended to be. Strategizing is an on-going process, which is why we’re committed to reviewing every five years.
Values, mission, and vision require constant re-evaluation. Did we successfully get across what we stand for in the last strategy? Can we say it better – can we say it more succinctly and more distinctively?

* * *

New in this round of strategic planning is the need to bring values, mission, and vision in line with the results of the Trinity Identity initiative. You will all have taken part in the surveys around this initiative. The purpose of good branding is to provide cohesion for all college activities. In a university as multi-faceted as Trinity, there are always lots of activities going on - as diverse as lecturing, thesis supervision, academic administration, research, public engagement, sporting and student society events, volunteering, fundraising. The new Strategic Plan should draw those activities together, providing unity and identity for the whole college community.

* * *

A month ago we held the Trinity Graduate Global Forum where we invited some of our most successful graduates back to the college to brainstorm on Trinity’s future. This proved a dynamic and useful exercise – indeed it exceeded our expectations. These were high-level people from business, the arts, and public life casting a cool, appraising outsider’s eye on our college strategy and activities.

Often, they got straight to the heart of the matter. For instance they raised the seemingly straightforward question: what’s our criteria for success? Is it the best students? The most students? Excellent research? They felt we needed to review our vision and mission to reflect what success means to us.

The graduates, having learnt of our leading role in many fields of research and scholarship fields, wanted us to focus on the few key areas where we can be world leaders. But, it was asked, how does this fit into the commitment to multidisciplinarity? How do we embed both multidisciplinarity and specific disciplinary strength into our values?

The forum participants were ‘astonished’ to learn of the constraints on the college associated with state funding. It was seen as greatly desirable that we free ourselves from such constraints by one way or another – showing to the public the valuable return to society by having independent universities.

Our current values stress (I quote) “autonomy in the management of resources, matched by clear and transparent accountability to society”. Some may see conflict, or at least tension, there between ‘autonomy’ and ‘accountability’ – the issues raised at the graduate forum would tend to suggest that this is an area where we need bring more clarity.
When discussion turned to reputation and branding, the graduates felt that the “essence” of Trinity’s brand was rooted in (I quote) “tradition, culture, collegiality and heritage”. This leaves out innovation and research excellence, which, as I say, are key strengths that we need to be promoting more. But it also begs the question – the previous strategy makes no mention of ‘tradition’, ‘culture’ or ‘heritage’ in the values, perhaps because we didn’t want to be seen to rest on our laurels, but we may need to review this.

As I’ve stressed from the outset, we’re just at the start of this exercise and nothing is decided yet. We’ve had the benefit of the clear-sighted advice of some of our top graduates. Now we’re counting on the valuable advice and insights of you, the Trinity staff.

As I said in my speech to the graduate forum, there are many who have a legitimate stake in Trinity’s future, – students and college staff, the government, and friends and alumni who are benefactors. A good strategy benefits all stakeholders and reflects their diverse priorities. I know that you represent not only your own staff interests, but also those of your students whose interests you have always championed.

Please do share with us openly and freely your reservations and enthusiasms regarding the college’s future direction.

Thank you.
Good evening everyone,

And welcome to the Samuel Beckett Theatre for the premiere of this tremendously exciting, relevant - and irreverent - new opera.

In January 2012 I launched Trinity’s new Music Composition Centre and I welcomed Evangelia Rigaki as the founder-director of the Centre together with Donnacha Dennehy. Now, just two years on, Evangelia has composed and produced this opera we’re about to see.

She has taken as her theme the most vital and pressing issue of the day – the banking meltdown. And what a rich, explosive, and operatic theme it is! There is no-one in this country, or in Europe, probably indeed in the world, who has not been touched by the banking meltdown, to a greater or lesser degree. It is the defining event of the century so far, although we hope as the century progresses that other things will come to define it.

We have certainly felt the effect of the meltdown in Trinity – I have to say that it’s one of the defining issues of my provostship. I heartily congratulate Evangelia for tackling this issue full-on. She has taken this most contemporary of themes, cast it in a classical light, and then turned it on its head. The Greek myths have always proved a rich source for operas – and so it is here. Midas is of course the archetypal figure of the greedy banker – the man who turns everything to gold until he finds that his flesh and blood, his daughter, is worth more to him than any metal. But this opera is called ‘Anti-Midas’. Evangelia’s Midas doesn’t turn everything he touches to gold.

This is all I know about the opera because Evangelia and the team have rightly kept it under close wraps, but the premise, like all great ideas, is brilliantly simple, brilliantly apt, and immediately suggests boundless possibilities. I am most interested to see how she resolves this!

This is a Trinity production, and also an international production. The librettist is W.N. Herbert, the multi-award winning Scottish poet and professor of creative writing at Newcastle University. The Director is acclaimed opera practitioner John Lloyd Davies who has worked on more than 100 operas and has served for seven years as the head of opera development at the Royal Opera House, London. The conductor, Lindy Tennent-Brown, is originally from New Zealand and is also an accomplished
pianist, having played for the English National Opera among others. The cast features leading opera singers, including Ireland’s award-winning baritone singer, Owen Gilhooly who is playing Pluto, king of the underworld.

It only remains to point out that Evangelia is Greek. And I do not need to emphasize that a Greek woman working in Ireland probably has a more intimate perspective on the banking meltdown than, say, a Swiss person working in Luxembourg. This is an opera for our times, and for our continent, but in particular for certain countries on our continent...

I’m delighted at the internationalism of this creative project. It’s something we strive for in Trinity. We believe that our research and creative projects gain from interdisciplinarity and from a global inter-institutional approach. Opera is de facto an interdisciplinary form, and this opera is truly international. I thank everyone involved for their commitment to this project. And I thank the Arts Council and RTÉ Lyric FM for the financial support which has helped make it possible.

We are now in the Samuel Beckett Theatre, named for one of Trinity’s greatest graduates. Beckett was not, I don’t think, particularly an opera-goer – nor was he given to commenting on economics or banking – but he understood more than any of us about failure, and about stoicism in the face of disaster.

So, standing in his theatre now and contemplating the theme and background of this opera, I’ll end with Beckett’s words. He said: “To find a form to accommodate the mess, that is the task of the artist now”.

Thank you.

* * *
Good morning,

And welcome everyone to Trinity College Dublin for the twelfth annual Centre for Synthesis and Chemical Biology symposium.

The Centre for Synthesis and Chemical Biology, or the CSCB, is inter-institutional – it’s a collaboration in the chemical sciences between Trinity College Dublin, University College Dublin, and the Royal College of Surgeons in Ireland.

We welcome to today’s symposium, which is the highlight of the CSCB calendar, not only researchers from all three partner institutions but attendees from across the island of Ireland, and also, for the first time, from the Universities of Nottingham and Edinburgh.

The speakers today have come from the UK and Europe. I’d like to take this opportunity to formally welcome the five professors:

- Véronique Gouverneur from Oxford,
- Siegfried Blechert from Berlin,
- Henk Hiemstra from Amsterdam,
- James Naismith from St Andrews, and
- Ian Paterson from Cambridge.

We’re delighted that you’ve been able to take time from your busy schedules to be here today at this important symposium to inform us of your recent research findings.

Each of our five speakers will give a substantive lecture, which will be chaired by academics from the three partner institutions: Trinity, UCD and the Royal College of Surgeons. In addition to the lecture programme, there is scheduled an hour and a half poster session this afternoon, where you’ll get a chance to browse through the over fifty poster presentations on display. I should point out that there are three poster prizes to be selected by a panel of judges, so I guess the poster presenters should be prepared for some tough questions!

You have a very busy schedule today. If you get time between coffee breaks and lunch, I hope you’ll be able to pay a brief visit to our Science Gallery,
which is just a few minutes’ walk from here. Science Gallery is a unique initiative to showcase scientific research in the manner of art exhibits. It is particularly aimed at getting young people excited about science – something I know you’re all dedicated to – and it’s had great success with this. We are currently planning a Global Science Gallery Network, partnering with other universities round the world. Science Gallery London will shortly open in King’s College London.

This week, and until January, Science Gallery is focusing on synthetic biology. The workshops which are running in the Gallery currently are somewhat different to the matters being discussed at today’s symposium - the focus in Science Gallery being a bit more festive and a bit more juvenile! For instance, children are being invited to do ‘bacterial Christmas tree painting’ and to make ‘extracted DNA Christmas decorations’! But it’s all synthetic biology..... and in January Professor Drew Endy of Stanford University, will give a lecture in Science Gallery on the ethical implications and future directions of synthetic biology. We hope to welcome some of you back to Trinity for that significant event.

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The CSCB was established in Dublin twelve years ago this month. It has since built up considerable expertise. CSCB researchers have published over 300 papers and supervised over a hundred PhD students and fifty postdoctoral fellows. Currently there are over 45 Principal Investigators and their research groups within the Centre. They play a pivotal role in the existing pharmaceutical, and emerging biopharmaceutical, industry in Ireland.

This is the Symposium’s first time being held in this building, the Trinity Biomedical Sciences Institute – TBSI. In fact, full occupancy of this building was only completed earlier this year. TBSI has been a major strategic investment by Trinity. We wanted to provide top class facilities for our biomedical researchers in the Schools of Biochemistry and Immunology, Medicine, Chemistry, Pharmacy and Bioengineering. We now have over 500 researchers working here.

This combination of disciplines in one building is unique. Our aim is to foster highly innovative research, crossing disciplinary boundaries, to lead to discoveries that will give rise to better patient care, and attract significant research collaborations.

Research income has topped €35m since occupancy began, with funding from agencies such as the European Research Council and Science Foundation Ireland.

Today’s symposium is all about stimulating world-class cutting-edge research. There is no better way to do this than to hear research findings
from leading international scientists. I’m delighted that our Biomedical Sciences Institute is ending its first year of full occupancy by hosting such a high-level and important symposium.

I congratulate Professor Pat Guiry, the Director of the CSCB, and Dr Eoin Scanlan from Trinity’s School of Chemistry, for arranging the scientific programme.

On behalf of the organisers and the three partner institutes, I’d also like to thank the sponsors who have made this event possible: Eli Lilly, GlaxoSmithKline, Waters, the Royal Society of Chemistry, Tokyo Chemistry Industry (TCI UK Ltd), Mason Technologies, CEM, Roche Ireland Ltd and Agilent.

I hope you all enjoy the 12th annual CSCB symposium, and I now hand you over to Dr Eoin Scanlan, who will chair the first session.

* * *
Minister*, Colleagues, Ladies and Gentlemen,

You’re all very welcome to Trinity College Dublin. The room we’re in now is the 1592 dining room, named after the year Trinity was founded, 422 years ago.

The academic term begins on Monday. This is always a positive time, the beginning of a new year - a time of beginnings and commitments, of ‘future directions’ indeed. Perhaps this New Year we can feel somewhat positive – a positive economic backdrop for tomorrow’s conference. I’m sure that all participants – domestic and international – feel a shared sense of achievement and relief that we can start talking about ‘lessons learned’, ‘growth prospects’, and ‘future directions’.

I congratulate the European Commission for organising and funding this conference, and also the co-organisers, my colleagues in the Department of Economics in Trinity.

* * *

Trinity, like other institutions and corporations in this country, certainly felt the sting of recession and austerity. I began my duties as Provost and head of this university in August 2011 – so I’ve only ever operated in a climate of cuts and restrictions.

But “necessity is the mother of invention”, as the proverb goes. And so, for the past five years, the ‘necessity’ for universities has been to keep on delivering high-quality education and research in a climate of ever-reducing public funding.

The irony - if irony is the right word - is that recession hit at a time of rising expectations of what universities can deliver in driving growth. Universities educate the entrepreneurs, creators, and leaders of tomorrow - and they provide the research that fuels the tech economy. They’re key players in the innovation ecosystem.

As Ireland’s highest ranked university, and ranked 18th in Europe, Trinity understands its importance to Ireland’s and Europe’s innovation ecosystems. We rose to the challenge of austerity by looking to increase revenue from

* Minister of State Brian Hayes
non-exchequer sources. This meant initiatives like recruiting more students internationally, improving philanthropy, and developing non-academic commercial activities.

We’ve had success in these. Now, as Ireland begins to emerge from recession, we’re looking at a situation where 50 percent of Trinity’s revenue is from non-government sources, and where we expect to create more than 20% of Ireland’s tech spin-out companies over the coming years.

So, in one sense, I can talk about success. If we managed this during austerity, what can be achieved when growth returns?

Well, yes, there is room for optimism, but there isn’t room for complacency, and we have to face the fact that much of the third level sector in Ireland and Europe is not doing well – much of it is being out-competed by universities in North America and Asia.

Strong economies need strong universities, and strong universities need strong sustainable financial footing and, in much of Europe, this cannot be obtained by reliance on the public purse.

The reduction in public subsidy of higher education is unlikely to change even as we move out of recession – since governments have multiple demands on the public purse. At the same time tuition fees is a political hot potato few EU governments want to touch.

It’s not that EU countries don’t recognise the importance of higher education. The Irish government has given strong support to research and innovation. Trinity and other Irish universities have been able to deliver on this, but there is a need to do much more.

And at EU level, there have been creative initiatives focused on higher education. One initiative I’m involved with myself, the European Institute of Innovation and Technology, the EIT, was established recently to drive growth in Europe by reinforcing collaborations between higher education, research, and the business community. I’m on the board of the EIT and I know the scale of the ambition.

However, while I commend the vision and practice of the EIT; the support of individual governments; and the inventiveness of individual universities in finding alternate funding streams, I’m also afraid that we are stuck in an intellectual treacle about how to fund higher education – and without facing our problems these initiatives may be too little, too late.

Perhaps this seems a strong note to end on. But I don’t think we can talk about ‘future directions’ for the Irish – or any other – economy, without focusing on the future direction of education where so many of our young
people are formed intellectually, both as workers and more importantly as citizens.

We’ve had an optimistic start to 2014. Let’s use that optimism to build something sustainable.

Thank you.

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Thursday, 16th January 2014

Trinity College Dublin Innovation Award 2013
Paccar Theatre, Science Gallery

Thank you, Diarmuid, and thank you to all the presenters in this morning’s session.

It’s my pleasure now to introduce and present the Trinity College Dublin Innovation Award 2013.

This award is given to an individual or company who has made an outstanding contribution to entrepreneurship within the university.

It has been presented since 2005, and is part of a wider emphasis on encouraging innovation and entrepreneurship at all levels of university life. As Diarmuid has said, 2014 will be a landmark year for innovation and entrepreneurship in Trinity with the launch of the Innovation and Entrepreneurship Strategy, and the €70 million project that will include the new Business School and a public space for students to exchange ideas, ‘smart’ classrooms with the latest digital technology, and space for prototyping and company incubation projects in a new Innovation and Entrepreneurship Hub.

So it promises to be a tremendously exciting year for innovation and I’m delighted to be kicking off with this award, which is about recognising excellence and creating role models within the university who can motivate students to follow their examples. The emphasis we put on innovation and entrepreneurship in Trinity is not only or principally about new venture creation – it’s about developing graduates with entrepreneurial mindsets who can innovate in whatever careers they choose.

The development of entrepreneurship and innovation skills is vital if students are to maximise their potential in an increasingly challenging economic environment. Giving opportunity to students is what a university education is about, including the opportunities that disruptive innovation create.

* * *

The wealth and diversity of ideas coming out of Trinity in the past decade is shown by the quality and range of winners of this Innovation Award.

The enormous success of Trinity spin-outs Iona Technologies and Havok is well-known. And the founders of both these companies – Chris Horn and Steve Collins and Hugh Reynolds – are previous winners of this award.
Our last winner, Gerry Lacey is a serial entrepreneur whose companies, Haptica and Glanta, are brilliant examples of the kind of disruptive innovation in healthcare.

Campus companies which have won this prestigious award include:

- Identigen Ltd, which arose from research in the Genetics Department and now services international markets, ensuring safety and quality in the food chain;
- and Creme Software Ltd, which was spun-out from research in mathematical physics and medicine at the Trinity Centre for High Performance Computing.

What I like about the different winners of this award, and about Trinity campus spin-outs generally, is the sheer diversity they embody. Medicine, Physics, Biochemistry, Engineering, Biology, History, Languages, Nanotechnology, Computer Science – all these schools have been involved in campus spin-outs - and often in collaboration with each other.

Trinity’s strength as a university lies in its long-standing emphasis on multi- and inter-disciplinary research-informed education. So I’m delighted that our campus spin-outs reflect this.

* * *

Vivienne Williams, this year’s winner, is an outstanding recipient of the award. She has followed the classic cycle of entrepreneurship from laboratory research to success in the marketplace, taking what began as an academic project and converting it into a successful business.

Vivienne is a former scholar of this College. In 1999 she began postgraduate research in microfluidics with Professor Dermot Kelleher and physicist Professor Igor Chvets, himself an entrepreneur and previous winner of this award. The interdisciplinary team was looking to develop advanced microfluidics drug screening using a simulated human environment, thus narrowing the gap between the in vitro and in vivo. After a year and a half they were in a position to think of commercialisation.

Funding and support from Enterprise Ireland followed, and in 2006, the company, Cellix, spun-out from Trinity College with Vivienne as CEO, and with an office at the bio-Incubation space in St James’s Hospital. Success with their first product – a microfluidic pump - was rapid with important clients - including AstraZeneca, Pfizer, Sanofi-Aventis, Servier and Amgen - coming on board.

The Cellix team developed their technologies and products further, and in 2011, they expanded and relocated to an industrial facility at Longmile
Business Park, comprising laboratory, manufacturing and warehouse together with offices.

Vivienne was shortlisted for the Microsoft WMB Woman in Technology Award in 2011 and the following year Cellix was announced as a finalist in the R&D category of the *Irish Times* Intertrade Ireland Innovation Award.

And now, with this award, we in Trinity further recognise Vivienne's courage and excellence, and her achievement in successfully exploiting the results of her academic research in a highly competitive marketplace.

This handsome award was crafted in the Trinity Technology and Enterprise Campus by Seamus Gill, one of Ireland’s noted silversmiths. I now present it to Vivienne Williams, recognising her as a role model.

Congratulations, Vivienne, your example inspires all of us.

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Colleagues, Ladies and Gentlemen,

Welcome everybody to the Provost’s House.

Today as we look back on the great achievements of FP7 and look forward to Horizon 2020, we’re celebrating two things:

- we’re celebrating Trinity and Ireland’s involvement in, and membership of, the wider European academic community;
- and we’re celebrating the ever increasing impact of academic research on economic life and society, and the increased support for such research from the Irish government, and the EU.

Like many of you here in this room, it’s been my privilege and challenge to have embarked on an academic career during a period of immense change for universities. I was an undergraduate in the 1980s and the pace of change since then has been continuous and accelerated, both in the way that universities are run and funded and in the way that they contribute to society.

Innovations include online education, entrepreneurship training, more international collaborations and student and staff exchanges; increased philanthropy and more private commercial activities.

Since becoming Provost, I’ve spoken about all these, emphasising the real opportunities that exist and the need for Trinity to seize those opportunities. Today I want to focus on one of the greatest areas of change: research.

Of course research and scholarship has always been central to universities. Education and research are what we do. But around the time I was a PhD student, the potential of university research really began to be recognised and acted on. It was tremendously exciting as a junior lecturer to be involved in research – in my case, medical devices – which was recognised as important to driving economic growth and improving quality of life.

University research is costly, and can take time. It needs highly skilled people and expensive equipment; it can be accelerated through increased investment, but you can’t cut corners; it has to be evaluated and tested. Investment in research represents a significant outlay.
It has been Trinity, and Ireland’s, and Europe’s great good fortune that at a crucial period the importance of research was recognised at national and European level. Governments and the European Union responded imaginatively to the opportunity, and Europe’s universities and people have been the beneficiaries.

FP7 was important in so many ways:

- it had a significant budget of 50 billion euro;
- it was complementary with national research programmes;
- the projects funded were collaborative, transnational, and peer reviewed; and
- it was flexible – through the European Research Council, FP7 also supported projects by individual researchers.

The challenge of designing and running a research funding arm for an EU of 27 members was of course huge. Thanks and acknowledgement are due to the European Commission and the European Research Council, and to Enterprise Ireland and the other national agencies like Science Foundation Ireland, the Environmental Protection Agency, and the Health Research Board.

Thanks and recognition are also due to the researchers and principal investigators, the people who make it happen. Ireland’s researchers had to seize the opportunity presented to them. This meant thinking differently about research and learning to link in with people from different cultures. Such engagement is not suited to everybody but, in Trinity, people rose triumphantly to the challenge. Trinity has had a truly excellent FP7:

- we received more FP7 funding than any Irish institution, and also more European Research Council grants;
- we received the highest proportion of Irish grants exceeding €1 million;
- we’ve received a total of 218 awards, and we coordinated 27 of these.

We can be very proud of these statistics. Our success in FP7 has been instrumental in making us Ireland’s highest ranked university. I’m hosting this reception to thank all of you for the energy, commitment, drive and expertise that made this happen – it has been important for Ireland and a massive step forward for Irish science.

Because of the success of FP7 across Europe, we are now celebrating, with Horizon 2020, an improved and even better funded instrument. Horizon 2020 has seen a budget increase of 60 percent - from €50 billion in FP7 to almost €80 billion.

Significantly, Ireland has increased its target from €600 million to €1.25 billion, and Trinity aims to increase funding to €150 million, almost double our FP7 funding. It’s a measure of Ireland’s and Trinity’s confidence that we
have set these targets. If we succeed then Science will be a net contributor to Ireland – and the move from agriculture to science as our EU greatest income-generator will be an important transition for us.

* * *

I congratulate the Minister for Research and Innovation, Seán Sherlock, for his role in developing Horizon 2020. And I congratulate Imelda Lambkin, the national director for FP7. I’m delighted that she will remain in her role for Horizon 2020 – this is testament to her hard work and ability.

Everyone involved in FP7 and Horizon 2020, from the single researchers to the national coordinators, can be proud of their achievement. The initiative has meant more PhD students, better career development for academics, more industry engagement, and the establishment of centres like CRANN and TBSI. European and world citizens have benefitted from improved quality of life arising from the improved research, and we’ve also seen the development of one of the great founding principles of the European Union – friendship across borders.

Scholars, like business people, are often at the vanguard of international relations: it’s in the nature of the job to collaborate. FP7 and now Horizon 2020 has greatly enabled such collaboration, and indeed in Trinity our experience of coordinating partners round Europe has helped us establish international research projects in Asia and Africa.

For all these reasons FP7 and Horizon 2020 deserve to be household names among European citizens and celebrated as truly great European initiatives. As a name ‘FP7’ didn’t have the recognition factor – acronyms seldom do – but I’m hopeful for ‘Horizon 2020’. It’s a good name that should stick in people’s heads.

I’ll conclude on just two notes:

- One of the strengths of FP7 was its flexibility, the way it broadened participation and involved different partners. I look forward to this continuing. In particular I look forward to Horizon 2020 leveraging with the European Institute of Technology, the EIT.
- Like Horizon 2020, the EIT is a well-funded and visionary initiative to improve growth and competitiveness in Europe. Where Horizon 2020 funds specific, defined projects, the EIT is aimed at developing an entrepreneurial culture across Europe. It’s important that these two initiatives work together. While FP7 has resulted in increased research collaborations, I think it’s true to say that Europe’s research and innovation systems remain fragmented and this is hindering the development of sizeable poles of excellence able to compete at global level.
I’d like all of us in the higher education sector to start thinking beyond building up our disciplines and beyond specific research projects, and towards developing a Europe-wide innovation ecosystem. We don’t have that at the moment. We have many excellent regional innovation ecosystems but more can be done to make them work in synergy.

And when it comes to developing an entrepreneurial culture, I note that we are also long overdue a debate in Europe on the funding in universities. The budgets and strategies for Horizon 2020 and the EIT are large-scale and visionary, but it is unrealistic to expect these initiatives to solve the on-going funding crisis. European universities cannot compete with the budgets of universities in the US and Asia, and as a result our universities are slipping in the rankings. But today as we celebrate the positive news about European investment in research, let’s not forget we need to keep European universities competitive. This is essential if we are to see the best return on the investment made in Horizon 2020.

Thank you.
Thank you, Carmel, and welcome everybody to the Provost’s House at Number 1, Grafton Street.

It’s a great pleasure to have you here today, as we herald a new era in teacher training in Ireland, and look forward to even stronger and more productive links between schools and the university.

I want to start by thanking you all formally for the invaluable support and mentoring you have given, over so many years, to our student teachers. Our students have benefitted hugely from the time spent in your schools. They were well looked after by the principals, deputy principals and teaching staff who mentored them, and inducted them, into the teaching profession. Experience in your schools was crucial to our students’ teacher training.

And I hope from your point of view that it was inspiring to be involved with forming the next generation of teachers, and that your schools benefitted from the energy, commitment, and skills.

I know that there is agreement of aim and vision between our university and your schools. In Trinity we seek to form students who are independent-minded, capable of anticipating and solving problems, and creating their own opportunities. We encourage this by putting emphasis on original research, extracurricular activities, civic engagement, and creative entrepreneurship and innovation.

And of course, in our teacher training programme, we encourage our students to encourage their students in this same independence of mind, creativity and problem-solving.

I know that this tallies with your own approach. Ireland scores high globally for what is called ‘constructivist’ teaching. According to a 2009 OECD report, teachers in Ireland:

“facilitate active learning by students and encourage them to seek out solutions for themselves, as opposed to directly transmitting knowledge to students and providing them with solutions.”

* 2009 OECD TALIS report on Teaching and Learning in Second Level Schools, report on Ireland
And in its recent 2013 report the OECD found that Ireland enjoys the highest level of public satisfaction with the education system – 82 per cent compared to the OECD average of 66 per cent. That’s a great result and I’m happy to say that the sector hasn’t been complacent about it; it has been the spur to ever higher achievement.

This year, in the framework of the new Professional Masters in Education, an advanced approach to teaching practice is being put in place – called School Placement. As I’m sure you know, the new Masters is approved by the Teaching Council and the Department of Education and Skills.

Previously, your mentoring of student teachers was done on the basis of goodwill and your genuine interest in being involved in the education of teachers. The new ‘School Placement’ means a formalised partnership – the Higher Education Institution will now work closely with schools to ensure a consistent and high quality experience for student teachers.

The Department of Education and Skills has also highlighted a strong emphasis on research-informed practice. Students will be basing their Masters dissertation on practice they observe and are involved in during their school placement.

The new Masters will not, I think, mean adopting a radically different approach for Trinity or for your schools. We’ve enjoyed a de facto placement system for many years which has worked excellently to, I believe, mutual advantage. And because of Trinity’s traditional emphasis on original research, our students have always benefitted from a strong research background. But the new PME endorses and formalises the practice of school placements and original research.

Most importantly, the new model of masters level entry to the teaching profession gives due recognition of the skill sets of teachers. Teachers are at once excellent practitioners in the classroom and professionals with a strong research background. The new Masters will lead the way in continuing to attract highly motivated and skilled people into the teaching profession.

* * *

A further major new initiative in the teacher education landscape, which you will have heard about, is the establishment of the new collaborative regional Institutes of Education. The intention with this initiative is to improve the quality of teaching, learning, and research through more effective institutional collaboration.

Trinity will be collaborating with UCD, NCAD, and Marino Institute of Education. Through collaborative partnership, and drawing on our different specialisms, the four partners together can significantly enhance the initial
teacher education landscape. In particular, we will be developing a structure that fosters collaboration in the form of:

- joint degrees,
- student mobility between the institutions, and
- collaborative research activity.

I look forward to developing our links with your schools within this new institutional collaboration, as well as within the framework of the new Masters. With these initiatives we can expect to see more synergy between all the partners involved in teacher education – between universities, institutes of higher education, primary and secondary schools, and students. This can bring a new cohesion, focus, and dynamism to the whole sector.

“No man is an island” wrote John Donne four hundred years ago, and no institution is either. Isolation doesn’t work. Never mind that it’s not desirable, it’s not even possible: schools like yours educate students who come to us as undergraduates; we then provide the training to students who return to you as teachers to educate the next generation…… This has long been the cycle of things, and it’s right that we’re now formalising it.

It’s right that there’s recognition across the sector that the education of teachers can benefit from a collaborative approach. It’s an honour for us, as I’m sure for you, to have such a crucial role to play in this. We look forward to working together in rewarding partnership for the future of this country.

Thank you.
Monday, 20th January 2014

Announcement of Seamus Heaney Professorship of Irish Writing (2012)

Long Room, Old Library, Trinity College

Good afternoon, everyone, and welcome to the Long Room.

It’s just over a year ago that we had the pleasure of welcoming Seamus Heaney to Trinity for the announcement of this prestigious new professorship in his name.

Characteristically, he was with us that day to do more than celebrate the new professorship – he came to lend his services to the cause of poetry, and of charity.

Our School of English had organised a read-a-thon to raise money for the National Council of the Blind in Ireland. The poem they chose was Milton’s ‘Paradise Lost’, one of the longest poems in the English language.

Seamus opened the marathon twelve-and-a-half hour reading, commencing with Book One of the twelve books of ‘Paradise Lost’.

| Of Man’s first disobedience, and the fruit |
| Of that forbidden tree whose mortal taste |
| Brought death into the World, and all our woe, |
| With loss of Eden, till one greater Man |
| Restore us, and regain the blissful Seat, |
| Sing, Heavenly Muse… |

How lucky were the audience at that event to hear Seamus read those famous lines! And how lucky is Trinity that the event was broadcast for the college so that we have the recording, and indeed it is available to the world on YouTube. Seamus Heaney’s generosity at that event was characteristic of the man and of all his dealings with this university.

He was an Honorary Fellow of Trinity College. There was nothing tokenistic about his support for our School of English and our creative writing course. I know that, personally, he was friends with many members of our staff, and of course his encouragement of young, aspiring poets was legendary. He used
his great fame to fan the flame of poetry, not only in Ireland but around the world.

He was here in College in April last for that important event, *Translating Seamus Heaney*, which launched our new Centre for Literary Translation. He was joined then by his long-standing translators in Italian, Polish, Hungarian, Russian and Spanish.

So much of his own work was concerned with translation. He believed in the vitality of the word as a means of transmission between cultures and epochs. Almost his last public engagement, in August, just two weeks before he died, was at the behest of Trinity’s School of English, who were co-hosting the conference, *Insular Cultures*, in the National Museum. Seamus read then from his translations of medieval Irish poetry and of Old English, including ‘Beowulf’.

We are still mourning Seamus Heaney. But we celebrate his life. And we celebrate that he was active till the end – giving public readings, writing new poems, meeting his readers to whom he meant so much. In Trinity we are honoured by our association with him and we thank him and his family for his support down the years.

And now we have the pleasure of announcing the first Seamus Heaney Professor of Irish Writing. This new professorship will help consolidate the leading role of Trinity’s School of English in the development of Irish literary studies, and will strengthen our position as one of world’s highest ranked English departments. The post will bring major benefits for teaching and research interests at undergraduate and postgraduate level.

The establishment of new Chairs with endowments is a very rare occurrence here in Trinity, and we owe that to the friends and benefactors of Trinity College who have made it possible, Dr Mark Pigott and Dr Martin Naughton – Trinity is indebted to their generosity in this, as in so much else.

When this professorship was announced, on the day of the Paradise Lost read-a-thon, Seamus spoke of how honoured he felt, and he said:

“I greatly appreciate the generosity of the donors, which is clearly underpinned by their special interest in poetry.”

In Christopher Morash we have an excellent, world-renowned first holder of this Chair. He comes to us from NUI Maynooth where he was Professor and Head of English and founder of the Centre for Media Studies. He has published in depth on Irish theatre, poetry, and media. The Seamus Heaney Professorship is in Irish Writing, not in Irish Poetry, but I’m delighted all the same that our first appointee should be an expert in poetry.
Professor Morash’s first book, *Writing the Irish Famine*, looked at poets of the Great Famine, including James Clarence Mangan. In Trinity, we have a soft spot for Mangan because he was employed here in the library. In fact, one of the most famous descriptions of Mangan by John Mitchel, is of Mangan in this very room (I quote): “an acquaintance pointed out to me a man perched on the top of a ladder with the whispered information that the figure was Clarence Mangan. It was an unearthly and ghostly figure in a brown garment... The blanched hair was totally unkempt, the corpse-like features still as marble; a large book was in his hands, and all his soul was in the book.”

Professor Morash’s book on the famine writers started as a PhD here under the supervision of Professor Terence Brown, and he has said that it was Trinity’s reputation that first brought him to Ireland from his native Canada in the 1980s. So it’s an additional pleasure to welcome him to this new post because we are, in a sense, welcoming him back.

This evening, we also launch Professor Morash’s latest book, *Mapping Irish Theatre, Theories of Space and Place*, which he has co-written with Shaun Richards of St Mary’s College, London. In their description of the book, the authors reference Seamus Heaney, and his words, in an influential lecture, about the ‘sense of place’ generated by the early Abbey Theatre. Heaney called that sense of place ‘the imaginative protein’ of later Irish writing. This remark was a trigger for *Mapping Irish Theatre*, which looks at the ‘imaginative protein’ of great Irish playwrights of the twentieth century, including J.M. Synge and Samuel Beckett.

It is, I know you’ll all agree, at once fitting and moving that our first Seamus Heaney Professor should be launching a book so intimately bound up with Heaney, Synge, and Beckett. I will now hand over to Chris himself to tell you a bit more his new role, and about the ‘imaginative protein’ of Irish writing.

Ladies and Gentlemen, please join me in welcoming the first Seamus Heaney Professor of Irish Writing, Christopher Morash.

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Provost, Dr Patrick J. Prendergast; Ms Sheena Brown; Professor Jane Ohlmeyer, Mr Simon Williams. Dr & Mrs Piggott and Dr & Mrs Naughton, pictured with Mrs Heaney and Family
Monday, 27th January 2014

**Careers with the EU: Opportunities for Irish Graduates**

*Neil/Honey Lecture Theatre, Trinity Long Room Hub*

Minister, Colleagues, Students, Ladies and Gentlemen,

Welcome, everyone, to Trinity, for this symposium on careers in the European Union institutions. It’s obvious how vital this event is by the numbers gathered – which would, indeed, have been even greater if space had allowed it. Fortunately, those students whom we couldn’t accommodate here this evening were able to attend other information events organised by the Department of the Taoiseach.

We are most grateful to Minister Donohue for this event, and for prioritizing the needs of our students, and indeed the needs of the EU institutions.

This evening we are going to hear from Minister Donohue, as well as presentations by experts from the European Commission, the European Parliament, and the European Movement Ireland.

But before we do, I’d like to talk, very briefly, from the College’s perspective.

In Trinity, our mission is in education and research. The quality of our research and scholarship is crucial because it informs the kind of education we offer – an education for successfully gaining employment, but also an education for life as an active and engaged citizen.

We want our students to go on to have rewarding careers in whatever spheres they choose.

It matters to us that you lead brilliant, interesting lives. And what we call ‘the Trinity education’ is geared towards just that. It’s about developing skills both inside and outside the classroom - skills like independent thinking, communication, leadership, teamwork, and the ability to be innovative, entrepreneurial, and even radical, when the opportunity arises.

That’s why we encourage you to attend to your course work, as well as getting involved with clubs and societies, to volunteer, to engage in debate, and turn your ideas into opportunities that change society for the better.

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I don’t think any of the speakers here tonight will disagree when I say that if you want a job in the EU institutions, the most important thing you can do
right now is to take full advantage of everything this College has to offer. Make the most of your student days.

Trinity scores highly in the Global Employability Survey – an influential ranking by 5,000 top global recruiters of the best universities globally in terms of employability of graduates. This survey defined the three most important criteria for hiring as:

- Personality,
- Know-How (that is, hands-on skills), and;
- Knowledge (that is, disciplinary expertise).

Of these, Personality, including interpersonal skills and attitude, is deemed the most important.

We’re delighted that Trinity comes out well in this survey. This confirms our emphasis on a rounded education – on an education which develops not just expertise and know-how in specific disciplines, but also the wider aspects of our students’ intellectual and social formation.

On leaving college, the crucial thing is to take measure of all the options available to you. And a career in the European institutions is rewarding on many levels: it’s demanding, develops the full complement of skills, is well-remunerated, and in terms of helping build a better Europe, can be greatly inspiring. It’s a career that caters to the strengths of a Trinity education because it demands a broad-base of skills. Sometimes the institutions are looking for a specific degree, in say law, but frequently what they seek is a flexible, analytic, independent, problem-solving approach rather than in-depth knowledge of a particular discipline.

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Traditionally Ireland has been well-represented within the EU institutions. In Trinity, we’re particularly proud of David O’Sullivan, one of our graduates, who was formerly Secretary General of the Commission and is now Chief Operating Officer of the European External Action Service, and was recently announced as the new EU Ambassador to the United States.

However, in the past two decades the number of Irish people applying to, and being recruited by, the EU institutions has declined – partly as a result of enlargement but also simply because other career paths have grabbed the headlines.

This Irish government initiative is about reminding talented students, at the threshold of their careers, about the exciting opportunities available in the Commission, Parliament and other EU institutions. Your response today shows that the initiative is falling on fertile ground. I’m delighted at your
readiness to consider what I know would be an exciting, rewarding career, drawing on skills you have developed here.

It’s now my pleasure to hand over to the Minister for European Affairs. The Minister is himself a Trinity graduate, with a first class honours in Politics and Economics, and it’s a pleasure for me to welcome him back to his *alma mater* to give the opening address to you this evening.

Ladies and gentlemen, Paschal Donohoe T.D.

* * *
Monday, 17 February 2014

Launch of Green Week

Steps of the Public Theatre, Trinity College

I would like to begin thanking Dr Ronnie Russell and Senator Norris for their introductions.

I am delighted to welcome you all here on this wet Monday to celebrate the launch of Green Week at Trinity College.

Achieving a sustainable campus is a key priority of the College’s Strategic Plan (2009-2014) in terms of enhancing the quality of the residential environment of the College, and developing our reputation – both at home and abroad. Both staff and students have been working hard to improve the quality of the Campus. Last year, the College was awarded Green Campus status.

The award of the Green Flag to Trinity College has been realised following the significant efforts of the Green Campus Committee. The committee has been extremely proactive in encouraging all staff and students to participate in making Trinity a green campus.

I am delighted that our efforts have been rewarded and that we are the first university in Dublin to ‘fly the Green Flag’. While environmental initiatives have been on-going in Trinity for many years, involving both student and staff activities, this award has validated the work which has been taking place. It will act as a motivator to continue the work that still needs to be undertaken across campus.

Achieving a Green Campus has realised an important objective for Trinity and we must now continue to play a leading role as one of the largest employers in Dublin and as an institution occupying an historic site in the centre of a capital city.

Green Week has gone from strength to strength and is now in its twelfth year; I am delighted to be able to present today a cheque for €5,000 to Marie Kinsella from Our Lady’s Hospital for Sick Children in Crumlin from the proceeds of the College Print Cartridge Recycling Scheme – I am delighted to be able to present this cheque which highlights how a greener Trinity can have positive effects for those who are in need.

I will now hand you back to the Dr Russell, who has the important task of announcing the competition prize winners! Thank you.

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Chancellor, distinguished guests, ladies and gentlemen, good afternoon,

This has been a most important event for Trinity, and the wider community. In my capacity as Provost, I'd like to first of all thank our delegates for taking the time to be here today. The issue under discussion has been given vital impetus by the quality of today's speakers.

All have come from the coalface, as it were, of constitutional peace building. Of course in Trinity, we are immensely proud of our Chancellor, Mary Robinson, whose commitment to education is part of her untiring commitment to human rights. And we are most honoured that Ikbel Msadaa, Suliman Zubi and Sameh Makram Ebeid have taken the time to be here today. I know that immediately after this event, you have to depart for flights. That’s how precious your time is. We appreciate so much your coming here.

It’s also an honour to have the Minister for Public Expenditure and Reform, Brendan Howlin, as well as two members of Dáil Éireann, Michael McNamara, and Maureen O’Sullivan here today, participating and facilitating the discussion. And Tom Arnold, who is of course an internationally acclaimed expert in the humanitarian and development fields.

The organisers, Professor Martina Hennessy and others in TIDI, deserve huge credit for putting together this high-profile event. I’m delighted to see the positive response evident in the turn-out.

It’s inspiring to see the real appetite among students and staff and in the community beyond, for such discussions. Part of Trinity’s responsibility as a university serving the public good, is to convene such public debate. I thank Martina and all involved for doing this so triumphantly.

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On the issues under discussion, I don’t pretend to have the expertise of our panel, but as the head of one of the world’s leading universities, I want to underline the connection between students and radical reform. It is age-old and well-established. It’s fair to say that behind most revolutions and reform
agitations, you’ll find some student activity. Radicalism is what happens when young minds meet great ideas.

In this country, the United Irish rebellion of 1798 and the Young Ireland rebellion of 1848 – both concerning identity and political change - can be traced to student activity in this university. Behind the Northern Irish civil rights movement in the late 1960s were students in Queen’s University Belfast.

And of course student and youth protest was an important factor in many of the recent ‘Arab Spring’ revolutions.

What does this mean for those of us on the staff of universities, who are entrusted with the care and education of young minds at a key transitional period of their lives? At a time when they are learning to take their place in society? Well, ideally we want to help in the formation of active citizens, who have a passion for liberty and reform, and an equal and balancing passion for order and human rights.

When it comes to constitutional reform and peace building, we want to instil in our students the understanding of one of our greatest ever graduates, the political theorist, Edmund Burke, who emphasised that “whenever a separation is made between liberty and justice, neither in my opinion is safe.”

Burke also remarked that: “Education is the cheap defense of nations.” I think he meant that if countries invested in education, they would have wiser citizens, and would therefore need to spend less on armed forces, surveillance and security.

Universities are part of the body politic and when the body politic is calm and ordered with well-functioning institutions, then the role of universities in forming responsible citizens is made much easier. So I wouldn’t presume to offer advice to universities operating in unsettled political conditions. I know they are doing their best in often impossibly difficult circumstances, while I work in a democracy that recognises the value to society of independent institutions.

However, no country can afford to get complacent and, in all countries, universities should be vigilant about their role in safeguarding liberty and justice. In Trinity, we value our role in not only helping students acquire the skills and intellect to embark on interesting careers, but also in helping you to become committed citizens who will uphold democracy and human rights, and use their talents for the greater good.

Regardless of where they work, and even if they happen to be very risk averse, our graduates cannot avoid being confronted by vital issues like equality, gender identity, immigration, social welfare, and climate change. They will have to take positions on these issues and their positions will determine the
world that they and their children live in. It’s as crucial as that. And of course universities don’t have the answers - we can’t foresee all the demands of the future. But we have a role in forming graduates who will approach these issues with understanding, tolerance, intelligence and foresight.

The education we offer in Trinity is geared towards this end.

And it’s why we incentivise students at an early stage to act on and implement their research and ideas – so that when they get a brainwave, they move automatically to the next step: making it happen.

The aim is to stimulate lively debate and different opinions in a campus where people learn to think for themselves and to listen engagingly to others. A campus where people have the confidence that, through hard work and application, they will see their ideas through, make a difference, change the world.

It’s heartening to see that the new emphasis in universities on innovation and entrepreneurship is having an effect in the field of civic engagement and human rights.

Last year for instance, Trinity students established Shoutout, an anti-homophobia and anti-transphobia initiative aimed at establishing workshops around sexual orientation and gender identity in secondary schools, in order to lessen stigma and reinforce a message of equality.

Such initiatives – even though often very small in scale – are examples of students seizing the moment and using the latest technologies to bring about reform in society. Students today have, I think, more opportunities to be proactive than they used to because technology has removed barriers and enabled rapid action.

My hope is that universities can continue harnessing and shaping the wonderful energy of youthful radicalism to be a force for good and for reform in the world.

With that, I now formally close this symposium on ‘Identities in Transition – Constitutional Peace Building’.

Thank you very much.
Welcome everybody to the Saloon of the Provost’s House,

It’s wonderful to see you all here, and to have this chance of meeting you, thanking you, and planning together for future collaboration.

We’re at the start of a dynamic creative process – or, perhaps it’s more accurate to say we’re in the middle of one. It’s the start of what we hope will be a fruitful collaboration between Trinity College and Ireland’s cultural and creative industries. But this desire for greater collaboration arises from a deeper process, on-going for a decade and longer.

This process is about turning the university into an innovative and creative place that catalyses economic growth and for social, creative and intellectual regeneration.

It was American universities, like Johns Hopkins in Baltimore or Stanford in California, who set the ball rolling in terms of commercialising research and creating new industries. With them began the exciting journey we’re on today where universities are no longer “ivory towers”, but are increasingly centres around which entrepreneurial activity is organised - and which interact with their cities and regions to grow jobs and to help create, as is often said, “an innovation ecosystem”.

It’s tremendously exciting for universities to be faced with this new purpose – a purpose that allies innovation with our core mission in education and research. It’s also challenging, in Europe at least, because we have yet to establish the frameworks (social as well as financial) that will allow us deliver fully on our opportunities. But that’s an issue for another day.

In the meantime Trinity, like other high-ranking European universities, is changing with the aim of being a key participant in the innovation ecosystem.

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We know that, in order for the innovation ecosystem to flourish, the universities, private enterprises, and public bodies have to plan and strategize for entrepreneurship and creativity. We can’t assume that it will ‘just happen’.
Of course, in Trinity we can draw on a wonderful tradition of culture and creativity. But until recently these were not part of the academic programme.

I can think of many examples of creative entrepreneurs in Trinity’s past – for instance Isaac Butt who, when still a student, founded the *Dublin University Magazine*, the most influential literary magazine in 19th century Ireland. And George Dawson, former Professor of Genetics, whose passion for contemporary art led to Trinity being the first Irish university to open an art gallery – the Douglas Hyde Gallery in 1977.

But Dawson’s passion - like Isaac Butt’s – was outside of hours. Creative entrepreneurship used to be something that happened on the margins of university life. It was kept separate from the serious business of scholarship.

To paraphrase Yeats, universities were “monuments of unageing intellect” and not to be “caught in that sensual music” that goes on in the world outside them.

When I arrived here as a student in 1983, there was no Samuel Beckett Theatre and no Lir Academy for Dramatic Art. There was no Music Composition Centre. The School of English had wonderful staff writers, including poets Brendan Kennelly and Eiléan Ní Chuilleáin – but it didn’t have a creative writing course.

Similarly there were no awards for student or postgrad entrepreneurship. As students, we were ambitious, certainly, but we weren’t ambitious to be innovators or entrepreneurs; we had no real idea what these were.

The most profound change in university life since I was an undergraduate is this emphasis on innovation, creativity, and entrepreneurship. Put simply, these activities have now moved from the extracurricular to the curricular.

In recent years we’ve really accelerated our activities in this sphere and opened up new and improved innovation and creative pathways. For instance, in 2009 our Technology Transfer Office revised procedures for the approval of campus companies. The effect was immediate: we went from creating less than one campus company a year between 1986 and 2008, to creating an average of seven annually since 2009. One fifth of all spin-out companies in Ireland now emerge from Trinity.

It’s exhilarating when your actions bear fruit. From the start we’ve understood that cultural creativity is so intrinsic to Ireland and Trinity that it has to be a cornerstone of our innovation strategy. So in the past three years alone:

- we’ve launched the Lir Academy of Dramatic Art;
- opened a new Music Composition Centre,
• developed a new Masters in Cultural Creative Entrepreneurship with Goldsmith’s University in London,
• and launched the College’s nineteen key interdisciplinary research themes, which include ‘Digital Arts and Humanities’, ‘Creative Technologies’ and ‘Creative Arts Practice’.

What’s striking about these actions is how collaborative they are – collaborative within the campus and beyond it. For instance, the Lir Academy is officially associated with RADA in London, and it works with a range of theatre professionals from Dublin and beyond.

In Trinity, we’re a city-centre “University of Dublin”. We’re surrounded by creative industries - art galleries, studios, theatres, film centres, digital and enterprise centres. What we call our ‘Trinity Technology and Enterprise campus – or T-TEC’ is located on Pearse Street, right by a whole myriad of creative multinationals and start-up companies.

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Trinity already engages with Dublin city and its creative ecosystem, but we seek to engage more. We want to put in place pathways to enable improved collaboration with the whole cultural creative sector in Dublin and Ireland. Part of our longer term ambition is to explore with potential partners a new multi-purpose, adaptable creative space in the city centre.

To this end we’ve launched a consultative and investigative process. All of you have already been invaluable in this process. You’ve generously shared your expertise, ideas and insights, and these are now informing our creative strategy and action. We deeply appreciate your contributions.

I thank Eve-Anne Cullinan and her team at MCO Projects for their absolutely terrific work with the Dean of Research Vinny Cahill in co-ordinating and strategizing the process.

It’s clear from what’s emerged thus far that you feel as we do: that deeper supports and a more involved relationship between Trinity and the cultural creative sector will help reinforce creativity in Ireland. To have agreement on this is wonderful, and a first step towards achieving our shared goal. We envisage a new model of collaboration, an academic—creative—public—private partnership, and this is now actually taking shape.

The Trinity Creative Spaces and Programme is the name we’re giving to this new collaboration. We will use our existing spaces and a new creative programme to build momentum, catalyse creative ideas, and enable entrepreneurial mindsets.
I should stress that while we’ve given a name to this new programme, we haven’t yet designed it. We’re at the start of this exciting collaboration with you and other city stakeholders, and we don’t yet know where it will take us.

We know that we all share a common interest: cultural creativity. We know that we don’t want to proceed in isolation but hope to grow together. We want to combine skills and knowledge to reinforce Ireland’s considerable cultural creative strengths. We know we have much to learn from you, and we hope you feel that we have something to offer you.

To quote one of our most creative graduates, the playwright Oliver Goldsmith whose statue stands at the front of the College, looking out onto College Green:

“People seldom improve when they have no other model but themselves to copy after.”

In pursuit of creative enterprise in the heart of Dublin city, we seek many models and wide expertise. We’re delighted to be embarking on this journey with you.

Thank you.

* * *
Thursday, 6th February 2014

Student Economic Review Debate 2014 hosted by the University Philosophical Society

Graduate Memorial Building, Trinity College

As Patron of the Philosophical Society I am delighted to be chairing this prestigious event tonight, as Trinity takes on Harvard in the second Student Economic Review debate of the year. I am also happy to say that your President, Rosalind, has reassured me that there are no problems of sexism in this society, which is good to hear.*

Over the Christmas break some of our students competed in the prestigious Worlds’ Debating Championship at Chennai in India.

My congratulations to Harvard for winning the overall competition. But I was delighted to see so many of our students excel at it, including members of this society, and I think at least one of our Trinity speakers tonight.

But before I introduce the motion and call on the first speaker, I would like to pay a tribute to Professor John O’Hagan, who has been the inspiration behind these debates for more than 20 years – and without him none of this would be possible. Every year Trinity takes on students from other leading universities around the world, Oxford and Cambridge, this year it’s Harvard and last year it was Yale, and it is always one of the highlights of the year.

I would also like to take this opportunity to pay a special tribute to the Registrar, Mr. Cormac Shine, who is seated to my right, known to me also as Editor-in-Chief of Piranha. My kids like to go around the campus at weekends, and they get incredible enjoyment whenever they find a copy of Piranha and bring it back to me. Trinity rebranding has not been the same since the last issue. And neither have some of my officers, in particular El Senór Lecturer. So I’m looking forward to seeing what else he has in store.

Let me now introduce the speakers: Laurence D’Arcy, Michael Keating, Vinay Nair, and Frances Ruane. And also the Harvard and Trinity teams........

This year the motion is that ‘This House believes that The US Education System has Failed its Citizens’. And I am delighted to call on the first speaker to propose the motion.

[speakers debate]

* A reference to a big furore going on at the moment about sexism in the Hist.
It has been a wonderful evening of debate and I congratulate all the speakers.

In 2010, the President of Harvard, Drew Gilpin Faust visited Trinity and spoke in the Public Theatre on the topic of “The role of the university in a changing world”. I recall her quoting from our great poet Seamus Heaney – from a poem he wrote to celebrate the 350th anniversary of Harvard’s foundation. The poem ends with the lines:

“Here, imaging a spirit moves,
John Harvard walks in the yard,
The books stand open and the gate unbarred”.

We share a similar vision of higher education – the books should be opened and the gates should be unbarred. This is how universities everywhere should aim to serve the public good, be they private universities or public universities. It’s up to all of us here to make sure this is the reality.

[floor speeches]

I shall now put the motion to the floor. I’ll remind you again of the motion:

‘This House believes that The US Education System has Failed its Citizens’

Those for the proposition say Aye:
Those for the opposition say Nay:
The Ayes have it.

I now call this meeting adjourned.

* * *
Good evening,

It’s a real pleasure to be here, in one of the College’s most beautiful buildings, for the opening of the geology microscopy laboratory.

The Museum Building has undergone a wonderful restoration last year, and it was certainly worth it because the work revealed many new panels, including one dedicated to Darwin and the evolution of species, which no-one had even suspected was there.

I hope you’ll all get a chance to examine the new panel, and indeed the newly-revealed carving of the Trinity crest over the entrance to the Museum Building itself.

In Trinity we’re very proud of the Museum Building, maybe our finest example of 19th century architecture. And we’re delighted that it now has a new microscopy laboratory, which you’ve just visited. This juxtaposition of state-of-the-art contemporary with tradition and heritage is one of Trinity’s hallmarks. “Innovation within tradition” is how I like to describe it.

I congratulate the Department of Geology, and particularly Professor Balz Kamber, for the successful realisation of the microscopy laboratory. The new laboratory wouldn’t have been possible without the great generosity of alumni and friends, who answered our call.

I know that Trinity’s benefactors – across all our Schools and Departments - are inspired by their experiences of this university and, often, by warm memories of student days. But they’re also inspired by the wish to do something positive for the countries education system. Like Chuck Feeney, Trinity’s largest ever donor, they understand that helping Irish higher education helps Ireland.

Trinity is an institution of which all of us can be proud. It’s routinely ranked among the top 50 or 60 universities in the world. Our ground-breaking research makes global headlines. And innovation is also important with twenty percent of all Irish spin-out companies now originating from Trinity research.
Of course the excellent education and research we offer depends on maintaining great facilities and services, as well as world-renowned professors and researchers. We’re fortunate in being able to rely on the support of the government, as well as on our own revenue streams, such as spin-out companies and tourist and visitor initiatives like the Book of Kells and the Science Gallery. And our alumni and benefactors are an important and ever-growing source of support.

We want our alumni to have a lifelong relationship with the college – to stay in touch and return frequently for events, and to play a mentoring and advisory role if they wish. And we want our benefactors to feel appreciated and to know that their investment is strengthening Trinity, maintaining and increasing our ability to deliver high-quality education and research.

Last year we unveiled the new Benefactors Wall outside the Dining Hall, celebrating Trinity’s philanthropic tradition which goes back to the very foundation of the College.

Today we unveil this plaque here in the Freeman Library to mark the generosity of donors who contributed to the new laboratory. Many of you are here tonight. By this action we hope to thank you, to honour the principle of public philanthropy which you embody, and to inspire our students, and indeed anyone seeing this plaque, with the concept of giving.

I know that our friends and alumni have a strong interest in this college’s reputation and future. And I know that as Provost, I have a responsibility to ensure that this university continues on its path of excellence.

One of our new initiatives, which I think will be of interest to all here, is the new Engineering, Energy and Environment Institute, which we’re calling E3. It’s a major engagement between the Schools of Natural Science and of Engineering, and it will ensure that Ireland is at the vanguard internationally in addressing the great emerging challenges and opportunities for this technological planet, and in securing the welfare of all life on Earth.

E3 will propose technology designs and human interventions to sustain and enhance our existence. Through international collaborations and strong links with industry, as well as through leveraging the expertise of other Trinity Schools, like Computer Science, Business and Physics, E3 will set radical agendas at the place where technology and nature meet.

The new E3 development is planned for the East end of the College. Plans are ambitious – for a building with about 22,000 square metres of usable space. Construction will follow hot on the heels of the Trinity School of Business, on which work is about to start.
To achieve our aims, we’re currently involved in fund-raising activities, and communication and outreach to stakeholders, including philanthropists, alumni, industry and Government.

We thank you for all you have already done, and we look forward to working with you further to secure the future of this great university.

Thank you.

* * *
Captains and Presidents of Clubs and Societies

Saloon, Provost's House

Good afternoon and welcome to the Provost’s House.

It’s great to be here, and to see so many present. This is testimony to the wonderful strength and diversity of our clubs and societies. I welcome too our new Dean of Students, Dr Kevin O’Kelly – Kevin is a graduate of Berkeley and was a rower in his day, so Captains of the Boat Clubs, you have an advocate!

Last weekend the Irish Times published a useful table of Ireland’s third level institutions, ranking them on different criteria like enrolment figures, research funding and impact, and graduate employment. The table allowed us to see, at a glance, that, for instance, Trinity enrols less students than UCD or UCC, but has proportionately more graduates in employment.

But the number of clubs and societies was not included on this table. If it had been, Trinity with 170 clubs and societies would have been at, or near, the top, although it wouldn’t have been a walk-over - all Irish universities also have a strong extracurricular tradition.

But Trinity’s clubs and societies go back centuries – this year we will celebrate the 140th anniversary of the Chess Club and the 90th anniversary of the Modern Languages Society. That’s staying power! And at the same time, new clubs and societies keep being founded.

Since I last addressed the captains and heads of societies in 2012, the Hiking Society and the Horse Racing Society have been founded, while the Laurentian Society has been revived.

I think it’s a pity that the Irish Times table didn’t include clubs and societies among the criteria on which third-level institutions are evaluated. Not because Trinity would necessarily have emerged on top – we might not have - but because including clubs and societies would be an acknowledgement that universities have to be evaluated on more than research and teaching impact, crucial as these are.

Whenever I talk about ‘the Trinity Education’, I always emphasize three things:

- I talk about our research-based education – the fact that undergraduates engage in original research alongside their professors in a common enterprise of discovery. We want critical and independent-minded students with the initiative to go beyond the curriculum.
• I talk about interdisciplinarity – the fact that we’re a broad-based university of 24 Schools which freely collaborate and exchange ideas. We want students who are willing to think outside their disciplines and learn others ways of doing things.

• And then I talk about our emphasis on learning outside the classroom, on extracurricular activities – the fact that we have all these clubs and societies which we encourage students to get involved with. Because we want students who develop wide interests and who learn to handle the responsibility that comes with competing, fund-raising, event-organising, and holding leadership positions.

When I talk about these three facets of the Trinity education – research, interdisciplinarity and extracurricular – I don’t prioritise one over the other because collectively they characterise the Trinity education.

Our emphasis on the extracurricular is not just nostalgia for Trinity’s age-old traditions. Yes, we're very proud that the world’s first student debating society was founded here, and yes, I have nothing but sentimental attachment to the Karate Club where I spent many happy undergraduate hours, but the importance of extracurricular goes beyond this, and not only for educationalists but also for employers.

The 2012 Graduate Recruitment Trend survey provided a detailed breakdown of what employers seek from graduates. Unsurprisingly, employers seek ‘analytical’ and ‘communication’ skills; specifically they want graduates who have ‘held leadership positions in clubs or societies’; ‘have taken part in a team sport’, and have displayed ‘initiative’ through, for instance, fund-raising and event organising.

The message is clear from employers and educationalists: extracurricular is key to student development. I think this should be reflected in the criteria universities are ranked on.

That said, it isn’t necessarily straightforward to evaluate extracurricular. Quantity doesn’t mean quality. It’s not about how many clubs and societies a university has but how active, dynamic, and participatory they are. However I know that Trinity come outs excellently on that score also. In the last academic year alone, Trinity students represented Ireland in a number of major world sports championships, and our drama society, ‘Players’, took eleven awards at the Irish Student Drama Awards.

Also last year over 600 students were named on the Dean of Students’ Roll of Honour which acknowledges sustained contributions to voluntary activities, both in the College and the wider community. This was 150 more than in the previous year, and it shows a truly wonderful level of commitment.
The ‘Roll of Honour’ didn’t exist when I was a student here in the 1980s and neither did student awards for innovation and entrepreneurship. Of course we had lots of clubs and societies – that’s a Trinity given – but there was less emphasis on the intrinsic importance of learning outside the classroom. That’s changed – and today we talk less about ‘extra-curricular’ and more about ‘co-curricular’ activities to get across that learning outside the classroom isn’t an optional add-on, it’s part of why you’re here.

This event today is an opportunity for me to thank you for your tremendous work in running these clubs and societies. As I hope I’ve made clear, when it comes to student formation, your job is essential. The College can help by providing recognition and facilities, but all the work of running these clubs and societies really comes down to you and your committees and I know it is no small task.

I want you to know that we in the College are most appreciative. You can be confident that you have our support, and we will do our best to solve any problems you might have.

In conclusion, as has become tradition allow me to mention some of the significant anniversaries which we will be celebrating this year:

- the Entrepreneurial Society, the European Law Students’ Association and Trinity Suas are all celebrating their first decade;
- the International Society and the Science Fiction Society are celebrating 30 years;
- the Psychological Society is 50 years old and the Law Society is 80 years old;
- and, as already mentioned, Modern Languages Society celebrates 90 years and the Chess Club 140 years.

I should say that these anniversaries go back to when the societies were recognised by the College, which isn’t always the same year they were founded in.

Just hearing the names of these few clubs and societies is to get a flavour of the range of interests and a sense of change and evolution. New societies emerge to reflect new interests.

In our clubs and societies, as in all aspects of college life, we celebrate tradition and innovation, continuity and the commencement of new things.

For the leadership you have all shown, thank you.

* * *

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Presidents of Societies & Captains of Clubs with (Centre) the Provost Dr Patrick J. Prendergast and the Dean of Students Dr Kevin O’Kelly
Good morning,

And welcome everyone to Trinity College for the 24th Irish Environmental Researchers Colloquium. We're delighted to have the Colloquium back here – it's almost twenty years since we last hosted it here in Trinity.

I know that many of you arrived yesterday - indeed our two plenary speakers, who will shortly speak, participated last night in a public debate held in our Science Gallery. The motion was “Is Green Technology good for the Environment?” I'm sure many of you were present. I understand the debate was wide ranging, with spirited contributions from the floor.

I want to thank our plenary speakers: Professor Pete Smith from the University of Aberdeen and Scotland's ClimateXChange; and Bob Ursem from the Botanic Garden Delft University of Technology – for finding time from their schedules not only to be here today but to contribute to last night’s debate. We’re most grateful that your generosity and expertise have helped Trinity fulfill its commitment to hold public debates on vital issues.

University research serves society. This has always been the case. In recent years, the practical impact of research has accelerated due to increased industry link-ups, more campus companies, and greater awareness generally of how university research can address contemporary challenges. This is nowhere more true than in disciplines concerned with environmental and climate change.

For decades, researchers, together with committed activists, have led the debate and created the urgency around environmental issues. Indeed this colloquium, established a quarter-century ago is proof of such an ‘early warning system’.

Today, of course, the environment is creating its own urgency, as we saw with the recent extreme weather in this country, and the much worse conditions in the UK, and the truly appalling situation in the Philippines. The pressure is now on governments to respond – in a co-ordinated international approach.

Researchers, such as yourselves, who specialise in areas such as energy, waste management, biodiversity, water quality, climate change, marine life,
and urban development are in a position at once very privileged and, I imagine, quite frustrating. Privileged because these are the vital issues of our age. Frustrating because action is not as fast nor as committed as it should be.

But on the positive side, it is researchers like you, together with partners in industry, who are coming up with the innovative solutions, and providing the hope that human ingenuity and intelligence will prevail.

Crucially, there is now strong global consensus around the importance of the work you do.

I am on the governing board of the Europe Institute of Innovation, the EIT, which is an institution of the European Union which aims to foster a new generation of entrepreneurs and innovators by facilitating common working between higher education, research, and business.

The idea is to get businesses, entrepreneurs, investors, universities, researchers and regulatory bodies interacting across our borders to create jobs and open up opportunities.

The EIT is relatively new– it was founded in 2008 - but it’s well-funded and ambitious, and it has already established three pan-European groups, called ‘Knowledge and Innovation Communities’ or KICs for short.

Each KIC is funded by the EIT to bring together diverse partners from higher education, research, and business to work on specific projects. The European Parliament, rather than the EIT governing board, chooses the sectors in which to create KICs – in areas of vital concern to European citizens, and where there is a high capacity for innovation.

The first three KICs, underway for the past three years are:

1. Climate Change;
2. ICT; and

And six months ago the EIT agreed on five future KICs to be selected in three waves:

1. Two this year: ‘Raw materials’ and ‘Healthy living and Active Ageing’
2. Two in 2016: ‘Food4Future’ and ‘Added-value manufacturing’
3. And one in 2018: ‘Urban mobility’

What I think is striking is that so many KICs are in areas which are being addressed at this colloquium. As I’ve said, the KICs are chosen by politicians. So we’re now at the stage where environmental challenges are recognised as
something governments have to address, and also as opportunities for innovation, growth and competitiveness.

As we know, where business opportunity meets public demand and the governmental green light is when things start happening. So this is a good place to be.

In Trinity, we are also prioritising the environment and sustainability. One of our most exciting new initiatives is a new Engineering, Energy and Environment Institute, which we’re calling E3. E3 will be a major engagement between the Schools of Engineering and Natural Sciences.

Collaborative approaches from scientists and engineers are needed to address the challenges of pollution, energy security and sustainability of natural resources. E3 will also leverage the expertise of other Trinity Schools, like Computer Science, Business and Physics, as well of course as establishing international collaborations and strong links with industry.

E3 will set radical agendas at the place where technology and nature meet, and ensure that Ireland is at the vanguard internationally in addressing the great emerging challenges and opportunities for this technological planet.

The new sustainable E3 building is planned for the southeast corner of the campus – by the Lincoln Gate entrance. Plans are ambitious – for a building with about 22,000 square metres of usable space, costing in the region of €70 million. Construction will commence in 2015.

Like the EIT and the KICs, E3 sends out an important message about priorities for the 21st century. Environment and sustainability are the key innovation challenges of the century.

Of course, you at this colloquium grasped the challenge many years ago. I congratulate the ESAI, the Environmental Science Association of Ireland, which has been involved with the Colloquium from the start, and which has done so much over the years to keep environmental challenges at the forefront of public debate. I thank the ESAI, and our Schools of Engineering and Natural Sciences for hosting this colloquium and organising such a diverse and rich programme for Environ 2014.

I wish you all a dynamic and productive conference.

Thank you.
Thursday, 27th February 2014

Appointment of Michelle Tanner as President of the European Network of Academic Sports Services (ENAS)

Saloon, Provost’s House

Good afternoon,

And welcome everyone to the Provost’s House for this really great occasion – a reception to mark the appointment of Michelle Tanner as President of ENAS, the European Network of Academic Sports Services.

This is a landmark event in lots of ways – it’s the first Irish appointment to this prestigious position, it’s the first Trinity appointment, and it’s the first female appointment.

It’s a wonderful endorsement of Michelle, and of Trinity’s sports programmes which Michelle, as Head of Sport and Recreation, has managed and developed so well.

The establishment of ENAS, and its growth to 105 member institutions across 21 countries, is testimony, in itself, to the increasing recognition of sport as an essential activity for universities.

Sport has been central to Trinity from early in our history – indeed our rugby club called, perhaps confusingly, the ‘Dublin University Football Club’, is considered the world’s oldest extant football club of any code. And football in Trinity actually pre-dates the foundation of this Club – it was being played in College Park as far back as the 1780s.

So, sport in Trinity is nothing new. To be a student in this university at any time over the past few hundred years was to engage with sport. It may interest admirers of Samuel Beckett to learn that in his first few years at Trinity he wasn’t known particularly for his intellect – but for his lefthandness when batting in cricket.

When I recall my own undergraduate days in the 1980s, the Karate Club looms as large as any memory of lectures or laboratories. And I know it’s the same for so many of our alumni.

But what’s happened in recent years is that the importance of sport to student development has been increasingly recognised and fore-fronted – and by employers as much as by educators. What we call ‘learning outside the classroom’ is now seen as a vital component of higher education. Employers specifically seek graduates who have ‘held leadership positions in clubs or societies’ and ‘have taken part in a team sport’.
We know that active involvement in any club or society engages students in myriad life-skills including: management, communications, event organisation, fund-raising, travel, volunteering, community values, leadership.

Of course this isn’t just a Trinity message. The establishment and growth of ENAS shows that this is a Europe-wide message, indeed a global message. The importance of sport is one of those rare things, about which all are in agreement.

But it’s one thing to get agreement, it’s another to get the message across and see results. That’s why the role of Michelle as Head of Sport and Recreation in Trinity, and her roles as honorary treasurer and secretary in the national body, Student Sport Ireland, are so vital.

Michelle has greatly enhanced the profile of university sport. She has injected such a huge sense of excitement and achievement around sporting activities. Together with her team in the Department of Sport and Recreation, she promotes exceptional students who win sports scholarships and represent Ireland at world games. And she works on behalf of all students to facilitate and improve access to sport.

Michelle has now been Head of Sport here since 2009. She brings to this challenging role a unique combination of skills and experience. As a former international Volleyball player with the Irish Senior Team, she understands everything about competing at the top level. She’s been involved with the Irish Sports and Leisure industry since graduating, and has an MBA in sports management and a higher national diploma in Business Studies, Recreation and Leisure. So she has both theoretical and practical knowledge of the management and business side of sport and recreation. And during her time with us she has continued to deliver courses as a tutor for Volleyball Ireland. In the words of one member of her staff, she is “a role model for staff and students of the College”.

Her results with the Trinity Sports Programme speak for themselves: according to the 2012 annual report, ten thousand students used the sports centre and six thousand joined sports clubs. There were 55 large-scale events and tournaments hosted for students, including the College Races, the Boat Regatta and the Med Day charity event, and there were 330 student-run sports events and fixtures. These impressive figures get across the level of Trinity engagement in sport.

And last year the Trinity Sports Department won an ENAS award for the Trinity Olympians Project. I’m sure you all remember this project – it was delivered as part of the College’s 2012 Olympic Programme and it highlighted those Trinity students and graduates who participated in Olympic Games over the course of the century, from 1908 to 2008. It caught the imagination of the college community and of the wider public.
It’s achievements like these that led to Michelle being elected President of ENAS. It’s a vital role, and a prestigious one. We are immensely proud of Michelle. Her presence at the top table for university sport in Europe strengthens the College’s international reputation and global mission.

Michelle’s recognition by her peers in Europe – her selection from 105 member institutes - is, in itself, an evaluation and endorsement of Trinity’s sports programme, and therefore of the Trinity Education.

Michelle, I thank you for your wonderful work on behalf of sport in Trinity and in the third level sector in Ireland. I congratulate you on your new appointment - and I congratulate ENAS members for electing you. They will now reap the reward of your presidency.

Thank you.

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(L-R) Conor Traynor (DUCAC Vice Chair); Jessica Jaques (DU Ladies Boat Club); Provost, Dr Patrick J. Prendergast; Michelle Tanner (Head of Sport); Ian Beatty-Orr (DU Rifle Club) and Dr Kevin O’Kelly, Dean of Students
Good morning,

It’s great to be here. Thank you so much for inviting me. It’s a privilege to have this chance of addressing you on International Women’s Day.

I am here as Provost, or head, of Trinity College Dublin, the oldest university in Ireland and, indeed, one of the oldest in the world. It was founded in 1592. Since then, it has educated many thousands of students, from all over Ireland and the world.

Some of you may have already visited Trinity. If you’re in the centre of Dublin, it’s hard to miss. It’s such a beautiful campus that people like to stroll through it, and it has many visitor attractions, such as the world-famous Book of Kells, and the Science Gallery ‘where art and science collide’. There we show scientific experiments and have interactive installations - where you can become part of the experiment.

The Book of Kells dates from the 9th century, whereas the Science Gallery opened only six years ago. Together they get across the spirit of Trinity which is about tradition and modernity. Trinity is very proud of its traditions:

- our Old Library with its ancient manuscripts;
- our debating societies, the Hist and the Phil; the Hist is the oldest student debating society in the world;
- and our world-famous graduates like the Nobel Prize winners - Samuel Beckett in literature, and Ernest Walton who won the Nobel prize in physics for helping to split the Lithium atom.

Equally, we’re very proud of our recent developments. For example:

- our state-of-the-art Trinity Biomedical Sciences Institute, which is unique internationally for combining in one building experts from the disciplines of Biochemistry, Immunology, Medicine, Chemistry, Pharmacy and Bioengineering. Another recent development is
- The Lir: Ireland’s new national Academy of Dramatic Art, where we help educate the next generation of actors, directors, and stage designers.

And because tomorrow is International Women’s Day, I’d also like to recall that Trinity was one of the first universities in the world to admit women as
students. Apparently the Provost of the day insisted that women would only be admitted over his dead body. He died soon after saying this, and the rules were immediately changed! That was over a hundred years ago. Today we have slightly more female than male students, and Dr Mary Robinson is the Chancellor of the university.

Mary Robinson was of course the first woman President of Ireland and she is admired around the world for her work on human rights and gender equality.

Before she became President, she was a professor of law in Trinity and also a senator representing the university in parliament. In the Senate she was instrumental in getting a lot of important equality legislation passed – for instance the right for women to sit on juries, and for women in the civil service to be able to continue working after marriage.

It seems incredible that in the 1970s women had to resign from jobs when they got married, and couldn’t sit in juries! But that was how it was. It took the courage and advocacy of people like Mary Robinson to change it. The reason why we celebrate International Women’s Day is to put focus on the ongoing struggle for women’s rights. In some countries, women are still denied what we would consider to be basic rights. Even in developed countries, there is discrimination and bias, and unconscious bias.

In our universities we are proud of our diversity, and that we make every effort to ensure its benefits are felt in education. This extends not only to gender. In Trinity we have a very active Access programme, which has worked successfully to make it possible for students from backgrounds under-represented in higher education to come to Trinity. This includes students from socio-economic backgrounds not traditionally represented. We also have excellent support systems for students with disabilities.

And our students are international. They come from all over the world – Africa, Asia, America, and Europe – and from all over this island.

Welcoming students from Northern Ireland is particularly important to us because of the long tradition of connectivity between Trinity and Northern Ireland. In the 19th century a fifth of Trinity students came from Ulster. And in the 1950s and 1960s, a full third of Trinity students were from Northern Ireland. The joke then was that you were more likely to hear a Belfast accent in the College than a Dublin one!

Trinity acted as a bridge between north and south, and as a bridge between the two neighbouring islands - and it fulfilled this important role through difficult times.

Some of Trinity’s most distinguished graduates are from Northern Ireland. I’m thinking of:
• the poets Michael Longley and Derek Mahon;
• the judges Sir James Andrews, lord chief justice of Northern Ireland, and Sir Donnell Deeny of the High Court; Sir Donnell has recently been elected as a Pro-Chancellor of the university.
• the journalist and BBC governor Lady Lucy Faulkner (wife of the former prime minister Brian Faulkner);
• and the great Denis Burkitt, who gave his name to the childhood cancer he discovered and helped cure, Burkitt’s lymphoma.

I’ve already mentioned Samuel Beckett. He was a Dubliner but went to school at Portora Royal in Enniskillen. Oscar Wilde was another student who was educated at Portora and then at Trinity. At his famous libel trial, he was cross-examined and destroyed by one of his former classmates at Trinity – Edward Carson.

Trinity has always had a great tradition of educating radicals and rebels, nationalists and unionists, those who created the State and those who opposed it - because Trinity has always believed in providing an education that encourages independent and critical thinking, and which enables students to reach their full potential. Education is the key to transforming lives, and at Trinity our goal is to offer students opportunities to transform potential into achievement.

We benefit so much from having a diverse student body. That is why Trinity is – and always has been - a university for the whole island.

However, in recent decades our numbers from Northern Ireland have been in decline. There are a number of reasons. There is a separate admissions system for admission to colleges in the south – the Central Applications Office, the CAO – and this can be confusing for prospective students who are used to the UCAS system.

A bigger problem has been the way A-Levels have been calculated into points for admission through the CAO. Less than one in seven students in Northern Ireland study four A-Levels and this makes entry to many courses difficult, and to some it is impossible.

This is a cause of regret and concern to us. We regret that the long historical links are being weakened, and we regret that we are not benefitting from the dynamism of students from Northern Ireland.

So we’ve decided to do something about it - to take targeted action to reverse the decline in applicants from Northern Ireland.

The Irish Universities Association together with the Irish Institutes of Technology will look specifically at student mobility on this island. Our intention is to find a fairer mechanism so that students who only do three A-Levels – in other words the overwhelming majority – will be able to access any
courses in the south, depending on their results. This builds on work that has been ongoing over the past twelve months.

And since the start of this academic year, Trinity has been developing a Northern Ireland engagement programme, co-ordinated by the Dean of Undergraduate Studies, Dr Patrick Geoghegan, who is here today. As part of this, we have been visiting schools all round Northern Ireland to talk to students - and to teachers and careers guidance counsellors - about Trinity. We’ve been bringing with us former students from the school being visited, or from the locality, because no one can capture the excitement of Trinity better than the students themselves.

Our student ambassadors talk about the fears and reservations they had about coming to an unknown city and university when their school-friends were going elsewhere. It’s always a challenge to venture into the unknown, but our students from Northern Ireland say that coming to Trinity is a challenge that is more than worth it.

Our students find Trinity welcoming. They love all the clubs and societies – there are more than 150 – where they make friends while playing every possible sport or pursuing every possible interest or hobby.

They speak highly of the academic challenges and quality of the courses. They appreciate that they are only a train or bus-ride from home, but are in a new and exciting city. And they love that Trinity is so diverse – they meet people from all backgrounds and all countries.

The response in Northern Ireland to our student ambassadors and our initiative generally, has been overwhelmingly positive. Last week the team was at the Trinity stand at the UCAS fair in King’s Hall in Belfast. There they met students greatly excited by the possibility of coming to Trinity – one girl described it as her dream – and greatly heartened that we are looking to change the way A-Levels are used to select students for entry to universities in the Republic.

Next Wednesday the team will be back in Armagh to talk to students from the Royal School and St. Patrick’s Grammar School.

My take home message is that if you apply to Trinity you will be applying to a place where you will be welcomed and appreciated, and where you will feel at home. You will connect to the generations of students from your own towns and regions who chose, in their time, to come to Trinity.

And, surrounded by students from all round the world, you will feel part of Trinity’s great outward-looking expansive vision – a vision which is about using Trinity’s research and values to benefit the world, whether that’s through the medical discoveries of a Denis Burkitt, or the human rights advocacy of a Mary Robinson.
The most important thing about Trinity is not the history of the place, or the beautiful buildings. It’s not our world ranking, even though we are consistently ranked as one of the world’s leading universities.

It’s the fact that at Trinity you become part of a community of scholars, where we help transform potential into achievement.

A college where every student is given a personal tutor to look after them if they get into any kind of difficulty. Because we care about our students’ well-being, both inside and outside of the classroom.

A university where students and staff are together as part of a shared mission in education and research, advocating a spirit of critical enquiry and a love of learning, as well as promoting a spirit of innovation and entrepreneurship through engaging with the social and economic challenges of our time. It is a community of scholarship and one you would be very welcome to join in the future.

Thank you.

* * *
Provost’s speaking notes for the unveiling of the bench for RB McDowell

Ladies and Gentlemen, colleagues, friends:

I’m delighted to welcome you here this evening for the unveiling of the bench in honour of Professor R.B. McDowell.

As many of you will know, I delivered the oration at Prof McDowell’s funeral back in 2011 and met many of you on that occasion.

RB was a true Trinity man – he entered TCD in 1932, graduated BA in 1936 and PhD in 1938. He completed his Ph.D. in just 21 months, later published as ‘Irish Public Opinion, 1750-1800’. At the time, he was the only History Ph.D. student at Trinity, which is a revealing insight into what Trinity was like at the time, and how it has changed.

RB was appointed a lecturer in Trinity in 1945, elected a Fellow in 1951 and held the post of Junior Dean from 1956 to 1969. As such a learned man, it is fitting to see the bench erected here in his honour. It is also lovely to see members of RB’s family here today - Mr & Mrs Hugh Gordon – and many of his friends and former colleagues.

Shortly after my election as Provost I visited R.B. out in Celbridge. I wanted to pay tribute to one of the great figures in Trinity history – someone who helped write its history, and who eventually became a part of it.

We discussed times past and plans for the future. Discussing the merits and otherwise of provosts he had known. He kept apologising for keeping hold of the conversation. But in truth I was happy to listen. I was struck by his wisdom, and kindness.

So let us all pay tribute to someone who was not just a great Trinity man, but a great scholar and a great friend – someone who inspired generations with his love of learning, and who will continues to inspire us as we remember his life’s work in the years to come. We will always remember him - but can now come here to remember him.

I will now hand over to Senator Barrett to say a few words.

*   *   *
On the R.B. McDowell bench: Back Row (L-R) Dr Sean Duffy; Dr Patrick Geoghegan; Professor David Dickson; Dr Daniel Geary; Dr David Ditchburn; Professor Terry Barry. Front Row (seated) (L-R) Dr Ciaran Brady; Dr David Fitzpatrick; Provost, Dr Patrick J. Prendergast; Professor Jane Ohlmeyer; Professor John Horne.
Good afternoon and welcome everybody to Trinity College.

As Provost, it gives me great pleasure to welcome you, the top 100 performers in the Irish Linguistics Olympiad, and your teachers and form masters. I’m delighted that Trinity is hosting this wonderful event, together with the Centre for Global Intelligent Content, or CNGL, which, as you know, is a Centre run by Trinity’s School of Computer Science together with DCU and is located here on campus.

As adults, there are some things which you really wish had been around when you were young. It’s not necessarily the obvious things. For example, I don’t particularly wish that we’d had mobile phones when I was at school. But I do envy you this competition. I’m an engineer by profession, and engineering is very much focused on problem-solving. And I always enjoyed languages. I know exactly how excited I would have been by a competition aimed at linguistic code-breaking, and problem-solving.

And of course the beauty of it is that it doesn’t require prior knowledge or having to study reams of material. It’s all down to reasoning, logic, lateral thinking, and patience.

As you may know, code-breaking was one of the skills that helped the Allies win the Second World War. The people recruiting code-breakers took an unusual approach. They didn’t just seek out those who came top in exams – they asked applicants whether they played crosswords and chess, and how quick they were at learning new languages. They were looking for people who could find patterns, and make surprising connections between pieces of information. Most of the people eventually hired had no previous experience of code-breaking but they turned out to be able to crack the toughest codes, and they helped win the war. People, I expect, very like you.

In Trinity, we want such students, which is why we’re delighted to be hosting the final of the Irish leg of the Olympiad.

A Trinity education has never been just about preparing students for their first job, it’s always been about preparing for life. We want our students to develop skills at critical thinking, and to learn communication, leadership, reasoning and teamwork skills – and to do this with an education that occurs both inside the lecture-room, and outside it in co-curricular activities.
We want students who can think independently and are ready to look beyond the obvious ways of doing things – students, that is, who excel at the Linguistics Olympiad. All of you have seen off considerable competition to be here today - I understand that 2,700 people started out in the early rounds. Your route to this final was not easy; it was hard won.

It’s a considerable achievement which you deserve full credit for.

Trinity is also a big supporter of the Olympiad because of the emphasis we have on interdisciplinary education. Those who excel at the Olympiad are ideal candidates for studying linguistics, languages and maths, but also other subjects including engineering and indeed other humanities subjects such as philosophy.

Traditionally modern languages and maths were seen as different branches of knowledge. The Olympiad brings out the similarities between the two subjects, and it encourages the premise that developing a logical and problem-solving approach will help in the study of any discipline.

In Trinity we encourage all our Schools and departments to link up and share expertise. We have a high number of interdisciplinary centres and institutes, such as our Centre for Nanoscience and our Biomedical Sciences Institute where we bring together researchers across different disciplines to meet contemporary challenges. The Olympiad is inspiring the next generation of multilingual technology graduates, who will be uniquely placed to confront these challenges of the future.

Another inspiration for problem-solvers and code-crackers everywhere is, of course, Sherlock Holmes, who is now undergoing a revival thanks to the brilliant on-going BBC series, Sherlock. You may be interested to know that the actor who plays Moriarty in that series – who pits his own code-cracking against Sherlock’s – is a Dubliner, Andrew Scott, who is a former Trinity student. He didn’t graduate – he left college to start his acting career. But while here he studied semantics, which is, as you will know, very good preparation for problem-solving.

Let me finish now by congratulating all of you, and especially the winners who will be going to Beijing to compete internationally in July. We will all be following your progress.

Thank you.

* * *
Provost Dr Patrick J. Prendergast with four students from St. Peter’s College, Wexford
Thursday, 27th March 2014

**Inauguration of Sir Donnell Deeny as Pro-Chancellor**

*Saloon, Provost’s House*

Chancellor, Pro-Chancellors and retired Pro-Chancellors,
Visitor to the College;
Distinguished guests, and colleagues;

It’s my great pleasure to welcome you here today for the inauguration of Sir Donnell Deeny as Pro-Chancellor of the University of Dublin.

I will say a few brief words about the Pro-chancellorship, before asking Sir Donnell to make the statutory declaration, and give his address to you.

Pro-Chancellors are *ex officio* members of the Senate of the University, and hold office in their own right. They deputise for the Chancellor in accordance with the Statutes.

For the Chancellor and Pro-Chancellors, the conferring of degrees at commencements is the primary commitment. The Chancellor is also one of the two Visitors to the College; this entails hearing cases from staff and students on all sorts of issues. In these matters the Pro-Chancellors are called on to deputise for the Chancellor as needed.

The University of Dublin is very fortunate to have in these offices very eminent individuals. And this evening is about adding a new name to this distinguished list.

Sir Donnell Deeny has been a judge of the High Court in Northern Ireland since 2004, and since 2007 presiding judge of the Chancery Division, with responsibility for Companies, Trusts, Insolvency, Land Law, Probate, Inheritance, Equity et alia. He has given judgments in numerous high profile cases including, in recent times, the Sean Quinn bankruptcy case, in which, you will recall, he wrote a landmark judgment on what constituted a ‘centre of main interest’ in European Insolvency Law. He found that Mr Quinn’s centre of main interest was in the Republic, and so revoked his Northern Ireland bankruptcy.

Previous to being elevated to the bench Sir Donnell had a most eminent career as a Queen’s Counsel, and indeed as a Senior Counsel in Ireland. He was called to the Bar in three jurisdictions - Northern Ireland; England & Wales; and Ireland.

* * *
As a student here in Trinity in the early 1970s, Donnell Deeny was notable, not only for his academic achievements, but for his versatility and success in many spheres. He was auditor, and gold medallist, of the Hist, and he took the Irish Times Debating Trophy three times - the only person in the history of the competition to have managed this feat.

On the occasion of a public debate on whether Robert Emmet’s epitaph should now be written, held to mark the 200th anniversary of the Hist, he was the only student invited to speak. Up against immensely experienced speakers, including John Hume, and the ever-combative Vincent Browne, it is recorded that he delivered a brilliant speech that received more attention in the next day’s papers than any of the others.

Sir Donnell’s student extracurricular activities went well beyond the debating chambers. He served on the SRC, and took leading roles in performances in Players. As editor of the College magazine, the *TCD Miscellany*, he introduced a poetry section which attracted what he has called ‘a blizzard of submissions’ and meant that he was the first to publish the poet and founder of Gallery Press, Peter Fallon.

This ‘interdisciplinarity’, if such I may call it, has continued throughout Sir Donnell’s career. His sphere of interests and influence goes well beyond the legal. He has, in particular, maintained a strong commitment to the arts. I don’t have time to enumerate all his activities, but let me just mention his five-year chairmanship of Opera Northern Ireland, his presidency of the Ulster Architectural Heritage Society and his vice-presidency of the Irish Legal History Society, both of which positions he continues to hold today.

The Irish Legal History Society is one of the few cross-border academic societies on this island. Sir Donnell is a natural promoter of cross-border and cross-community relations, perhaps by virtue of his upbringing and education which have left him almost equally at home in Dublin as in Belfast. In 1983 he served as High Sheriff of Belfast.

As chairman of the Arts Council of Northern Ireland from 1993 to 1998, he was instrumental in setting up the Ireland Chair of Poetry, which is a partnership between the two Arts Councils in Ireland, and Trinity College Dublin, Queen’s University Belfast, and University College Dublin.

The distinguished holders of this Chair have included John Montague, Michael Longley, Harry Clifton, and the present incumbent Paula Meehan. I can say, from personal experience, how motivating and inspiring it is, for staff and students alike, to have a major poet reside in college. I thank Sir Donnell for the vision and commitment which helped make the Ireland Chair of Poetry possible.

* * *
His familiarity with artists and their practise perhaps helped Sir Donnell deliver his magisterial judgment in the Michael Stone case in 2008. You will recall that Michael Stone broke into Stormont in 2006, carrying with him an array of weapons. As defence he claimed that his incursion was ‘performance art’. If he hoped to take the judge out of his comfort zone through this appeal to avant-garde art practise, he was not successful. In a three-hour judgment Sir Donnell concluded sharply that Stone was carrying “deadly weapons, not symbols”; that “action constituting performance art cannot justify the use of violence, the threat of violence, or putting others at risk of violence”; and that a number of Stone’s explanations were simply “nonsense”.

Sir Donnell’s direct, erudite and lucid writing style is evident in his judgments as in his publications and essays, some of which have a Trinity angle. And Sir Donnell contributed a witty and informative essay to the book, Trinity Tales, where he captures brilliantly the undergraduate atmosphere of the early 1970s. He writes of the many ‘solid Ulstermen’ like himself found on campus during his time, and regrets that ‘Northerners are now reduced to a small percentage of the University’.

We also regret this situation, which has come about not through the wishes of Trinity, nor of Northern Irish students, but because of the growth of two separate admissions systems on this island, the CAO and UCAS.

We must all aim to reverse this decline in Northern Irish numbers. Trinity has been, since its foundation in 1592, an all-island university and that must be maintained. Sir Donnell has been most helpful in our initiative, and has put his knowledge, experience, and enthusiasm at our service. He has been working with the Senior Lecturer, Dr Patrick Geoghegan on this.

And let me say how delighted I am to see here tonight so many of our Northern Ireland student ambassadors, whose work on the initiative has been invaluable.

By his signal professional achievements and honours, Sir Donnell Deeny has proved himself a barrister and judge of the first rank; by his distinction in directing and chairing diverse boards, he has proved himself a public servant of commitment and integrity; and through his constant interest in and willingness to engage with this college, he has proved himself a true friend of Trinity.

It is with the greatest pleasure that I welcome one with such an impeccable record to the Pro-Chancellorship of the University of Dublin.

Sir Donnell Deeny is the 56th Pro-Chancellor to be appointed to this role since the foundation of the College in 1592.
***FORMALITIES***

Provost - In accordance with the 2010 Consolidated Statutes of Trinity College Dublin and of the University of Dublin, Donnell Justin Patrick Deeny, having been nominated in accordance with Section 6, Sub-section (3)(b) of the Chapter on the Chancellor, was declared elected a Pro-Chancellor of the University of Dublin on 11 December 2013. In accordance with Section 2, Sub-section (2)(4) of the said Chapter, I now invite Sir Donnell to make the statutory declaration:

Sir Donnell - I, Donnell Justin Patrick Deeny, solemnly declare that I shall faithfully discharge the duties prescribed for the Pro-Chancellor by the Statutes, and that I shall, so far as in me lies, promote and defend the welfare and interests of the University

Provost robes Sir Donnell Deeny

Provost - Sir Donnell is now admitted to the Office of Pro-Chancellor of the University of Dublin. I invite Sir Donnell to address you.

* * *

Sir Donnell Deeny
Welcome to the Provost’s House,

And thanks, everyone, for coming along this morning. I think the last time I saw many of you was at the launch of our Innovation and Entrepreneurship Strategy in late November. It’s great to have you back again. Equally, I hope our staff are regularly meeting you outside campus – whether in your companies or other places.

We want a real partnership between this university and industry, and that means regular meetings and collaborations, both formal and informal. At the meeting in November, we outlined our new Innovation and Entrepreneurship Strategy, and we announced that we would be establishing a new Office of Corporate Partnership and Knowledge Exchange, which would bring under one roof all the functions necessary to support research collaboration and commercialisation. The Office means a single interface for industry, which will reduce any barriers for companies seeking to interact with Trinity researchers and infrastructure.

Today we’re happy to announce the creation of this Office. At the moment the acronym is OCPKE – but I think that’s a bit of mouthful! I welcome any suggestions to make it a bit more snappy and pithy... But anyway, this Office is now open for business, as our Taoiseach might put it – and we hope very much that you are going to do business with us.

The Office will bring together all components in Trinity required for a deal to be done, ensuring a fast response time, and a rapid escalation of issues. The OCPKE will recruit new staff committed to creating relationships with industry – forging mutually beneficial partnerships; and enhancing the reputation of Ireland as a great place, not just to do business but, also to do research.

In Trinity, we’re rightly proud of the quality and impact of our research, and our commitment to working with industry to spearhead innovation and economic recovery in this country. Our record to date has been good. We have signed over 450 contracts with industry in the last five years. We have produced more spin-out companies – 38 – than any other higher education institute in Ireland. And our spin-out companies have performed better than any other institution in terms of investment from the venture market. In the last two years, eight of our spin-out companies have won over €60 million euro in venture investment.
And of course some of our staff and spin-outs are household names – at least in business-oriented households – I think of Chris Horn and Iona, Steve Collins and Havok, and Luke O’Neill and Kingston Mills and Opsona Therapeutics. And of course last week Trinity research made international headlines when our School of Engineering rose to the challenge to build a robot prototype for Joanne O’Riordan.

We have a solid foundation of success to build upon. But we aren’t complacent. We want to improve and accelerate. Our number of spin-outs increased massively after 2009, because our Technology Transfer Office revised procedures for the approval of campus company formation. So we know that doing the right thing, in the right way, can effect sea-changes in behaviour, and we know that it pays to be vigilant, experimental, out-going and efficient.

Our new Innovation and Entrepreneurship Strategy places working with industry at the heart of our initiatives in education and research. We know that the quality and the application of research done by staff and students can be greatly enhanced by working with industry. We aim to make our interaction with you as mutually beneficial as possible. And we hope that you feel ready to approach us on any, and every, matter where our researchers might be of help and inspiration.

It remains for me to thank IBEC warmly for partnering us in this event this morning. We look forward to continuing and strengthening our partnership with you. And now let us raise our glasses – our orange juices or coffees – to OCPKE and to Trinity-Industry links.

Thank you.

* * *
(L-R) Dean of Research, Prof. Vinny Cahill; Provost, Dr Patrick J. Prendergast; IBEC Director Danny McCoy; Director of Trinity Research and Innovation Dr Diarmuid O’Brien
Good morning,

And welcome everybody to Trinity College for this seminar on “Interdisciplinarity in the Humanities”.

Some of you may have been here six years ago, for the first of these policy seminars organised by the Coimbra Group’s Culture, Arts, and Humanities Task Force.

It is now, as then, a privilege and a real pleasure to welcome to Trinity so many deans, rectors, and directors from some of Europe’s top universities. Allow me to welcome in particular the chair of the Coimbra Group executive board, Professor Dorothy Kelly, Vice-Rector (International) of the University of Granada. And allow me to thank Professor Juergen Barkhoff, for his excellent organisation and hosting of today’s event.

*  *  *

Trinity College, the University of Dublin, has been a member of the Coimbra Group from the start – that’s going back almost thirty years now to 1985. The Coimbra Group is one of Europe’s longest-established collaborative networks for universities.

Of course, the Group represents only a fraction of Europe’s institutes of higher education – 39 out of a reputed 3,300! But Coimbra members are high-performing multi-disciplinary universities and the geographical spread is wide - from Turkey to Portugal, and from Romania to Russia.

And more important even than this impressive geographical spread is the close co-operation and trust between Coimbra members. Twenty percent of all Erasmus mobility is to, or from, our members. That’s an impressive figure. We are united in our commitment to building a European Higher Education Area.

I’d like to talk to you, briefly, about this European Higher Education Area. What do we mean by it? How do we envisage it?

It’s interesting that the idea for this was advanced as far back as 1985, and earlier - in an era which did not enjoy the vast communication opportunities
which we have today. It’s now possible for universities like Trinity to 
collaborate on research projects, and to offer joint masters programmes, with 
universities in Africa, China, and all over the world. That certainly wasn’t 
happening in 1985.

But vision precedes practicalities. The Coimbra founders knew only slow and 
costly means of communication – by post and through expensive phone calls 
and flights. But still, they confidently designed for a European Higher 
Education Area, which they saw as intrinsic to the whole European project.

The EU is built on the free movement of goods, capital, services and people – 
and most of us would add ‘the free movement of ideas’. The Coimbra 
founders envisaged a Europe where students would receive a multi-cultural, 
multi-linguistic education, and where researchers would meet to exchange 
knowledge and best practise – they would not just collaborate across national 
borders, but also across disciplines. The ‘free movement of ideas’ 
incorporates interdisciplinarity.

The European Higher Education Area serves the public good. This is, 
perhaps, even more true now than in 1985, because of the growth in 
innovation. Universities provide the research and the graduates who link 
with industry to come up with solutions and technologies that the world 
needs, and that drive growth.

*  *  *

On three crucial indicators – student exchanges, international research 
collaborations, and interdisciplinarity – the area has, I think, met the 
founders’ vision.

Various EU instruments for higher education have helped create 
opportunities. Erasmus is a wonderful programme, as also is FP7 and 
Horizon 2020. And the ‘newest kid on the block’, the European Institute of 
Innovation and Technology, or the EIT, has already had great results, and 
promises to have more. I’m on the board of the EIT, so I’m familiar with its 
ambitious plans for the future.

The EIT seeks to foster a new generation of entrepreneurs and innovators in 
Europe by facilitating common working between education, research, and 
business. The starting point is that there is no higher education without 
research; and no industry, growth or innovation without skilled graduates 
and excellent R&D.

The aim is to get businesses, entrepreneurs, investors, universities, 
researchers, graduates and regulatory bodies interacting across Europe’s 
borders to create jobs and open up opportunities. So that, for instance, 
companies in north Europe can easily recruit from universities in southern 
Europe.
That sounds great. But it’s not really happening yet. Unfortunately we are still some way from achieving the EIT’s vision of ‘a pan-European innovation ecosystem’.

* * *

Despite exciting advances, Europe remains less dynamic than the US or China, on a number of key indicators. Companies in the EU spend less on R&D than companies in the US, China, or South Korea. And when it comes to labour mobility, Americans are more than twice as likely to cross states to find work, than Europeans are to cross borders. And Americans are more likely to study in another state than Europeans are to study in another country.

Of course, creating a pan-European innovation ecosystem is a huge challenge. As deans and rectors of universities, we cannot solve this problem, but we can contribute to the solution and we can start asking the right questions. And we really need to, because we owe it to our staff and graduates to provide them with the opportunities that will allow them to realise their immense potential.

Here are some of the issues I think we should be raising:

FIRST, EXPERIENTIAL EDUCATION. We should be embedding the practise of students doing internships in companies. I’d like to see all arts and humanities undergraduates doing internships in publishing, broadcasting or media companies; or in theatres, film studios, museums, galleries, or digital arts companies. Think how this would accelerate their learning!

SECOND, ONLINE EDUCATION. Online is changing the way universities deliver courses and interact with students. It offers huge potential to promote mobility and experiential learning. An online course can bring together students, professors, and industry partners from all round Europe to offer high-level entrepreneurial training.

This brings me to my THIRD AND FINAL ISSUE: FINANCING OF UNIVERSITIES. If we want quality, we have to find a way to pay for it. I don’t have all the answers here. But I know that in Europe we have a tradition of publicly funding universities and, no doubt, in some countries this is working well. This is a proud European tradition. However, it’s increasingly the case, and particularly in countries undergoing austerity measures, that tax revenues can no longer support quality ‘as we have known it’. So what do we do? Drop our standards, or find other means of funding?

I don’t think the first is an option, so we need to concentrate on diversifying revenue streams. We need to look at things like industry sponsorship, philanthropy and, probably most important of all, tuition fees. In my view, we need a variety of funding models, certainly at postgraduate, but also at
undergraduate level. We need to offer students the choice. Some, or many, will prefer to pay for quality. We have to open out, not close down, our options.

* * *

It may seem that I have strayed from the issues under discussion at this policy seminar. But I don’t believe so. We cannot make meaningful improvements until we have the right support structures in place. To try and improve courses without taking the necessary decisions on funding is a bit like ‘moving deckchairs on the Titanic’.

The Coimbra Group has, as I have said, an influence and impact beyond its small size. I think it’s for Coimbra members to drive the discussion on the future of the European Higher Education Area. Some of you may not agree with my proposals. But I think all of you would agree on the importance of the decisions to be taken. I count on the trust and co-operation we have built up over thirty years to find a solution that will ensure the quality of higher education in Europe – and so ensure our continent’s future growth, stability and creativity.

Thank you.

* * *
A warm welcome to the first ever TGGF webinar. It’s 3 O’ Clock here in Dublin. I don’t know what time it is where you are but your very welcome.

It’s almost five months since the Trinity Global Graduate Forum. In another five months, we will publish Trinity’s new five-year Strategic Plan. So, now’s a good time to tell you about what the College has done since the forum, and the kind of actions we’re proposing to secure Trinity’s future.

You’ll recall that the Forum concentrated on five areas:

- **Reputation**, including Trinity’s identity;
- The **Trinity Education**, including research, innovation and our students’ learning experiences in clubs and societies;
- **Technology**, including online education;
- **Growth**, including rising student numbers and capital development projects; and
- **Finance**, including the need for more financial autonomy, so we can decide how to best use our financial resources.

***Part 1: Commissioning the surveys***

The feedback we got from many of you after the Forum was that you would like to see more quantitative data and indicators relating to these five areas. We’re in agreement. Our Strategic Plan should be based on solid data.

So we commissioned two surveys: the first is from international economic consultants, **Indecon**. We asked them to project growth and other economic trends in Ireland, for the next five years, including funding to universities.

And the second survey is from Irish market research company, **Behaviour & Attitudes**. We asked them to look at the perceptions that people in Ireland have about Trinity, and about the higher education sector in general.

This second survey is informing our new **Identity Initiative**, which is about creating a consistent visual identity for Trinity, together with a powerful narrative to underpin it. This follows on from your feedback at the Forum.

***Part 2: The findings***

Now, here is some data from the surveys:
Indecon looked at the external economic environment which Trinity will be operating in, and made some projections for the next five years.

As most of you know, there is room for cautious optimism about Ireland’s economy.

Here are three GDP projections: the Department of Finance’s projection is the blue line, ESRI’s is the red line, and Indecon’s is in green. GDP is projected to grow by between 2 and 2.7 percent next year. And Indecon puts the cumulative impact 2014 to 2019 at just over 20%.

Looking now at employment growth:

Over the five years to 2019, numbers in employment are projected to increase by between 11% and 14%.
This recovery will be accompanied by increased demand for third-level education. Demand in Dublin will be higher than the national average. To meet this, as well as increased growth in international students, Trinity will create 10 percent more undergraduate places – that’s about 300 new places annually.

At the same time, public funding to universities in Ireland is projected to fall sharply during this period. A decrease in public expenditure will impact on the education sector – even if the education’s share remains the same the overall education budget is likely to decrease by around 9% by 2019. Even a marginal decrease in education share of 0.5% results in a decrease of 15% in spend on education by 2019.

So, for the period of the next Strategic Plan:

- the economy and employment prospects will improve;
- demand for third-level education will go up;
- but public funding per student will continue to decline.

***Survey 2: Behaviours & Attitudes***

Now let’s look at the findings from the Behaviour & Attitudes Survey.

One thousand randomly selected adults around the country were asked about their perceptions of Trinity, and about higher education in Ireland. Here’s what was found:
Trinity is the purple bar. Other Irish universities are represented by other colours. As you can see, Trinity is regarded as Ireland’s leading university, rich in heritage and tradition, with world-class professors. On these indicators, it scores much higher than any other Irish university.

However it's also seen as ‘snobbish’, which is not what we want.

Here are more results. Trinity also does very well on perceptions of graduate employability, entrepreneurship, and innovation.

However, it is also seen as less modern. I think the strength of Trinity’s heritage has the undesired side-effect of making us appear less modern. This is a perception we will have to work to correct if we are to assert our strengths globally.

Otherwise, for me, the outstanding outcome from this survey was that 85 percent of the Irish public want Ireland to have a university in the top 50. And 63 percent see Trinity as that university. The next contender, UCD, is only at 24 percent.

I take this as a mandate – from the general public – to raise Trinity’s profile worldwide. The Irish public see this as good for Ireland as a whole. This is important, because some in the education sector think we should concentrate on getting all Irish higher education institutions to roughly the same level. They don’t want one outstripping the others. But it seems that the public disagrees.

I’m happy to send the full surveys to anyone who wishes to study them.
The findings from these two surveys give us the mandate to create a new Strategic Plan.

This plan will achieve the vision for Trinity as an Irish university of global consequence that delivers for its community and makes a worldwide impact.

- We will build on the distinctive nature of the Trinity education, blending academic rigour with an active student experience in clubs and societies.

- We will strengthen Trinity’s role as a key player in innovation, helping bring global talent to Ireland to drive sustainable growth. Trinity will act as a connector for Dublin’s tech, cultural and scientific enterprises. That’s part of the vision for our new Strategy for Innovation and Entrepreneurship. It’s a blueprint for Trinity – but even more so for Dublin city and, indeed, the whole country.

- Behind this will be a transformation of the financial environment, through rebalancing public and private funding streams. Trinity wants to partner with the Government and politicians on the understanding that a world-class higher education system is resource-intensive. Trinity will need more private funding to meet development needs. The Government must take seriously the sustainability of the
higher education sector, and Trinity’s own ambitions to deliver for Ireland on the world stage.

***Part 4: Some Initiatives in the Strategy***

At the centre of the new strategy are crucial initiatives to help us achieve our goals:

- During the Forum, you’ll recall that I unveiled plans for a Trinity Business School to be co-located with an Innovation and Entrepreneurship Hub:

  Construction on this €70 million project begins this summer.

- And planning is now underway for the new Engineering, Energy and Environment Institute, which we’re calling E3. It’s a major engagement between Engineering and Natural Sciences. E3 will set radical agendas at the place where technology and nature meet. It will ensure that Ireland is the vanguard internationally in addressing challenges and opportunities for this technological planet.

In addition to these two major capital projects, we will also be including, in the strategy, our plans to generate new commercial revenues, and better manage our costs. We have recently appointed a new commercial director who will be working on the Trinity Visitor Experience - an initiative to increase revenue from our historic campus, cultural heritage, and art collections.

In pursuit of creating leaner and more efficient management structures, and reducing our reliance on buying in expertise, we have put in place a programme to streamline the College’s administrative and support services,
and so deliver greater value for money. The new systems will be operational by September, when we launch the new Strategic Plan.

I don’t have time now to go into our many other planned initiatives in research and education. I hope shortly to share with you our exciting plans for a cancer institute.

***Conclusion***

To conclude, we’re committed to a cohesive Strategic Plan which will:

- meet the needs of all our community, and
- encapsulate what Trinity stands for, and
- how we wish to develop.

The strategy is underpinned by data from the recent surveys and it’s informed by some of your expertise and insights.

And now it’s time for questions.

* * *
Monday, 31st March 2014

Book Launch of ‘Walter Starkie’ by Jacqueline Hurtley

Saloon, Provost’s House

Ambassador of Spain, Colleagues, Ladies and Gentlemen,

You’re all most welcome to the Provost’s House, for the Irish launch of this biography of Walter Starkie.

Let me begin by saying how grateful I am to the author Jacqueline Hurtley, the publishers Four Courts Press, and Ciaran Cosgrove, head of the Department of Hispanic Studies, for bringing to my attention this fascinating book on this fascinating life.

As Provost, I’ve a natural interest in past Trinity students and Fellows. The lives and ideas of great thinkers always remain relevant. When confronting contemporary issues, I like to bring to bear, for instance, the political insight of Edmund Burke, the wit of Oscar Wilde, and the deadly seriousness of Samuel Beckett.

To evoke previous Trinity scholars is to feel continuity with our heritage, and it’s also a reminder that our present challenges, though they might appear overwhelming, are not uniquely difficult, and that tolerance, humour, and courage remain the best ways of confronting any issue.

I rejoice in the diversity of Trinity scholars and alumni. In Walter Starkie we have a most unusual and a most gifted individual.

He was Anglo-Irish, and it’s sometimes said of Anglo-Irish writers that their genius came from their hybrid identity – their sense of being part of, but also outside, two cultures, British and Irish, which gave them the unorthodoxy essential for creating an original world view.

Starkie certainly seems to have been able to sustain an openness towards different cultures, without ever dissolving his own distinct identity. Whether walking across the puszta in Hungary, or playing the fiddle with gypsies in Spain, or lecturing in Trinity, he remains, and I quote now from his own writing, a “squat uncourtly figure... [with] portly form....puffiness...and short legs”.

* * *

* Hurtley, p.197
With the benefit of hindsight, we might say that his dates marked him out, from the start, for an unusual life. He was born in Dublin in August 1894 – so he was not quite twenty when the First World War started; not quite twenty-two when the Easter Rising took place; and twenty-seven when the Irish Free State was established. Hard to live through those events, at that formative age, without being profoundly changed - particularly, perhaps, if you were born into a wealthy Anglo-Irish family.

Starkie recorded the changing atmosphere. He recalled the “feasting and gaiety” of the pre-war years, what he called “the grand finale of our Edwardian lavish days.” By contrast in 1915, when he was a student in Trinity he remembered the ‘quasi-monastic atmosphere’; many of the students and some of the Fellows had signed up. He himself was refused on medical grounds so stayed on campus. On one terrible day – the 15th of August 1915 – he had news of the death of eight of his ‘dearest friends’.

Easter Monday 1916 he recalls as “a lovely day for an outing”. Over the next week he found his bicycle “a godsend”, enabling him “to follow the progress of the fighting in the various zones of the city”. He exercised ingenuity to “bypass the cordons, barricades, and sentry spots”.

The account of this third-year in Trinity will be invaluable when we collate the Trinity experience of the Rising for the centenary in two years’ time.

His father, also a Trinity Fellow, died in 1920 and the family fortunes declined drastically. For a period Walter had to support his mother and two sisters, as well as his own wife and children, on his wages as a lecturer in Trinity’s Spanish department. He was however helped in these familial obligations by his sister, Enid Starkie, who lectured in French at Somerville College, Oxford, and was herself a notable figure. It’s regrettable that Trinity did not manage to recruit both Starkies, although we did give Enid an honorary doctorate in 1960.

In McDowell’s and Webb’s history of Trinity, Walter Starkie is recalled as (I quote) “a stimulating lecturer – when he lectured, for his absences were frequent and sometimes prolonged.” That little sting in the tail is, I should say, entirely characteristic of McDowell and Webb.

Starkie did not confine his study of Spanish or modern languages to the library – rather he did a great deal of what we might politely call ‘field-work’ and he cheerfully called ‘tramping’, ‘vagabonding’ and ‘minstrel-ing’.

It was at this point in the book that, I must admit, I succumbed to envy. Any of you who have ever felt the wish to escape the humdrum will feel the same.

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1 Ibid, p.61...p.38
2 Ibid, 63
3 Ibid, 66
You can't help being jealous, if greatly admiring, of this man crossing through some of Europe's least-known places in the 1930s – Romania, Hungary, southern Spain - meeting people from all walks of life and playing violin with gypsies.

Though I’m an academic, I could only applaud when his publisher chided him with ‘not writing like a professor’ and he answered smartly: “I hope I never do… j’écris comme je suis, that is all.”

Of Starkie’s book Raggle-taggle: adventures with a fiddle in Hungary and Roumania, the reviewer in Time and Tide wrote that it was ‘the perfect travel book’ because ‘no single person reading it, could sit a day longer in his chair at home and be content’.

This is a great compliment. He must have hugely inspired his students. In Trinity we aim to educate for life, and not just for the first job. By his words and example, his students would have known that to engage truly with another culture was the start of a lifelong adventure.

In Walter Starkie, we recall a Trinity student and lecturer of great versatility and originality. We uphold his example, particularly perhaps his example of, in his words, “wishing to live the life of a vagabond gypsy minstrel” - and this at a time, in the early 1930s, when gypsies were being scapegoated in Germany and elsewhere in Europe.

Today, unfortunately Europe is still not free of this discrimination, and Starkie’s experience of, and enthusiasm for, their culture remains relevant.

Starkie’s accounts may sometimes seem naïve, and unable to grasp the complexities of 1930s Spain and Hungary. I don’t have the expertise to judge his narratives in their historical context. But for his sincere attempt to travel hand-to-mouth and seek out the views of the poor, rather than the elite, I applaud him, as does his biographer, and as I imagine will most readers.

I thank Ciaran Cosgrove for facilitating this event and enabling a dual book launch in Madrid and Dublin. I congratulate and thank Jacqueline Hurtley for this splendidly researched book. I can only echo the Time & Tide reviewer of Raggle-Taggle and say that reading your book, I feel I can no longer sit in my chair and be content........

So I am planning for a proper European walking tour as soon as I can take time off – and that will be at the end of my 10 years provostship! - although unfortunately I have not quite Starkie’s advantages: I am not a master linguist, nor can I play the fiddle...and physically I may not yet be quite the

* Ibid, 223
right shape – Starkie was of the opinion that the “best minstrels and storytellers were gifted with a pleasant rotundity of mind and body”.

Thank you.

* * *

240
Good morning,

Thanks, all, for coming.

Today is about hearing your views on the on-going Trinity Identity Initiative.

It had always been planned to have a Town Hall meeting, and we could only have it when we’d put enough work in so that we had something to show you - something to actually consult you on.

However, we didn’t quite bargain for the media and their overwhelming interest in the university. I’m sorry that you’ve had to hear about our Identity Initiative from the national press, before it was brought to your attention internally. And I’m sorry about some of the misinformation and confusion doing the rounds.

Let me be clear: the Board has not “decided on a new crest”. We are proposing clarification and consistency in the university’s visual identity, in the form of the logo – or logotype as it’s more correctly called. Our proposals are subject to Board final decisions, and a final decision has not been made yet. We didn’t convene this ‘town hall’ meeting to tell you, but to consult you. Some newspapers did make clear that the Identity initiative was still under consultation, but in some of the reporting, the nuance was lost.

However, it’s time to put a line under that. What’s important now is to concentrate on the identity initiative itself – why we’re doing it, and what we hope to achieve.

* * *

We talk a lot about education as a global activity and the importance of recruiting students from around the world, and of maintaining vibrant international research collaborations. But if we’re to perform globally then we need a global brand – now we’re not doing badly here, but we could be doing better with one strong, consistent and unique way of identifying ourselves.

* * *
What does our current visual identity say about us? It is shown here:

There’s the title with its repetition, Trinity College Dublin, the University of Dublin, the smaller font for Irish and “The University of Dublin” not given in Irish at all.

And on the shield, is the official college Coat of Arms, which we’re all familiar with: the lion, the harp, the book or bible, the castle.

However the shield didn’t always look exactly like this. Here are some renderings currently in use:

So: you always get these four symbols on a blue background, but there the consistency ends: the shade of blue changes, as do the symbols. In fact now we are using many more different logotypes than just these – there are probably a hundred variations.

The castle gets bigger, then smaller……in some crests, the lion looks more masculine than in others… Sometimes the book is clasped tightly shut. In the late nineteenth century someone undid the clasps – we think Provost Mahaffy – to show that knowledge could be accessed and ‘opened’. And in this shield the book is actually open.

This particular crest might help us answer the question, is it meant to be a bible or a book? We tend to refer to a bible, but some recent research has noted that the early statutes of the College refer to ‘libris’, not to ‘biblia’.

What is clear is the College has been changing the design of the crest since the very start, to reflect their contemporary concerns. They didn’t change the fundamentals but they did tweak the design.
Do we think the logotype we currently use can be improved on? Well, yes, we do. We're dealing with a whole new set of circumstances – the globalisation of education, which I've already mentioned, and the internet and digital media. Many – perhaps most – people's first interaction with this university is online.

When they log onto our website they see our logotype. Is it a strong and memorable image? Is it the best we can do?

We think clarity, consistency, and strong messaging counts. We want to make a bold statement about who we are and what we stand for, and we want to make this statement repeatedly and consistently so that there is no room for confusion.

* * *

In pursuit of this aim, we have a company called “Huguenot”, an Irish design, branding and digital agency of vast experience. They have been a pleasure to work with.

I think most of you will agree that this Identity Initiative is long overdue. There has been no such Initiative in Trinity before and we are way behind all other universities in getting to this work. As I like to say, in Trinity we seek “innovation within tradition”. Our commitment to tradition requires that we maintain our name and our representative symbols; our commitment to innovation requires that we update, and make contemporary, our logotype.

We don’t innovate to reflect every change, every single new thing that happens.

But we would like something more in keeping with our reputation for going beyond tradition – for being a progressive institution ready to make an impact, and as a university that does not rest on its laurels.

I’ll tell you some of my concerns with the current shield: it’s a bit ‘busy’ and ‘frilly’ – there are too many colours and too many details – for instance the lion’s claws, the drawbridge in the castle, the ornate patterns on the harp. All this creates a fussy look, especially when the crest is small in size, as, of course, it generally is. Most people only see the crest online or on letterheads, where it is thumbnail-sized.

I’ve been a student here, and a staff member for many years and before the Trinity Identity Initiative project I hardly knew what was on the college’s logotype. This is something modern communications requires us to change, for the good of the university.

Colour is also very important, and is also important not to let personal preferences get in the way of making the right choice, because it is Trinity’s
identity – not our personal one – that we need to define. There is a lot of professional marketing thinking on this subject, and it would be wise not to ignore it. So we’ve reduced the number of colours and the detailing.

The other major innovation is that we’ve gone one further than Mahaffy - he unclasped the book to show that knowledge was becoming more accessible. We’ve opened it fully to symbolise that we welcome the full and free exploration of knowledge.

To me, the open book also symbolises our common academic enterprise – our emphasis on the removal of hierarchy, on students engaging actively in research alongside their professors in a common enterprise of discovery.

* * *

Now is the moment I looked forward to unveiling the new design, to oohs and ahs! However the Irish Times stole a march on me, so most of you will have seen the proposed new design.

What I am going to show you needs further work, but I think we are a good way down the road.

What I can do, is show you, in rapid succession the existing logotype – the existing text and image and the proposed change.
Clean white lines on a blue background, and the removal of the repetition of ‘Dublin’.

I think this can give us a much stronger identity. I’m interested to hear what you think. But first let me ask David Riddle from Huguenot to take you through the creative process that brought us to this point. And then we will open it to the floor.

* * *
Friday, 4th April 2014

Malaysia Trainer Programme Reception

Saloon, Provost’s House

Minister, Guests, Ladies and Gentlemen,

Welcome to the Provost’s House.

I hope you were all able to get here without too much difficulty. This is the busiest day of the Trinity year, the day of the Trinity Ball. Later this evening we will have thousands of students dancing on campus – and many more trying to sneak in through the gates and over the walls.

Hence all the activity, and the security.

And to compound the matter, this year we are also dealing with a ruptured gate. Earlier this week someone tried to ‘breach our defences’ in a car. I can assure you that the college normally wears a calmer and more welcoming aspect!

But I guess you’re aware of that, since I know our Malaysian guests have been three weeks in Dublin, and have already visited this campus.

Anyway, let me introduce myself, I am Provost or head of Trinity College, the University of Dublin. This is Ireland’s oldest university – it was established over 420 years ago, in 1592 and the Provost’s House, where we are now, was built in 1759, and has been the residence of Trinity’s Provosts ever since.

Trinity is Ireland’s highest ranked university. We are open and multidisciplinary and we favour inter-institutional co-operations and research collaborations, both nationally and internationally. One of our most exciting inter-institutional initiatives is the Innovation Academy, which is a joint initiative between three universities on this island: Trinity, UCD, and Queen’s University Belfast.

The mission of the Innovation Academy is to develop a new kind of PhD graduate, expert in their discipline, with a thorough understanding of how innovation can convert knowledge into products, services and policies for economic and social and cultural benefit.

The Academy is outward-looking and internationally-focused, so it’s been wonderful for the Academy to be able welcome you from Malaysia, and offer you the benefit of their research and innovation and entrepreneurship training. I hope you have also found this experience rewarding and fruitful.
Ireland has important educational links with Malaysia. Trinity, for instance, has excellent links with Malaysia through our School of Medicine. With this training programme arranged for you, high-ranking academics from Malaysia, we hope now to build up more links through our School of Business and through the Innovation Academy, which is of course multidisciplinary.

Innovation and Entrepreneurship are central to our academic programme. Here in Trinity we have 24 Schools, ranging from Medicine to Law, Natural Sciences to Psychology, Engineering to Histories & Humanities. In every one of those Schools we have incorporated innovation and entrepreneurship into the curriculum. We believe that all research, from all academic disciplines, is capable of conversion into useful and inspiring products, services and policies.

From the start, from their undergraduate years, we get students to think about how to apply their research and learning to real-life situations and how to make this for the benefit of humanity. Our staff are encouraged to establish spin-out, or campus, companies, and to enter into research collaborations with industry.

We think globally and internationally, which is why our connection with you and other international academics is so important. This summer we start work on our new Trinity School of Business, which is to be co-located with an Innovation and Entrepreneurship hub. This building will rise to six storeys above ground, and three below, and will include:

- a 600-seat auditorium,
- a public space for students to meet and exchange ideas,
- a rooftop conference room,
- and space for prototyping and for company incubation projects.

The building will show our commitment to innovation and entrepreneurship. I look forward to welcoming you in it the next time you visit Ireland. It will of course be a very contemporary building – in many ways quite opposite to the building we are now in. But that I think is one of the essences of Trinity: the sense of contrast – here we embody the new and the old, the ancient and the contemporary, science and arts, heritage and innovation. Somehow it all adds up to something unique.

I hope you have found your time in the Innovation Academy profitable, useful and inspiring. We look forward to your feedback – to hearing from you what you found most engaging, and where we might still improve.

Thank you.

* * *
Good evening,

It’s my very great pleasure to be here this evening to launch this major international conference on George Berkeley.

Allow me, in my capacity as Provost of Trinity, to welcome to Dublin renowned Berkeley scholars from all over the world: from Ohio, Florida and Texas, South California, and Massachusetts; and from York, from Seoul, from Brandeis, and from Prague, as well of course as our own Trinity scholars.

It seems I don’t need to do more than simply cite all those place-names to get across Berkeley’s immense significance as a global thinker whose writings continue to influence philosophical thought.

It’s a cause of great celebration for Trinity to be hosting this Berkeley conference. In Ireland, as some of you know, we like to celebrate our writers through annual summer schools. We have a Yeats Summer School in Sligo, which is now in its 55th year, a Joyce Summer School, now in its 26th year. Our Samuel Beckett Summer School was started four years ago. And for 29 years Limerick has held a Kate O’Brien Weekend in honour of that great novelist.

These summer schools are a clever mix of scholarship and entertainment and are a very good way of advancing both popular recognition of, and academic learning on, the subject.

But Berkeley who is unarguably Ireland’s greatest philosopher, and who has made such a contribution to theology, literature, mathematics, economics, and education, as well as to ideas on national identity and self-sufficiency, doesn’t have his own summer school here in Ireland, and is, you might say, somewhat under-promoted - not in academic circles, certainly not - but among general readers, and in the media.

This is probably because Berkeley’s ideas are difficult, or are perceived to be difficult. And also, perhaps, because Berkeley, through his heroic or quixotic attempt to establish a university in America, seems to belong almost as much to the United States as to Ireland. Indeed in the States he has been given the ultimate accolade of a great university named after him. And it’s no accident that over half of our distinguished international scholars attending this conference are from the U.S.
So there is no danger of Berkeley being forgotten. Nevertheless, he remains not only a quintessential Irish figure – that by his own avowal – but also a quintessential Trinity figure. So it is right that, a year after the 300th anniversary of his seminal *Three Dialogues between Hylas and Philonous*, we pay tribute, in Trinity and Dublin, to this great man. And I think it’s also right that, in the tradition of the Summer Schools, the opening address by Professor David Berman is aimed at a wide audience. David will speak on ‘Irish Philosophy, past and future’. I’m delighted that so many of our Philosophy alumni have been able to come here today to hear him.

Berkeley first arrived in Trinity, from school in Kilkenny, in 1700, when he was fifteen years old. He studied Maths, Logic, Philosophy, Greek, Latin, French, and Hebrew, and was greatly lucky in his peers and teachers. The MP for the University, the mathematician William Molyneux, was a friend of John Locke’s and he persuaded the provost to put Locke’s Essay concerning human understanding on the BA course, just two years after it was published! This was the first academic recognition of Locke.

I have to say, as an aside, that today in academia we pride ourselves on curriculum reform and keeping up to date, but I’m not sure we’ve rivalled Molyneux’s speed in influencing a BA course.

Berkeley graduated BA in 1704 and he remained in Trinity as a Fellow for the next twenty years. He held a variety of posts including librarian, Junior Dean, junior Greek lecturer, divinity lecturer and preacher, senior proctor, and Hebrew lecturer. More importantly he published the works that made him famous, starting in 1710 with his great Treatise concerning the principles of human knowledge.

He remained at Trinity until 1724 when he was made Dean of Derry. Relinquishing his college fellowship meant that he could finally get married, which he did, and soon after began his great journey to America.

Trinity, Dublin and Ireland, have a great claim on Berkeley and owe him a great debt for taking on the grand metaphysical issues. In the words of the Scottish philosopher, A.C. Fraser: ‘Berkeley’s metaphysics rises in the garden of British thought like some fantastic plant – beautiful and extravagant.’

I am happy to say that Berkeley continues to have an unceasing influence on our Department of Philosophy, and on the College generally.

Last year, when I opened the Samuel Beckett Summer School, I cited Berkeley. It was a very short quote, which goes: ‘What is mind? No matter. What is matter? Never mind’. I quoted that because, of course, it’s so instantly reminiscent of Beckett. It sounds like a leftover line from *Waiting for Godot*. 
It turns out that it’s not that surprising that Beckett’s work should have echoes of Berkeley, because Beckett was tutored by A.A. Luce, who was a world-renowned authority on Berkeley.

Luce edited with T.E. Jessop, the works of Berkeley in nine volumes between 1948 and 1957, and he also wrote a biography of him. David Berman who is to give the address this evening, first came to Trinity in the mid-1960s as a graduate student of Luce. He is now himself a leading authority on Berkeley. And among the four adjunct professors from our Department of Philosophy, who helped organise today’s conference, three are Berkeley specialists in their own right, and two are former Trinity undergraduates.

So we can be confident that Berkeley studies are in a healthy state in Trinity, as I trust they will continue.

We can also see the imprint of Berkeley on Trinity’s multidisciplinarity. This is also a key part of his legacy to the United States. So I’m delighted that included in this conference is a paper on Berkeley’s philosophy of mathematics, by David Wilkins of our Department of Mathematics.

Allow me to thank the organisers of this conference: Vasilis Politis, our head of School, together with four adjunct professors: Aisling Crean, Thomas Curtin, Peter Larsen and Stefan Storrie.

For support for the conference, we are grateful to the Long Room Hub, the School for Social Sciences and Philosophy, and the Trinity Foundation and Trust, who have also made possible tonight’s reception. For her untiring assistance, we are grateful to Helen Murray as the Global Officer at the School of Social Sciences and Philosophy.

Let me end with A.A. Luce’s summing up of Berkeley’s life and thought as quoted in the DIB entry:

‘one initially thinks on reading him that Berkeley is building a house but subsequently discover that he has built a church’.

Thank you.

* * *
Monday, 7th April 2014

Scholars’ Dinner Speech 2014

Dining Hall, Trinity College

Pro-Chancellors of the University, Visitor to the College, Former Provosts, Fellows, Scholars of the Decades and New Scholars, Distinguished Guests,

Welcome to the Scholars’ Dinner, and to a great week of academic and sporting events. On Friday last we had the Trinity Ball, and today came the traditional announcement of the new Fellows and Scholars from the steps of the Public Theatre.

This evening we formally welcome the new scholars, all 99 of you. You have excelled in a difficult examination and you now join the distinguished community of scholars and past scholars, several of whom, I’m delighted to say, are here tonight – including two who became scholars in 1944, seventy years ago. Later we will hear from a 1954 scholar, Professor Barbara Wright.

Tonight we also recognise fourteen new Fellows. Fellowship is a singular distinction that can only be achieved for serious scholarly research of international standing. In each new generation, Fellows mould the College’s distinctive spirit and traditions.

I’d like to extend a particular welcome to our guests from our sister Colleges across the water: St John’s College, Cambridge and Oriel College, Oxford. From St John’s, we welcome Dr Andrew Arsan from the Faculty of History and Professor Patrick Boyde from the Department of Italian. From Oriel we welcome Felix Leach, research scholar in Engineering and Dr Louisiane Ferlier, French Lectrice. And tonight we further strengthen our bond with Oriel by recognising the award of honorary fellowship to the Provost of the Oriel College, Professor Moira Wallace.

Professor Wallace is a distinguished academic in modern languages and comparative literature, and also has twenty years’ experience in Whitehall. She served as the first director of the Social Exclusion Unit and, in the Home Office, as director general of criminal justice, and as director general of policing. From 2008 to 2012 she was permanent secretary to the newly-formed Department of Energy and Climate Change. From Coleraine in Northern Ireland, she is the first woman to be appointed Provost of Oriel. She’s unable to be with us tonight, but we’re delighted to award her this honorary fellowship.

Tonight we award two other honorary fellowships: to Professor Marie Redmond and to Sir William Parsons, 7th Earl of Rosse.
Marie Redmond is exceptional as a trailblazer in the digital and software industries. A graduate of this university, she taught in MIT before returning to set up a research group in multimedia technologies here in Computer Science. In 1994 she founded X Communications, an award-winning web agency and, as an Adjunct Professor, she also directed Trinity’s MSc in Interactive Digital Media. Most recently she set up the MPhil in Creative and Cultural Entrepreneurship, in partnership with Goldsmiths University of London. We’re delighted to honour her with this Fellowship.

The Parsons family have a long connection with this university. The 3rd Earl of Rosse was Chancellor here from 1862 to 1867 and is famous throughout Ireland for building the telescope at Birr Castle. His portrait hangs in this very Dining Hall – it’s the second last portrait on my left, near the end of the Hall.

The 7th Earl of Rosse - who prefers to go not by ‘Sir William’ but by his middle name of ‘Brendan’ - has a similar interest in science, and recently donated land for the Irish LOFAR radio telescope project. He maintains the family connection with Trinity and has granted our researchers the use of grounds and buildings in the Demesne to site scientific instruments measuring solar activity. With this honorary fellowship, we recognise Brendan’s contribution to science, to Ireland, and to Trinity.

Today we heard a wonderful discourse from Professor David Berman on one of the great figures from Trinity’s history, Professor A.A. Luce. It was a discourse that connected us with an earlier age, but also inspired us to think differently about the future. Luce, as we so wonderfully heard, was a warrior, a philosopher, and a man of faith. Someone who loved the College, and who had a great sense of humour. I would like to congratulate Professor Berman on bringing him to life before our eyes.

But I must admit to something: when I think of the 1952 election for Provost and the difficult choice the electorate had to make then between two great men, A.A. Luce and A.J. McConnell, I think the right choice was made. Luce would have been a fine Provost, but McConnell was a truly great one, perhaps the greatest in our history. He opened Trinity outwards, and helped Trinity re-connect with the Irish State after the difficult decades of the early century. The Trinity we have today owes much to A.J. McConnell, and he has always been an inspiration for me.

* * *

Trinity Week is a time for celebrating the achievements of staff and students. And this dinner is my chance to fill you in on some of the College's initiatives. At my previous two Scholars’ Dinners as Provost, I've focused on innovation.

Tonight, there is probably just one issue on most people’s minds: the Trinity Identity. It’s been quite a week – or rather quite a ten days - for the College,
as we’ve debated our identity and deliberated over how we want to be perceived by the world.

We even had a dramatic incident at Front Gate - or, as it has become known on social media – ‘GateGate’. Even during the week of the 1916 Rising, Trinity’s gates did not experience such damage, and I hope never will again. Fortunately, within six weeks the repaired gates will be back up – though this will depend on the availability of the required timber.

Trinity is a community – of staff, students, and alumni. We debate issues thoroughly and we make decisions as a community. That is the kind of Provostship I believe in.

We have consulted with our Trinity community. We have heard your views. And we have listened.

I know that some people believe that certain results have been predetermined, and that we would proceed with changes no matter what. That’s simply not true.

First, I want to address the way this story emerged. Unfortunately, the internal college debate has been carried out in the full glare of publicity……which has not always been accurate, though it has certainly, been interesting. Probably most of us would have preferred to hold these discussions internally and make decisions a bit more quietly.

On the plus side, the very high public interest certainly indicates the importance of Trinity to many people. Trinity’s standing in the world contributes to Ireland’s standing, so I guess it’s no surprise that our brand and identity is seen as a matter of importance for national media.

The most damaging, or at least irritating, aspect of press coverage was the impression that the College board had already taken a decision on Trinity’s visual identity and was pressing ahead with it. Other than that, I found the debate on the letters’ pages and in the opinion columns quite enlivening.

There is only one thing worse than being talked about … … as a previous scholar of this College famously said. Although perhaps the coverage over the last few days is the exception that proves the rule.

But this idea that the Board was imposing something so important without consultation…that goes against everything we stand for – everything the Board stands for, and everything the College stands for.

Friday’s town hall meeting wasn’t convened hastily. It was long planned. We wanted to present a proposal on Trinity’s visual identity, and we wanted the feedback of Fellows and scholars, staff and students, and alumni.
Well, we certainly got it! And it wasn’t a dialogue of the deaf, because neither I, nor the Board, will impose something that does not have support.

Our starting position was quite simple: We felt there were some inconsistencies and confusions about the College’s visual identity and logotype. We noted that the design of the shield has been tweaked frequently in the past to reflect different concerns. We know that Trinity stands for, and has always stood for, what I call “innovation within tradition” which means that we respect our heritage, but we are not hostage to it. We don’t seek to close off new ways of doing things. Rather we expect intellectual and creative disruption. Indeed, if our students didn’t challenge us, we would not be doing our job. We have enshrined in our statues a commitment to scholarship and academic freedom. Freedom is the beginning of innovation. So you might say that our tradition demands innovation.

Today in her beautiful sermon, the Rev’d Dr Heather Morris made reference to Alan Buchanan, the Church of Ireland Archbishop of Dublin in the 1970s, and his decision to rededicate the College chapel so that it could be used for worship by all Christian faiths. In the words of our current Dean of Residence, Rev Darren McCallig, this was “an unprecedented and courageous act of ecumenical co–operation.” It was an innovation, and one that expanded and re-engaged with tradition.

We, on the Board, felt it right and timely this year to explore our identity, to see if our logotype could be improved - could be made to work harder for us, if you like, in terms of consistency. And getting across that, as well as being a place of heritage and tradition, we are also a modern, technological university, strong on research, innovation and entrepreneurship, and of global standing. And it has become clear this past week that the Trinity community feels the shield does this, there’s an incredible connection to the shield – based on our coat of Arms, and the overall identity it embodies. I understand where people are coming from. I was a student here myself in the 1980s, I have given my life to serving this College, and I will honour and defend her traditions.

Some positives did emerge from this process. Many people suggested tidying up certain aspects on the shield, and everyone agreed with the need for greater consistency across College in how we present ourselves. But you were also clear about what you didn’t want changed.

Therefore I propose that we take a deep breath, and do not rush into any decisions. We will consult widely, and we will continue to listen to critics, even the harshest critics, because nothing is yet decided, and I have faith in the Trinity community in tackling the issues – and finding the best of solutions. Recognising that our age-old values will continue to serve us well in the future, we will work together as a community to present Trinity to the world as the kind of institution it has always been throughout its
history: scholarly, collegial, and united. All new Fellows and new Scholars should remain seated. Everyone else please rise.

“To the new Fellows and Scholars”.

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Welcome, everybody, to Trinity College,

I’m delighted to see you all here for this important event: the Open Forum, which brings together Trinity EngAGE, our Centre for Research on Ageing, the University of the Third Age (U3A), Age Action, and the newly created Trinity Retirement Association.

I’m also delighted that the Forum is being held this particular week – Trinity Week. Trinity Week is a special week where we celebrate the achievements of staff and students, and the distinctiveness of our education. In this Week, traditionally, we host public events and open the campus to the general public.

This year’s Trinity Week is organised by the Faculty of Health Sciences, and it is on the theme of The Science of Happiness, which is, I think, particularly fitting for today’s meeting.

All week there will be lectures and talks on the science of happiness and its influence on mental health. There will also be guided walks, Tai Chi in Front Square, relaxation classes, musical performances and short films.

The quotation adopted for this year’s Trinity Week’s sentiment is from Antoine de Saint-Exupery, the French writer and aviator who wrote the great children’s classic, The Little Prince. His words, which we’ve adopted this week, go: “True happiness comes from the joy of deeds well done, the zest of creating things new.”

That’s a wonderful quote, particularly I think for this Open Forum which is about promoting healthy, active ageing for all citizens. It’s a quote which celebrates on-going creativity – after ‘the joy of deeds well done’ comes more ‘zest’ from ‘creating things new’ again. This ties in most fortuitously with Professor Des O’Neill’s lecture - which he will deliver shortly – on creative ageing.

And yesterday the Trinity Discourse – which is an annual lecture on a the life of a graduate of the College – was given by Professor David Berman, who is an Emeritus Professor in philosophy, and it was about A.A. Luce, who was the longest serving fellow in the College’s history. He died in 1977, aged 95. In a magnificent discourse, Professor Berman showed that, in his later years,
Luce substantially changed his thinking and his philosophical position. He was active and thinking and ‘making it new’ until the end of his very long life, and he serves as an example to all.

Luce died before the concept of ‘life-long learning’ became current, but that is what he embodied. The whole concept of a retirement age is of course entirely arbitrary. From my point of view, as Provost, I frequently meet older alumni and staff who are as full of ideas as undergraduates. And who wish, generously, to continue engaging with the university. It’s vital that we give all who are willing the opportunities to contribute to the success of the College.

That’s why I’m delighted that we now, finally, have a Trinity Retirement Association and I’m delighted that this Open Forum brings together so many advocacy groups.

In Trinity we’re committed to conducting original, ground-breaking research and to using this for the benefit of humanity. We want our research to inspire change, and to affect policies.

Ageing is a core research area for Trinity. Seven years ago we established the ground-breaking Irish Longitudinal Study on Ageing, which will run until 2016 and which has put this university, and indeed this country, at the forefront of cutting-edge research in ageing.

Most of the major academic institutions in Ireland have collaborated with this Longitudinal Study, making it very much a national project. Trinity, and Ireland, is now a first port of call for researchers all over the world seeking information on ageing.

Because Ageing affects all areas of life and study, researchers hail from a wide range of disciplines including: epidemiology, medicine, demography, social policy, psychology, economics, and nursing.

By collating their expertise, our researchers are helping to promote active, healthy ageing in all domains. Already our researchers have teamed up with industry. Our Institute of Neuroscience is collaborating with GlaxoSmithKline to advance novel therapies, and with Intel and General Electric to develop technologies to support independent living in old age.

Technological and therapeutic advances are important. So also are political, social, and civic advances. In a very obvious sense, research into and advocacy on, active ageing is to everyone’s advantage. Therefore, with a selfish eye to my own future, I thank you for the work you are doing and pledge Trinity’s continued support.

Thank you.
Thursday, 10th April 2014

**Thomas Davis Commemoration**

* Thomas Davis' graveside, Mount Jerome Cemetery, Kimmage

It’s an honour and a pleasure to be here today.

It’s an honour on behalf of Trinity College – the alma mater of Thomas Davis. And it’s a personal pleasure, because Davis is someone I read a lot about, and always admired.

Trinity has, of course, many literary and political alumni - and many, like Davis – who are both. And we are proud of them all – of Tone and Grattan and Emmet, of Swift and Burke, of Butt and Hyde and Carson, to, in our own day, Mary Robinson and Mary McAleese. Our alumni run the gamut from unionist to nationalist, from tory to revolutionary – but I believe all would describe themselves as patriots.

We honour them all. Davis in particular resonates with me – or he has done in the past few years since I became Provost. That’s why I was particularly delighted to get this invitation to attend this commemoration.

What is it about Davis that draws me? I think I can find the answer in his early public address, in June 1840, to the Trinity College Historical Society, or ‘the Hist’, as it was called, then and now.

His address had a provocative title: “The utility of debating societies in remedying the defects of a university education.”

In it, he outlined his educational beliefs, his politics and his future strategy. I say ‘outlined’ but that sounds too like a committee meeting. ‘Threw down the gauntlet’ is a better way of putting it.

This speech became instantly famous and as ‘Davis-ites’ you are probably well aware of it, so I won’t try to summarise it. Let me just point out what strikes me, reading it.

He was addressing Trinity students – though not exclusively, because the Hist was then convened outside College grounds. It had been ‘banished’ if that’s the word, during the troubles of the 1790s, and it didn’t get back inside college walls until 1843. So there were non-students among his audience – and indeed he himself was no longer a student. He had graduated four years earlier and was now a trainee barrister.

* In Essays Literary and Historical, by Thomas Davis (Edited by D.J. O'Donaghue, Dundalk, Dundalgan Press), 1914, pp. 1 - 51

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His audience was mostly Protestant and upper-class, like himself – but, again, not exclusively. There have always been ‘sizars’ – that is, students on grant support - in Trinity, and there have always been Catholics. But most of the audience were ‘scions of the ruling classes’ – to use that 19th century phrase.

Davis faced them and told them it was time to wake up. The world, he said, was changing. In Ireland, the new system of national schools was resulting in widespread literacy, and pupils from these schools would soon be questioning the country’s leadership. Davis welcomed this – he called it a “first bold attempt to regenerate Ireland”, but he warned his listeners to shake off complacency: they were facing competition which their fathers and grandfathers never had.

This was happening not only in Ireland, but round the world. Everywhere, the middle classes were growing. Citing Tocqueville’s recently published *Democracy in America*, Davis spoke of the coming democratic age.

He told his Trinity audience to “strip for the race”. And then he tore into the college curriculum. At the time, Trinity, like Oxford and Cambridge, focused very much on the Classics. Davis felt the curriculum was not preparing students for a rapidly changing world. He urged the serious study of modern languages and demanded more political science and economics, though he didn’t use those exact terms. He did specify the study of: local government, parliamentary representation, press freedom, the jury system, the penal code, and public finance.

He exhorted his audience not to retreat from the challenge: in earlier times, withdrawal from the world might have been excusable, but now for the educated and privileged, for the young men of Trinity, there was a compelling obligation not to hide their knowledge, not to wrap themselves in selfish unawareness, but to act for the public good. How could they best do this?

In answer, he uttered his famous line: “Gentlemen,” he said, “you have a country”.

Few could influence the ‘world at large’. But they could act at home for the good of the country.

He ended with a plea to set aside barriers of class and religion. Only if the country united like ‘the leaves of the Shamrock’ could there be progress. The university must lead the way, since education and knowledge are key to progress.

This was a forceful statement of his beliefs and aims. And in the short time he had left to live, he never deviated from this position.
His address speaks to us still. How brilliantly he saw how the age was changing! How shrewd were his solutions! His idealism was grounded in pragmatism. The world was changing whether the elite liked it or not. He could foresee the 20th century: universal suffrage, universal access to higher education, the end of privileges based on birth, the end of empire.

Faced with such inevitable social change, he saw only one solution: to embrace it and prepare for it.

Davis was a liberal, but not a radical. He didn’t seek to destroy the fabric of society. His friend, the historian Daniel Maddyn, a fellow Mallow man, said of him: ‘He had no superstitions or veneration for ancient things, but neither had he any of that sour antipathy … which marks narrow-minded radicals who are utterly incapable of appreciating immemorial usages and time-honoured customs.’

Which is to say that, as regards Trinity, Davis appreciated its customs and its heritage, but he didn’t venerate them. He wasn’t afraid to call for improvement where it was needed. He wasn’t afraid to shake up the curriculum, or confound the students’ belief systems.

I don’t know where this privileged son of an English doctor got his insight, his empathy, or his courage. That is one of the mysteries of genius. Perhaps he imbibed it from his early years in Mallow and from his Cork mother!

What Davis wanted eventually came to pass. In Trinity today we do indeed study ‘modern languages, political science, economics, local government, press freedom, the penal code, and public finance’ – and many more subjects that Davis couldn’t have dreamt of. We disdain class and religious barriers. And we are always aware that “we have a country”. My stated aim, since becoming Provost, is that Trinity “perform for Ireland on the world stage”. That is, I am proud to think, a Davis-ite aim.

But if Davis stands for anything it’s against complacency. In this era, when the world is again rapidly changing, we shouldn’t rest on our laurels. We should ask the question: Are universities doing all they can to prepare students for a changing world? That is a question all educationalists must ask themselves. And we should be as brave as Davis in coming up with solutions. We are in a privileged position – because, in Davis’s words, ‘education and knowledge are key to progress’.

The subject which Davis most wanted the college to put on the curriculum, was Irish history. He said (I quote): “I have never heard of any famous nation which did not honour the names of its departed great, … … study the annals of the land, and cherish the associations of its history.”
I don’t imagine he was thinking of himself – but today, thanks to the Mallow Group, we are indeed honouring the name of a departed great, in this his bicentenary year.

May we continue to remember Thomas Davis – and to learn from him.

Thank you.

* * *

Provost, Dr Patrick J. Prendergast with members of the Mallow Community at the graveside of Thomas Davis
Thursday, 1st May 2014

Book Launch of *Medicine in Trinity College Dublin* by
Davis Coakley

*Saloon, Provost's House*

Colleagues, Guests, Ladies and Gentlemen,

You’re all most welcome to the Saloon in the Provost’s House for the launch of this long-awaited book.

This is an important book for the College. It’s a full, comprehensive up-to-date history of medicine in Trinity, and it builds on the wonderful celebrations of the tercentenary of the Medical School in 2011. It’s issued under the Trinity College imprint and it is, I’m sure everyone will agree, a triumph of design and conception, and a very attractive book indeed.

It’s a publication which everyone involved with can be proud of. It enhances the College and we’ve already heard back from graduates of our Medical School who pre-ordered the book. One of them has mailed the College (I quote) that “the splendid copy of the book has arrived safely and was worth the long gestation period”.

I’m interested in the title Davis has chosen for his work – not ‘The School of Medicine’ in Trinity College Dublin, but simply ‘Medicine’. I didn’t realise until I read this book that a hundred years before the School of Medicine was founded, the Statutes of the University had already established conditions to be fulfilled for a doctorate in medicine. Candidates had to ‘attend at least three dissections, cure at least four diseases, and have a thorough knowledge of drugs whether simple or compound’. A medical fellowship was first filled in 1618. So medicine was a part of the Trinity education much earlier than I had thought.

Trinity was also instrumental in developing the practise of medicine in Dublin: in 1667 the Royal College of Physicians in Ireland was established under the auspices of Trinity College Dublin. Twenty-five years later a new charter made the Royal College legally independent, but maintained a special relationship between the two.

And in 1711, of course, the Anatomy House was opened on the site now occupied by the Berkeley Library, and Trinity’s School of Medicine began its long and distinguished history.

* Medicine in Trinity College Dublin, p. 19
What must strike anyone reading this book is the role that philanthropy played in the early years of the College and of the School of Medicine.

The Royal College of Physicians was first housed in a building on Dame Street, belonging to the College, called Trinity Hall. This building was in a state of disrepair but John Stearne, one of the College’s Senior Fellows who became the first president of Trinity Hall, gave a hundred pounds ‘from his own purse’ to refurbish the building.

Anatomy House was built thanks to a bequest, also of a hundred pounds, from a Widow Parsons. And the notable physician, Sir Patrick Dun, made provision in his will in 1711 to support three professors in the College of Physicians, to be appointed jointly by the Provost and the President of the Royal College of Physicians in Ireland.

From the start, Trinity’s School of Medicine worked inter-dependently with hospitals in Dublin city, a tradition that continues to this day with St James’s and Tallaght Hospitals. Teaching hospitals connected with Trinity through the ages include Sir Patrick Dun’s, Baggot Street, St Patrick’s, Mercer’s, Dr Steeven’s, the Adelaide, and the Meath. These hospitals, which served the needs of the people of Dublin, also came about as a result of philanthropy - they were founded thanks to wills, bequests and voluntary contributions.

Philanthropy was less prominent in the 20th century, which saw increased government and exchequer funding. Of late however, there has been some return to the age of philanthropy. I acknowledge the important role of alumni, and of Trusts and grant boards, in the recent development of medicine in Trinity. We would not be in the position we are in today without the support of our generous donors, such as Dr Stanley Quek, graduate of 1972 of the School of Medicine, who has been magnificently generous in contributing to the costs of our new state-of-the-art Biomedical Sciences Institute.

This book is a delight to read. It is informative about the clinical and teaching developments, but also gives a flavour of the characters and the periods. And it situates the development of our medical research and teaching within a wider European and global context, which I found immensely useful.

Davis, of course, is both doctor and writer, an expert on medical gerontology as well as on Oscar Wilde – so he is unusually well-qualified to write accessibly about medicine.

To read this book is to get a sense of the history of medicine, the history of Trinity College, and also the history of Ireland. I was moved, as anyone must be, by the description of the work of those great physicians, William Stokes and Robert Graves, during the famine.
Davis quotes from a lecture Graves gave his students during those terrible years in which he told them that “to explain the origin of poverty and to account for the scarcity of provisions” is not the duty of statistical medicine. “The physician,” he says, “must alleviate the effects without discussing the causes of misery and vices”, but – and here he suddenly veers - “the physician” he says “owes it to society – he owes it to the country – to proclaim aloud the existence of the evil.”

That’s a message which resonates, a message which I like to think we are still imparting to our students in all our faculties: strive to become an expert in your discipline, strive to use your expertise to address specific needs, but do not forget the bigger picture, do not lose sight of how the running of society may be affecting your discipline. Do not forget that, as well as being a doctor or scientist or historian or whatever, you are also a citizen.

That was Graves’ message, that was Stokes’ message, and it’s ours today - and by ‘citizen’ we don’t just mean of this country, but of the world. We know that life on this planet is interdependent. It is right to take on responsibility for each other – and to speak of global citizenship.

And indeed the School of Medicine is particularly ‘global’. It has always had a strongly international profile of staff and students, and its research is felt around the world.

It’s always good to end on a high note and Davis is fortunate in being able to do this. The School of Medicine is a great success story for Trinity and for Ireland. Recent achievements include:

- TILDA, the Irish Longitudinal Study on Ageing,
- the new Biomedical Sciences Institute;
- the Trinity Centre for Health Sciences at Tallaght Hospital,
- the proposed new Children’s Hospital in St James’s,
- and the Academic Health Sciences Centre, THI.

And those are just our biggest initiatives. There’s a happy sense in the final chapter of trying to hit a moving target – of there being too much activity and too many developments to possibly be able to keep up with them all.

This is a history book, but the history is still in the making. The book ends with the lovely ode which Iggy McGovern composed for the Tercentenary. It’s a particularly clever ode because it references the famous poem, ‘Begin’ by Trinity’s ‘poet laureate’, Brendan Kennelly. And it also manages to be the perfect encomium for this most constantly resurgent and energetic of Schools. The ode ends:

* Coakley, p. 139
With opportunity on every side
What better end can poetry provide
Than this, the College poet’s wise refrain:
Begin (something insists), begin again!

* * *

(L-R) Provost, Dr Patrick J. Prendergast; Professor Davis Coakley.
Welcome, everybody.

I’m delighted to see you all here for this important event: the lecture by Professor Van C Mow on “An Example of an Impactful Study on a Biological Material: The Articular Cartilage Paradigm”.

I first met Professor Mow when I was a post-doc in the Netherlands, in the laboratory of Rik Huiskes. Rik was the pre-eminent bioengineer in Europe at the time, and Editor-and-Chief of the *Journal of Biomechanics*. Rik and Van were friends, and Van’s lecture was attended by people from all over the university. Later I heard Van give the Keynote Lecture at the 4th World Congress on Biomechanics in 1994 in Amsterdam to a packed house, explaining his theories of cartilage biomechanics. It was my first time attending a really big conference, with thousands of delegates, and Van was like a rock star before this large audience.

* * *

It’s quite a task to summarize Professor Mow’s career and accomplishments, but let me try.

After receiving his PhD from Rensselaer Polytechnic Institute in 1966, Professor Mow did a year’s postdoctoral fellowship at the Courant Institute of Mathematical Sciences at NYU, follow by two years as a Member of Technical Staff at Bell Labs writing computer programs for the antisubmarine sonar network off the east coast of U.S.

In 1969, he was invited back to Rensselaer to become associate professor of applied mechanics and engineering science, and that is when he turned his attention for studies on biomechanics.

In 1976-77, he was a visiting professor at the Skeletal Research Laboratory of Harvard Medical School.

And in 1986, he was recruited as the Anne Y. Stein Professor of Orthopaedic Bioengineering and Mechanical Engineering at Columbia’s College of Physicians and Surgeons and School of Engineering and Applied Science.
In 1998, he was appointed the Stanley Dicker Professor of Biomedical Engineering at Columbia. Where he set up the Department of Biomedical Engineering.

He is one of the most well recognized bioengineers in the world, with over 725 publications, and has delivered over 450 invited, keynote and plenary lectures. His current Google Scholar citation is 28,876 and an h-Index of 96.

Over his career, he has mentored 75 PhD students and PhD-MD research fellows, many of whom have become well recognized in the field of bioengineering and orthopaedic research. Two of them are from Ireland and are in the audience here today: Dr Brendan McCormack, Registrar of the Institute of technology Sligo, and Professor Cecil Armstrong from the Queen’s University of Belfast.

For these contributions, he was elected to

- the U.S. National Academy of Engineering in 1991;
- the U.S. Institute of Medicine of the National Academy of Science in 1998;
- Academia Sinica: the Academy of Sciences for the Republic of China in 2005; and

In 2005, American Society of Mechanical Engineers created a named medal to honour his contributions: The Van C. Mow Medal for Bioengineering.

We are privileged that he has come to visit us in Trinity.

Ladies and Gentlemen, Professor Van C. Mow.

* * *
Saturday, 17th May 2014

Launch of the Freyne Library

Arts Building, Trinity College

Colleagues, Freyne family, Ladies and Gentlemen,

Welcome to Trinity on this unique occasion. Today we celebrate the learning of a remarkable man, as well as his generosity and that of his family. We launch his final book, and we also launch a new Trinity library. This is something that doesn’t happen every day, or every year, or even every decade.

Today the Department of Religions and Theology receives a unique and prestigious bequest: the life’s collection of its founding professor, Seán Freyne, who served this college for almost thirty years, until his retirement in 2007.

The Freyne Library, as we are calling it, is a multidisciplinary collection – with books from Biblical Studies, History and Archaeology, Theology and Philosophy – all centring on Seán’s field of expertise, the Galilee region in the first century as a context for the ministry of Jesus, and for the emergence of a particular strand of the early Jesus movement. This collection is important in its own right and also for the insight it gives us into the sources which informed the extraordinary scope and depth of Seán’s intellect.

The Department of Religions and Theology at Trinity College Dublin is privileged to house this library in fulfilment of Professor Freyne’s wish that it be made available to future scholars in his memory.

This is a momentous day for the College. I know that our Chancellor Mary Robinson, and Professor Mary McAleese - both of course former Presidents of Ireland - are regretful that they are abroad and unable to attend. Professor McAleese, a former colleague of Seán’s, described him as “an absolute gentleman... the quintessential Irishman, always asking the probing question.”

“Pluralism” is a word frequently associated with Seán. He was pluralist in his interests, in his interdisciplinary approach, in his travels, in his openness to other cultures, and in his commitment to disseminating discourse outside the university. When he arrived in Trinity in 1980, as the founding professor in the then School of Hebrew, Biblical and Theological Studies, he had a rich and varied background for an academic, particularly for that period and time.
He was a sportsman and a Mayo man – and these two traits were indivisible and essential to who he was. Famously he captained the Mayo minor team that got to the All-Ireland final in 1953 but he was barred from playing in the final by the authorities in Maynooth, where he was studying for the priesthood. Apparently, the final was on a Sunday and it was felt inappropriate to play on that day. Of course Mayo supporters protested vehemently but luckily the team prevailed on the day and Seán remained on the GAA board and was a stalwart supporter of Mayo football for the rest of his life, travelling down from Dublin whenever possible to attend matches.

He was ordained in 1960 and embarked on a glittering academic career. A creative, courageous and independent thinker, he allowed his life take an unexpected turn when he left the priesthood, married and became father to two daughters. We welcome his wife, Gail and his daughters, Sarah and Bridget here today.

Prior to taking up his Trinity appointment, Seán lectured at the University of Notre Dame in Indiana, at Loyola University in New Orleans, and at the University of Queensland, in Brisbane, Australia. This experience and his growing reputation as a scholar brought him a large network of professional contacts in the English-speaking world and in Europe. This proved crucial in helping build up Trinity’s nascent School of Hebrew, Biblical and Theological Studies.

This school constituted the first non-denominational setting for the study of the Bible and theology within the humanities at any Irish university. Seán helped shape an interdisciplinary academic programme that bridged biblical studies, history and archaeology, hermeneutics and literary theory, and theology and ethics, including liberation theology and feminist ethics.

Through his leadership, his publications, and his research initiatives, he brought together multiple voices, convinced that a pluralism of starting-points, disciplines, and perspectives was needed to unlock the Bible, in its own contexts and as a cultural heritage.

A former student - from his early days lecturing in Maynooth - remembered his “extraordinary capacity to communicate his excitement, and an extraordinary ability to ground the scriptures in the ordinary and the everyday”.

This talent for grounding the scriptures is apparent in his life’s work. His insistence on not isolating Jesus from the Judaic Galilean tradition was radical in its time. Prior to 1980, very few works focused on Galilee,

* www.associationofcatholicpriests.ie/2013/08/sean-freyne-should-have-been-mayoman-of-the-year/

He was not just a remarkable scholar, he was an immensely gifted director, manager, administrator, fundraiser, motivator. He had all the skills set and stamina of the great academic. He was instrumental to the creation of Trinity’s Centre for Mediterranean and Near Eastern Studies, of which he was director. This provided the basis for teaching and research in Jewish and in Islamic Studies, and recently gave rise to a new academic unit, the Department of Near and Middle Eastern Studies, within Trinity’s School of Literatures, Languages and Cultural Studies.

Seán believed in the public dissemination of knowledge beyond the university lecture theatre, and was a frequent contributor to television, radio, newspapers and journals. His influence went far beyond these shores. After his retirement he spent the academic year of 2007–2008 as visiting professor of Early Christian History and Literature at Harvard Divinity School, and served as president of the International Society for the Study of the New Testament.

His imprint on this university and on his discipline is immense. And today, with the launch of this library, it becomes even deeper. I thank Gail, Bridget and Sarah Freyne for their generosity. We are furthermore happy to announce today the inauguration of a biennial Seán Freyne Memorial lecture.

Through these initiatives, we help cement Seán’s place in the life and history of Trinity College Dublin. As lecturer and scholar and academic director, he helped inspire generations of students and shape his discipline. Through his own publications and his library, as through the department he helped build up, he will continue to inspire generations more.

Thank you.

* * *
(L-R) Prof Andrew Mayes; Dr Bridget Freyne; Dr Gail Grossman Freyne; Sarah Freyne; Provost, Dr Patrick J. Prendergast.
Good morning,

It’s great to be here. Thank you for inviting me and giving me this chance to talk to you - as a Wexford man, and as Provost, or head, of one of the world’s great universities, Trinity College Dublin, a university where I hope many of you will come to study.

I’m honoured to be part of your awards ceremony today. I’m here to congratulate you on your achievements, and to talk about some of the promises the future might hold for you. Those of you nearing the end of your secondary education are on the threshold of a new stage of your lives.

I remember that stage. Thirty years ago I was a Wexford school boy with lots of hope and ambition, but no firm idea about where life would take me. I was born in Oulart, a village not far from here; I’m sure many of you know it. My younger sister, Anna, was a pupil in Loreto Gorey, which later merged into Gorey Community School.

I myself went to St Peter’s as a boarder. In those days St Peter’s was streamed. There were four streams with A as the highest stream, and D the lowest. I was in the second lowest, the C stream. That’s because the streams were decided on the basis of an entrance exam, which you sat, aged eleven. I did poorly in that exam – maybe I was a slow starter. So I was placed in the C stream, and less was expected of me, academically, than of the boys in the A and B streams.

But this turned out to be a good experience, because, as it happens, I did very well in the Inter Cert, better indeed than many in the A and B streams. I took an important lesson from that, which is that people may have low expectations for you, based on incomplete assumptions, but you don’t have to be defined by other people’s expectations. What counts are your ambitions and expectations for yourself. You have the ability to confound other people’s view of you. I was lucky to learn that early.

In my time, many of us in St Peter’s didn’t come from academic families – neither my parents nor uncles or aunts had done the Leaving Cert let alone been to university. But St Peter’s encouraged us to believe that we were as capable as anyone of third level education, so we applied to university. But among all my schoolfellows, I was almost alone in opting for Trinity. The natural gravitation then, for many from Wexford, was UCD.
I know it’s different today. Gorey Community School in particular has very strong links in Trinity. Your principal, Mr Finn, is a Trinity graduate as are many of your teachers. And last year the top Leaving Cert student in Ireland came from this school, and every year Entrance Exhibitioners come from Gorey to Trinity; last year we had Joanne Byrne who is studying Mathematics, Mark Berney who is studying Science, and Dermot Wildes who is studying Pharmacy.

Those of you who choose to come to Trinity will probably know other people studying there. That wasn’t the case for me. When I left Wexford to go to Dublin in September 1983, I was quite nervous. But when I walked through Front Arch into Front Square, nerves turned to excitement. Trinity, then, was less of a public space than it is today – mostly only students and staff went through the gates. So I had never been inside – in fact I didn’t know where the Front Gate was, and I had to ask directions. Nothing prepared me for the beauty of the buildings and the cobbled squares, the tennis courts, the playing fields. I was entranced.

Thousands of students have had the same epiphany. The walk under Front Arch, through the darkness, and out to the beautiful expanse of Front Square, is a metaphor for what a great university education can do for the mind.

I wouldn’t want to choose which part of university life was most important for me: was it the lectures and tutorials in the engineering department? Or my time in the sports club? Or the Trinity Ball? Or the way I started reading anything and everything? This happens because you’re in such proximity to so many disciplines – history, classics, psychology, music, medicine – you naturally want to know more about them, so you start reading round your curriculum… And then you get the chance to discuss what you’re reading with other students. Maybe, if I did have to choose, I’d say the greatest boon of university is meeting so many diverse people.

Suddenly in Trinity I was thrown into contact with people from all over the country, and from all over the world. That was an education in itself, just absorbing their experiences and cultures.

Today Trinity is even more international than when I was an undergraduate. About a quarter of our students and half of our staff are from non-Irish backgrounds, and student exchanges are a crucial part of our programme. We encourage students to spend a semester or year abroad. We want not just the language students, but all our students, to have the experience of living in another place, of studying in another university.

I’m evangelical about this because I benefitted so much from studying abroad. I was an engineering student who didn’t know languages until I did postgraduate study, first in Bologna in Italy, and then in Nijmegen in the Netherlands. As a result, I learned some Italian and Dutch, and I got the
benefit of new perspectives on engineering, which I brought back with me to Trinity when I joined the staff.

A Trinity education is geared towards creating independent, critical thinkers, with fresh, innovative ways of looking at things. We seek to educate for a career and for citizenship – and not just for a first job, important though that is.

Studying abroad is part of this preparation. So are the tutorials and seminars where students are asked to speak up and contribute their views. So too is learning responsibility through holding leadership positions in one of our 49 sports clubs or 112 societies. And so is carrying out an original research project which, in their final year, students undertake alongside their professors – most of our students have had this opportunity and recently the University Council agreed to extend it to 100% of students. The research may be in a laboratory or in a library or it may be field work, but it is original research which makes a contribution to the discipline.

We want our students to have a sense of excitement about research and discovery. New discoveries are coming out of Trinity all the time. For instance you may have seen in the news recently that Trinity scientists have made a breakthrough in the production of graphene.

Graphene is a non-porous material which is 200 times stronger than steel, but a hundred thousand times thinner than human hair. It will be used to make lighter cars, engines that use less fuel, and computer screens that fold into your pocket.

This is nanotechnology, and Trinity leads the way in discoveries in this very exciting field. And when I talk about a Trinity education, I hope that what comes across is the excitement, independence, broadness, and flexibility of such an education.

The most important thing, when you’re leaving school, is to feel horizons opening out, giving you a sense of the manifest possibilities of life. This is not a time to close down or narrow your options.

One of my favourite lines is from the great Irish poet, Michael Hartnett. Translating Dáithí Ó Bruadair he said: ‘I pity the man who must witness the fate of himself’.

Sometimes we feel that life is forcing us in a certain direction - that we’re fated to follow a certain path and fulfil certain expectations. But we don’t have to accede to the ‘fate of ourselves’ – education helps transform all our fates.

I don’t know any of you individually and even if I did, I wouldn’t be presumptuous enough to say what will happen to you or what direction you’ll
take. The only thing I do know is that your life will not turn out how you expect it to – but often you will be glad that it doesn’t!

You will all, I hope, have that experience of feeling your minds expand in a beautiful open space. You are fortunate to attend a school which is preparing you so well for a life of opportunity and expansion.

Thank you for having me here today.
Tuesday, 20th May 2014

Brazilian Training Programme

Saloon, Provost's House

Guests, Ladies and Gentlemen,

Good morning, and welcome to the Provost’s House.

It’s a great pleasure to receive you here in Trinity. I hope you’ve enjoyed your tour of our university - from the beautiful old buildings and squares, to the very recent contemporary structures.

Trinity was founded over 420 years ago, in 1592, when it was granted a charter by Queen Elizabeth the First, whose portrait hangs in this room. This house that we are now in was built in 1759 at the instigation of Provost Andrews, whose portrait we see at the end of the room.

But the Trinity Biomedical Sciences Institute – TBSI as we call it - was only opened last year.

The juxtaposition of old and new, of heritage and innovation, is fundamental to Trinity’s identity. It is part of what makes us unique. We are Ireland’s highest ranking university and we are among the top twenty universities in Europe.

But let me introduce myself, I am Provost, or head, of Trinity College, the University of Dublin. I was elected to this position by staff and students. It’s a ten year post, and I’m now in my third year.

I’m an engineer, and my research has centred on bioengineering and medical device technologies. This has meant working with colleagues in the Schools of Medicine and Dentistry, so I am a strong advocate of interdisciplinarity. In Trinity, we value our multidisciplinary excellence, and we use it to promote interdisciplinarity.

I did my degrees in Trinity but my postdoctoral work in universities in Bologna, Italy and in Nijmegen in the Netherlands. This has made me a strong advocate of the international dimension of academic activities.

We actively encourage our staff to collaborate on research and on teaching programmes with universities around the world, including, of course, in Brazil. Only last year we signed a Memorandum of Understanding with the Federal University of Rio de Janeiro, as part of the Science without Borders initiative.
Active global relations is fundamental to our identity. So we are delighted that you are here in Dublin taking part in the training programme in the Innovation Academy.

As you know, the Innovation Academy is a joint initiative between three universities on the island of Ireland: Trinity, UCD, and Queen’s University Belfast.

The mission of the Academy is to develop a new kind of PhD graduate – someone with excellent research capabilities in their chosen discipline, and with the business flair and market understanding of an entrepreneur.

We want our PhD graduates to convert their knowledge into products, services and policies for economic and social and cultural benefit.

The Innovation Academy was founded four years ago. And it’s now been integrated into a wider strategy for developing innovation and entrepreneurship in the university.

We believe that all research, from all academic disciplines, is capable of making an impact – a positive impact – for society. Our staff are encouraged to establish spin-out, or campus, companies, and to enter into research collaborations with industry.

We think globally and internationally, which is why our connection with you and with other international academic leaders is so important. We know that we have much to learn from each other.

Ireland has traditional strengths in the creative arts – theatre, dance, literature. Agriculture has always been important, and we are increasingly known for our high-quality food products, particularly meat and dairy. And we have developed recent strengths in medical devices, software, and other new industries.

It makes sense, given this diversity, that the Innovation Academy does not concentrate narrowly on one sector.

We believe that the most exciting research happens at the interface between disciplines, and that this can be driven further by international collaborations that encompass a deep cultural understanding.

I hope you are finding your time in the Innovation Academy profitable, useful and inspiring. We look forward to your feedback – and to collaborating with you on future projects.

Thank you.

* * *

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Provost, Dr Patrick J. Prendergast with staff from Brazilian universities attending the innovation training programme. Several Trinity staff (e.g., Dean of Graduate Studies, Prof. Aideen Long, leftmost; Prof Paul Coughlan, School of Business, rightmost) also in the picture.
“John Sheahan: Storying his Life”

Saloon, Provost’s House

Welcome, all, to the Saloon in the Provost’s House,

This is probably the most beautiful room on campus, and indeed it has been called ‘the most elegant room in Dublin’, with its marvellous early Georgian plasterwork by Patrick and John Wall.

We hold lectures and book launches and presentations here, but it’s not often we get to host an event which really lives up to this room. But this evening, we do.

John Sheahan needs no introduction. He is quite simply one of this country’s finest and best known musicians. He is, of course, a Dubliner, in both senses of the word: he’s Dublin born and bred, and he’s the only surviving member of The Dubliners, one of the most iconic Irish bands of the twentieth century – a band which has been cited as an influence by musicians from Bob Dylan to the Pogues, to U2.

We could talk about the greatness of The Dubliners all night. Let me just mention the most recent proof of their place in music history: last month our President, Michael D. Higgins’ historic State visit to the United Kingdom culminated in an evening of music, spoken word and dance in the Royal Albert Hall.

John Sheahan was a special guest that night, ‘an ambassador’ as our President has called him, for all that is best and unique in Irish music. A memorable moment came when the Oscar-winning songwriter, Glen Hansard, led the guest musicians and the 5,000 attendees in *The Auld Triangle*, a song made popular by The Dubliners.

Last year Trinity awarded an honorary doctorate to John Sheahan in recognition of his services to the arts. On that occasion I spoke about John and his immense stature as a musician, both within the Dubliners and as a collaborator with other musicians. And I spoke about Trinity’s new Centre for Music Composition and the priority that this university accords to creative practice in the arts.

* * *

It was important to be able to recognise John through an honorary doctorate - to hold him up to our students as a model of what can be achieved in the composition and interpretation of music. He marries discipline with
creativity; he combines formal classical training with traditional folk music; and he has now been composing, playing, and developing as a musician for fifty years. His ‘story’ is unique and inspiring and it is what we will hear about tonight.

This evening is the second of our ‘artists’ biography series. The first event, held last year, also focused on a well-known musician, Ralph McTell.

With this series, we explore and examine key influences in the development of the artist, and the role of the education system in their early formation. Trinity is of course interested in doing all it can to promote the wonderful artistic talent of this country.

I thank the Royal Irish Academy of Music, our associated College, who collaborated with the School of Education in organising this evening’s performance – with thanks in particular, to the Director, Deborah Kelleher.

Tonight in this 250-year old Dublin room, overlooking Grafton Street, and in the presence of another queen – Elizabeth the First who adorns that wall - we are privileged to hear the music and insights of a truly great Dubliner.

Thank you.

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(L-R): Provost, Dr Patrick J. Prendergast; Mr Robert Harvey; Ms Caitlin Nic Gabhann; Dr John Sheahan; Ms Merita Kerin; Mr Michael Howard; Dr Deborah Kelleher and Dr Carmel O’Sullivan

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Colleagues, Ladies and Gentlemen,

Welcome, all, to the Long Room Hub in Trinity College for this important symposium on formal and informal care for people with dementia, living in the community and in residential care. We look forward this morning to experts in their field bringing to light recent research findings in Ireland and the United States.

Allow me to welcome in particular our keynote speaker, Professor Steve Zarit, who is here with his wife, Dr Judy Zarit. Professor Zarit is Professor of Human Development and Family Studies at Penn State University, and is internationally recognised for his commitment to research with caregivers. We’re honoured to have him here today.

Today’s symposium is a one-off event which aims to disseminate recent research and to extend the public debate. There are 48,000 people with dementia in Ireland, of whom 30,000 are living in the community. In Ireland, as in most countries, care for people with dementia is divided between health care professionals and family or community caregivers, often with the burden on the family and community.

So it’s really important that our audience today includes both professionals and caregivers – everyone, that is, with a personal, professional and communal interest in research in this area.

This event is timely as the Government is soon to launch its first National Dementia Strategy. The need for such a strategy is self-evident: numbers of people with dementia are likely to treble over the next 25 years.

Dementia care costs more than cancer, heart disease, and stroke care combined, yet attracts only a fraction of the overall research funding. So it’s not a moment too soon for a national dementia strategy. Strong decisions have to be made about the best care provision, and how to fund it.

* * *

Universities, like Trinity, have a dual mission in education and research. We seek to educate not only the young but, increasingly, people of all ages, and Trinity has embraced the idea of the University of the Third Age.
We also seek to make our research available for the benefit of humanity. We do not isolate our research in the ivory tower. We want it to inform policy and to go towards the provision of better products and services to improve quality of life for all.

Irish universities have much to contribute when it comes to dementia, because ageing is a particular research strength in this country, thanks to TILDA, the Irish Longitudinal Study on Ageing, which Trinity leads.

I probably don’t have to explain TILDA to this audience. Since it was established in 2006, it has helped make Trinity and Ireland a port of call for international researchers on ageing.

TILDA showcases multidisciplinary collaboration - including epidemiology, geriatric medicine, demography, social policy, psychology, economics, and nursing – and also multi-institutional collaboration: most of the major academic institutions in this country have contributed to TILDA.

Indeed, today’s symposium is an example of national coordination: it is jointly organised by Trinity College, together with the Irish Centre for Social Gerontology in NUI Galway and the Dementia Services Information and Development Centre, the DSIDC, in St James’s Hospital.

The DSIDC initiated the important Living with Dementia Programme, which since 2007 has been hosted by Trinity’s School of Social Work and Social Policy. This programme, funded by Atlantic Philanthropies, seeks to support and promote post-graduate research in dementia care.

* * *

Dementia is among the most essential and exciting of research areas. ‘Exciting’ is not a word often associated with dementia, and for those involved in care provision it may seem inappropriate. Dementia is a tragedy for the individual, the family and the community. And it’s a tragedy which demands huge reserves of energy, time, expertise and finance.

I use ‘exciting’ from the point of the researcher at the threshold of new discovery. Historically dementia has been under-researched and little understood, so that there remains a huge amount to uncover. We all risk being impacted by dementia, whether to ourselves or to loved ones, and I, personally, take comfort in thinking of it as an exciting research area, because I know that where there’s excitement and purpose, you are more likely to get discovery and solutions.

Indeed, dementia is a growth research area. We are some way from understanding all the causes and contributing factors, but we know so much more than we did even a generation ago. For most of the world’s history, dementia simply did not feature as an area of study or research. It’s not that
people didn’t suffer in the past; Shakespeare ended his ‘Seven Ages of Man’ speech with these lines:

\begin{verbatim}
Last scene of all  
That ends this strange eventful history  
Is second childishness and mere oblivion,  
Sans teeth, sans eyes, sans taste, sans everything.
\end{verbatim}

And his audience knew exactly what he was talking about. But for the longest time, nobody asked ‘why?’ and ‘can we fix it?’

About forty years ago the English poet, Philip Larkin wrote a frankly terrifying poem about dementia, in which he starts off by asking “What do they think has happened, the old fools, to make them like this?”

He goes far beyond Shakespeare in his depiction of what he calls ‘the whole hideous inverted childhood’. He gets across his almost hysterical fear – he feels entirely alienated from people in this state and he is terrified of it happening to him.

When I read this poem, while I admire Larkin, I’m also conscious that, happily, we’re in a better place now when we contemplate dementia.

Between Shakespeare’s ‘second childhood’ and Larkin’s ‘inverted childhood’, very little research was done. The two poets were contemplating this condition with the same amount of information at their hands.

This is no longer the case. We understand much better what happens in different areas of the brain, and why and how these areas react to ageing. This makes us more confident about suggesting and testing treatments that might prove beneficial, and more positive about managing ageing through diet and exercise, and through better medication than were previously available. In short, a demystifying process is on-going, and to demystify is, above all else, to remove fear.

The scholar’s job is to bring light to darkness, knowledge to ignorance. Calmly, objectively, empirically, scholars present their findings, and slowly and subtly they change the way that people think and act.

The poet’s job is to reflect and encapsulate, in immortal lines, the sensibilities of the era. So I think this century we can expect a poet to write something equally powerful but less terrified about the end-stage of life.
Larkin ended his poem with a flat: “We shall find out”, meaning that we will become old ourselves. But we’re in the process of finding out *before* we reach that stage. Which in itself is a kind of miracle.

Thank you.

* * *
President, Your Excellencies, Distinguished Guests, Colleagues, Ladies and Gentlemen,

It’s with great pleasure that I welcome you all to the Thomas Davis Theatre in Trinity College Dublin for this event in celebration of Africa Day and of the 20th anniversary of South Africa’s freedom.

In Trinity, we feel a special connection to South African democracy because the Irish Anti-Apartheid Movement was started by a Trinity Professor of Law, Kader Asmal. Kader had the gift of inspiring students, and indeed everyone he came across.

For my generation of Trinity students, the fight against apartheid felt like our struggle. To have taken part in those marches was to feel part of something great and global – we knew that similar marches were happening all over the world.

A few months after Mandela’s release from prison, he visited Ireland and Trinity had the privilege of conferring him with an honorary doctorate. When he was made President, he appointed Kader Asmal as his Minister for Education – something the whole of Trinity, and all Kader’s former students, took enormous pride in.

So it’s with some emotion that we contemplate 20 years of South African democracy. We wanted to do something special to mark Africa Day this year. We are fortunate in being able to count on the Trinity International Development Initiative, which we call TIDI.

TIDI was established seven years ago, in 2007. The need for this initiative arose from our understanding that Development should not be isolated as a separate discipline since it is relevant to numerous Schools and research interests. Over a hundred Trinity staff members across eighteen Schools identify as having a research interest in Development, including researchers in biodiversity, environment, IT, human rights, economics, and health.

TIDI was established to co-ordinate research and teaching. By helping to forge links between different Schools and research activities, TIDI ensures
that the College's overall approach to international development is distinctive, coherent, and integrated.

TIDI has a wonderful track record in organising high-profile events and disseminating development issues to the wider public. Just a few months ago TIDI organised a marvellous panel discussion on constitutional peace building with Mary Robinson, the Libyan MP Suliman Zubi, and the Tunisian MP, Ikbel Msadaa.

Today's event brings together most distinguished academics and thinkers, who will speak on the significance of land in African economics, politics, and culture. The keynote address is given by Professor Howard Stein from the Department of AfroAmerican and African Studies in the University of Michigan. We are delighted to have someone of Professor Stein’s experience and expertise with us today.

Professor Martina Hennessy who is chair of TIDI, will be introducing the other speakers whom she will be chairing. Allow me to take this opportunity to thank Martina and the staff in TIDI for their work in organising today's event.

To open the conference, we are most honoured to welcome our President, Michael D. Higgins. We honour him as our President and as a writer, poet, academic and human rights activist. Among his many achievements and awards, it seems right to mention today that he was the first recipient of the Seán MacBride Peace Prize of the International Peace Bureau in Helsinki in 1992, and that he was recently named the sole patron of Habitat for Humanity Ireland.

He is someone who has earned the respect he commands among young and old, rich and poor, and not only through the dignity of his office but through his tireless work on behalf of the underprivileged and dispossessed around the world, and his inspiring belief in the transcendence of the human spirit.

Ladies and Gentlemen, the President of Ireland Michael D. Higgins.

* * *
Welcome, everyone, to the Long Room in the Old Library.

This is the heart of the university, and one of the oldest buildings in College - Trinity was established in 1592, by charter from Queen Elizabeth the First, but none of the original 16th century buildings have survived. The foundation stone for this library was laid in 1712.

I hope you’ve enjoyed today’s tour of Trinity, and that you have a sense of the kind of education and research activities which we’re involved in. If I had to sum up Trinity in a few lines, I would say that this university is:

• broad-based with deep strength in many disciplines, and an emphasis on catalysing interdisciplinary teaching and research,
• that it’s a place of heritage AND a place of innovation,
• and that it’s very local, rooted in Dublin as “the University of Dublin”, but at the same time very international and multicultural in outlook.

I hope you had a sense of this as you toured the campus today, and met with staff members and students.

We are delighted that you could make this trip. We know and appreciate the important work that the BBUG do in furthering the personal development of future executive leaders, and in bringing together top decision-makers from business, politics, and society.

We believe that the mission of the BBUG resonates with Trinity’s mission. In Trinity we educate not just for the first job – important though that is – but for life. As Ireland’s leading university, we know that we are educating the next generation of researchers and leaders across a wide variety of disciplines. Our research priorities centre on the major global challenges of the day including ageing, energy, and environmental and economic sustainability.

We are confident of working fruitfully with the BBUG, especially because Ireland, and Trinity, have such a long and productive relationship with Germany.

Trinity founded a Chair of German in 1776 – and it is thought to be the first university outside Germany to do so. One of our graduates, John Anster, produced the first English translation of Faust, which was admired by Goethe himself.
Today Germanic Studies in Trinity takes a modern, dynamic, interdisciplinary approach. We teach and research in German language, literature, culture and society, German business studies and intercultural communication, and German law.

I’m delighted to see a number of our students here this evening, who are studying German and Business. I hope your exams went well.

And currently we have 250 German students attending the University, studying a diversity of subjects. They enrich the College’s multicultural campus.

Irish-German links are impressive, long-standing and on-going: in arts and literature, I think of Heinrich Böll, and of the more recent Irish-German writer, Hugo Hamilton, whose book describes, very poetically, growing up in 1970s Dublin with a German mother and a fanatically pro-Irish language father.

And in business and science, I think of the 19th century Irish chemical industrialist, James Muspratt, who was called ‘the founder of the alkali industry in Great Britain’. He ensured that all four of his sons studied and worked in Germany. After that they were in a position to strengthen his factories.

And I’d also like to mention the Schüler family. Wilhelm Schüler was a German chemist and entrepreneur who had already developed a number of highly successful drugs by the time he came to Ireland in 1960 and established the first Active Pharmaceutical Ingredient manufacturing facility in this country. His company Loftus Bryan, based in Co. Wicklow, became the world market leader for anti-histamines in the 1970’s, before it was sold to the US pharma giant, Schering-Plough.

In 1982 Schüler and his daughter, Beate, started a new company, Iropharm, again in Ireland. It attained globally recognised expertise in chemical synthesis.

When Wilhelm Schüler died in 2010, his obituary in the Irish papers rightly called him ‘the founding father of Ireland’s pharmaceutical industry’.

Beate Schüler is on the board of our Science Gallery, which you visited today, and she is a great supporter of this college. Indeed, she made the initial contact with the BBUG on behalf of Trinity, for which I thank her wholeheartedly.

The story of the Schüler family in Ireland illustrates the kind of success we can achieve when our countries come together.
As you go through departures in Dublin airport on your way back, you might look up – if you’re traveling in Terminal 2 – to see a brand-new tapestry, installed just a month ago.

It’s a tapestry of silver, silk, and golden threads. In the centre, a tiny figure sails along in a sea, or sky, of shimmering blue, surrounded by ghostly creatures and mysterious objects. He is clinging to a parachute, which is a book, or pages from a book.

This is the Czech artist, Peter Sis’, tribute to the great Irish poet, Seamus Heaney, who died last year. It was woven near Aubusson in France, so it’s a truly European artwork, which is fitting since Heaney was, among other things, a great European.

On the parachute of pages, you can read some lines taken from Heaney’s poem, *Lightenings viii*, which is an adaptation of an old Irish story from the Annals of Clonmacnoise, an early medieval monastery in the midlands. The poem imagines a spaceship coming down to Clonmacnoise, and on the parachute pages of the tapestry you can read these lines:

So
*The freed ship sailed, and the man climbed back
Out of the marvellous as he had known it.*

It is, I think, a beautiful image to take with you when departing Ireland. I do love that juxtaposition of the spaceship and the ancient monastery. It reminds me in some sense of Trinity - the blue of our shield, the Book of Kells and the Science Gallery.

I do not mean to suggest necessarily that the BBUG is the spaceship – although why not? – but all the metaphors of freedom, sailing, liberty, endeavour, and ‘out of the marvellous’, can I think be taken as representative of what you seek to do, what Trinity is seeking to do, and what we seek to do together.

Thank you.

* * *

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Good morning,

It’s great to be here. Thank you for inviting me and giving me this chance to talk to you in my capacity as Provost of Trinity College Dublin - a university where, I hope, many of you will come to study.

I’m honoured to be part of your St Columba’s Day Celebrations. This is my first time, personally, visiting your beautiful school, but of course I know of it through its long association with Trinity. Many Columba’s pupils went on to study in Trinity, and a fair number of them went on to fame – particularly, it must be said, in the arts and literature.

I’m thinking of people like the short story writer, William Trevor, the memoirist, Selina Guinness, and the magazine publisher-turned-museum director, Trevor White. And among all these, there are Trinity academics like the renowned historian Professor David Dickson.

Aesthetically and physically, it’s easy to see the connection between Trinity and Columba’s. Both have recognised the importance of the physical environment in education - location and surroundings are a huge influence on the way we develop. It is a privilege to live and study somewhere so beautiful.

And I guess that Columba’s, like Trinity, is playing a delicate balancing act between putting up the new buildings that are necessary to house new activities, and preserving the green spaces.

In Trinity there is always a demand for new buildings. For instance, we are about to build a huge new School of Business, to be co-located with an Innovation and Entrepreneurship Hub. This wasn’t something that anyone would have envisaged building even a generation ago, but innovation is now a core university activity. We pride ourselves in Trinity on our number of successful spin-out companies, like the gaming company, Havok. So, we need an Innovation Hub.

Luckily we won’t have to intrude on our green spaces because while many of Trinity’s buildings are wonderful and unique, there are a few which haven’t stood the test of time, and it’s these that we’ll be replacing.

When I came to Trinity to study engineering in 1982, I was coming from the country – rural Wexford - and from a school where just about everyone, apart
from me, was applying to UCD or other NUI colleges. So I knew no-one when I arrived as a very nervous undergraduate. And I had never even been inside the grounds of Trinity - if you can believe that. Trinity was then much less of a public thoroughfare – only staff and students went in and out.

That made my experience quite unusual – and very intense. I don’t know what I was expecting when I went in through Front Arch but I certainly wasn’t expecting the great expanse of Front Square. It blew my mind. I have since come to think of that walk, through darkness of front arch and out to a beautiful expanse of front square, as a metaphor for what a great university education can do for the mind.

I wouldn’t want to choose which part of university life was most important for me: was it the lectures and tutorials? Or my time in the sports clubs? Or the Trinity Ball? Or the way I started reading anything and everything?

This happens because you’re in such proximity to so many disciplines – history, classics, psychology, music, medicine – you naturally want to know more about them, so you start reading round your curriculum...... And then you get the chance to discuss what you’re reading with your fellow students. Maybe, if I did have to choose, I’d say the greatest boon of university is meeting so many diverse people.

Suddenly in Trinity I was thrown into contact with people from all over the country, and from all over the world. That was an education in itself, just absorbing their experiences and cultures.

Today, Trinity is even more international than when I was an undergraduate. About a quarter of our students and half of our staff are from non-Irish backgrounds, and student exchanges are a crucial part of our programme. We encourage students to spend a semester or year abroad. We want all our students, and not only the language students, to have the experience of living in another culture.

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A Trinity education is geared towards creating independent, critical thinkers, with fresh, innovative ways of looking at things. We seek to educate for a career and for citizenship, not just for a first job.

Studying abroad is part of this preparation. So are the tutorials and seminars where students are asked to speak up and defend their views. So is learning responsibility through holding positions in one of our 49 sports clubs or 112 societies. And so is the original research which, in their final years, students undertake alongside their professors. The research may be in a laboratory or in a library or it may be field work, but it is original research which makes a contribution to the discipline.
We want our students to have a sense of excitement about discovery. New discoveries are coming out of Trinity all the time. For instance, you may have seen in the news recently that Trinity scientists have made a breakthrough in the production of graphene.

Graphene is a non-porous material which is 200 times stronger than steel, but a hundred thousand times thinner than human hair. It will be used to make lighter cars, engines that use less fuel, and computer screens that fold into your pocket.

Of course Graphene is the result of targeted research at postgraduate and staff level. But also at undergraduate level students are encouraged to develop and market their ideas.

Some of the ideas which our students have incubated, under a special entrepreneurial programme, include WifiGuard, which uses a household wifi to detect home intruders, and BiteLock, a new type of bicycle lock, designed to immobilise a bicycle in an attempted theft.

A revolutionary DIY snowboard invention, Boundless, developed by two engineering students, won the 2013 Irish James Dyson. It offers a 360-degree rotational attachment that goes between the snowboard and bindings, and enables manipulation of the bindings without a screwdriver.

And also last year, a Trinity BESS undergraduate led the winning project in the Social Entrepreneurs Ireland ‘Minnovation’ award. The project, ‘Food Glorious Food’, subsequently renamed FoodCloud, aims to bridge the gap between food waste and food poverty by creating a ‘virtual food bank’ app, linking restaurants and catering companies to charities. FoodCloud went on to win an Arthur Guinness Project award.

With all Trinity activities – whether sports, societies, entrepreneurship or research - the emphasis is on encouraging endeavour and initiative, and overcoming fear. One of the most debilitating things in life is fear of failure. That is why, the Trinity graduate, Samuel Beckett, emphasized: ‘Fail again, fail better’. That has now become a famous quote, but in fact two other Trinity graduates before Beckett said nearly the same thing. The 18th century playwright, Oliver Goldsmith said: ‘Our greatest glory consists not in never failing, but in rising every time we fall.’

And Bram Stoker, the author of Dracula said: ‘We learn from failure, not from success’.

When I talk about a Trinity education, I hope that what comes across is the excitement, independence, broadness, and flexibility of such an education.
The most important thing, when you’re leaving school, is to feel horizons opening out, giving you a sense of the manifest possibilities of life. This is not a time to close down or narrow your options.

One of my favourite lines is from the great Irish poet, Michael Hartnett. He said: ‘I pity the man who must witness the fate of himself’.

Sometimes we feel that life is forcing us in a certain direction - that we’re fated to follow a certain path and fulfil certain expectations. But we don’t have to accede to the ‘fate of ourselves’ – education helps transform all our fates.

I don’t know any of you individually and even if I did, I wouldn’t be presumptuous enough to say what will happen to you or what direction you’ll take. The only thing I do know is that your life will not turn out how you expect it to – but often you will be glad that it doesn’t!

You are fortunate to attend a school which is preparing you so well for a life of opportunity and expansion. I hope that with such a start, you can continue to develop right through your lives – and be brave enough to take risks by aiming high.

Thank you for having me here today.

* * *
Panel Discussion on EIT/KIC Strategic Vision for the Mid and Long Term

Öböl-Ház, Kopaszi Gát, Budapest

Since I’m the President of a university what I say will emphasise the education side of the knowledge triangle. We have already noted that the first three KICs [Knowledge Innovation Communities]—in climate change, ICT, and sustainable energy, have been in operation now for four years. And the call for proposals for the new KICs—in ‘raw materials’ and ‘active ageing’—was recently published. So, since the EIT is very much underway, it’s right that we assess our mid- and long-term strategic vision. The EIT has achieved much since 2008:

- the KICs are operative in vital industrial sectors and policy-areas which promise much in terms of developing new technologies;
- the level of funding is impressive;
- and calculated risk has been built into the design.

I want us to look briefly at ‘calculated risk’ since it’s intrinsic to the EIT’s strategy. There is a strong orthodoxy, in some quarters, that public money should be risk averse. However, two recent economists have challenged that. They pointed out, not only that public money should take risks, but historically, funding agencies have taken risks with public money—and with great success. Mariana Mazzucato, who is a professor in the University of Sussex, published just a few months ago a book called The Entrepreneurial State. Her subtitle is Debunking the Public vs Private Sector Myths, and that is what the book does. She shows that the prevalent notion of an entrepreneurial, risk-taking private sector and a cautious, conservative public sector is wrong—and it’s not how successful technological economies were actually built. Taking the example of the Apple iPhone—it shows that all the technologies behind it were originally state-sponsored: the US armed forces pioneered the internet, GPS positioning, and voice-activated “virtual assistants”. Academic scientists in publicly funded universities and labs developed the touch-screen and the HTML language. Likewise, the research that produced Google’s search algorithm, the fount of its wealth, was financed by the National Science Foundation. Steve Jobs, Larry Page and Sergey Brin had the entrepreneurial genius to harness those technologies into products and services, but US government investments enabled the consumer-electronics revolution. As for pharmaceutical companies, they are even bigger beneficiaries of state research than internet and electronics firms. America’s National Institutes of Health, with an annual budget of more than 30 billion dollars, finances the studies that lead to revolutionary new drugs.
Another economist, Ha-Joon Chang at the University of Cambridge, has done similar studies on the Asian Tiger economies, particularly ship-building in South Korea. He too points out that the state’s role is often written out of the picture of successful innovation ecosystems.

The state helps incubate a discovery-rich environment, which entrepreneurial businesses can then capitalize on to bring new products and services to the market. Such ideas aren’t that radical really. We can all point to examples of key state investment in research. And anyone working in a university is aware of the central role publicly funded education needs to play to develop the ‘human capital’ to fuel economic growth.

The EIT is also a large scale public investment in linking up partners in the innovation economy. Our vision must be that in a generation from now we can point to the EIT KICs as the start of something that led to globally recognised innovations in products and services, in vital targeted areas like climate change and sustainable energies, healthy ageing and raw materials. The EIT has taken the calculated risk of devolving to KICs, and when you calculate for risk, you’re also calculating for adaptability and flexibility. In the mid and long-term, circumstances inevitably change and it’s important to be able to change with them. So adaptability is in-built in the KICs, which we have designed to be open and to change as circumstances demand.

From my point of view, coming from the education side of the knowledge triangle, I’m aware of the importance of adaptability in how we deliver and fund education in Europe. I’m looking forward to the KICs identifying gaps and needs here. As projects get underway, it will, I think, become obvious where graduate training needs to be improved.

Without talented, dynamic, entrepreneurial graduates right across Europe, we won’t get growth that our investments in research could create.

What might be lacking in education in Europe? Are there things the US and Asian education systems are doing better? That’s something the KICs must inform us on, and act. Two related areas where I expect the KICs might report room for improvement is experiential and online education.

In just the past five years, we have seen what is arguably the greatest potential education change in centuries: online education. Online is revolutionary in its implications and it’s already changing the way universities deliver courses and interact with students.

I’d like to see the KICs exploiting all the possibilities of online to promote mobility and experiential learning. Because the Knowledge Triangle welds together universities, research, and businesses round Europe, the KICs are perfectly positioned to facilitate this kind of experiential, online, pan-European learning. The important thing is to remain flexible and open to change. The KICs, which are designed for adaptability, can be in the
vanguard of enabling a game-change in education, research, and innovation in Europe. In the EIT, our strategies will steward the use of public investment in driving innovation through creating pathways for European talent to enter the innovation economy.

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Ladies and Gentlemen,

Welcome, all, to the Saloon in the Provost’s House for this unique occasion; this evening we will hear recitals of Augustan verse as part of the Augustan Space Conference, currently taking place in Trinity.

We welcome distinguished classicists from France, Germany, Italy, the UK and, of course, Ireland. This conference convenes, for the first time in Dublin, members of the international research network on Augustan Poetry, of which Trinity College has been a participating institution since 2002. The aims of this network are to promote the study of Augustan texts and to provide a platform for rising scholars.

Bimillennium commemorations of Augustus are taking place all this year in the city of Rome, and in universities worldwide; and Trinity is delighted to be part of this celebration to reaffirm our commitment to classical learning.

We look forward this evening to hearing works by Virgil and Horace spoken and sung, including contributions by two Trinity alumni Rachel Talbot and Fionnuala Murphy. We are very proud of Rachel and Fionnuala for their professional renown in music and theatre respectively, and we are delighted, and most grateful, that they are able to be here tonight to bring Virgil and Horace to life with the power of their voices.

The writers of the Augustan era – including Virgil, Horace, Propertius, Ovid and Livy – are an abiding influence on writers all round the world.

Today in the recital we will hear translations from Virgil and Horace by the Irish poets Seamus Heaney and Cecil Day Lewis. Seamus Heaney died just ten months ago and needs no introduction. He was a giant in the world of letters. He gave wonderful support to this university and, during his lifetime, we honoured him with a professorship in his name – the Seamus Heaney Professorship of Irish Writing.

Seamus’s engagement with Augustan poets goes to the very heart of who he is as a poet. And of course, Heaney’s last words, which he texted to his wife, and which his son shared with the world at his funeral, were ‘Noli Timere’, Be not Afraid.

Cecil Day Lewis spent most of his life in England but was born in County Laois and as a child spent his summers in Wexford. He is the father of the
actor Daniel Day Lewis, who now lives in Wicklow. Other Irish writers to engage with the Augustans include Yeats and George Bernard Shaw, who of course took the title for his play *Arms and the Man* from the first line of *The Aeneid*.

It may seem surprising that Irish writers are so profoundly influenced by Augustan poets. Ireland is, or was, predominately rural, and for most of the past millennium Ireland was colonized and impoverished - the opposite it seems to the civic might and power of imperial Rome. One of the poems we learned in school recounts the woes of a country schoolmaster in the conquered Ireland of the 1840s:

"I know the Aeneid now by heart,  
My Virgil read in cold and heat"

.....
*I teach these by the dim rush-light,  
In smoky cabins night and week.  
But what avail my teaching slight.  
Years hence in rustic speech, a phrase  
As in wild earth a Grecian vase"

* * *

But the Augustan poets understood conquest and exile and power and, with the insight and multiplicity granted to writers, they understood it from both sides, the victors and the conquered. Their accounts of battles – the scars and trophies, the tragedies and triumphs – resonate deeply in Ireland, as elsewhere.

A huge acknowledged-influence on Seamus Heaney was Patrick Kavanagh, also a small farmer’s son from the northern counties. Kavanagh’s great sonnet ‘Epic’ refers to the battle of Troy, though citing Homer rather than Virgil. In fourteen lines he tells us how it was that a rural Irish boy in the 1930s sought inspiration in the classics. The poem begins by describing a row between neighbours over land in Kavanagh’s native county Monaghan. And it ends:

"That was the year of the Munich bother. Which  
Was most important ? I inclined  
To lose my faith in Ballyrush and Gortin  
Till Homer’s ghost came whispering to my mind.  
He said: I made the Iliad from such  
A local row. Gods make their own importance."

That, in a few lines, shows the universal (Troy) being made particular (Ballyrush and Gortin). That’s why we continue to read and study and love the classics. Every generation discovers them anew and afresh.
I thank Professor Anna Chahoud and her colleagues in the Department of Classics for organising tonight’s event, and thus allowing us encounter Augustan poetry anew – “for the millionth time the reality of experience” - as Joyce might say.
Thank you.

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I think I can speak on behalf of all my fellow presidents and heads of higher education institutions in Ireland when I say what a pleasure it is to sign this charter.

With this charter, we recognise the huge importance of campus civic and community engagement – the importance, that is, both to our own and our students’ development, and to the communities in which our campuses are embedded.

And we value that this is a shared commitment which we undertake together: last year Campus Engage was scaled up from a 5-institution venture to a 17-institution, national initiative. The launch of the Charter is the first event of this new, stronger, expanded initiative.

The Charter has been carefully drafted over several months, driven by the Campus Engage working group on metrics and evaluation - Rhonda Wynne, Ronnie Munck, Ray O'Neill, Julie Bernard, Lewis Purser, Shane Allwright, Peter Robertson, and Kate Morris - and reviewed and signed off by the Presidents of the Institutes of Technology and the Universities.

The launch of the Charter is further celebrated by two other Campus Engage events taking place today and tomorrow:

- Directly after lunch today there is the Talloires roundtable on Leadership, Planning and Change Management for Community Engagement, with Professor Holland, whose inspiring talk we have been privileged to hear this morning.

- And tomorrow the Campus Engage Symposium - Campus Community Partnerships, Conversations for Change will take place here in the Printworks, with over 230 people attending from across the country, including Northern Ireland.

I look forward to opening tomorrow’s symposium and to welcoming our second eminent speaker Sir David Watson, Professor of Higher Education at Oxford University.

I’d like to say a special thank you to the team co-ordinating the events of today and tomorrow, led by Kate Morris, the Campus Engage National Co-
ordinator. So thank you to Kate, and to Bernie Quillinan of UL, Lorraine McIlrath of NUI Galway, and Lia O'Sullivan and Marguerita Lardner from the IUA.

All of us involved in Campus Engage – particularly the working groups, the organisers and coordinators, but also those of us in a reviewing or advisory capacity – feel proud and inspired at what has been already achieved, and what will be further achieved.

Today is one of the most important days in the Irish calendar – indeed it’s a kind of alternative national day – Bloomsday.

There’s a famous quote in *Ulysses* which I think encapsulates civic and community engagement. It’s from the ‘Cyclops’ episode, which takes place just across the Liffey from here in Little Britain Street – in Barney Kiernan’s pub – where Leopold Bloom gives his famous and beautifully succinct definition of a nation: ‘A nation’, says Bloom, ‘is the same people living in the same place’.

When we encourage our students to get involved with communities at local, regional and national level; when we encourage them to combat disadvantage and to further social inclusion, we are promoting ideals of democratic and civic engagement.

Through these ideals we proclaim Leopold Bloom’s riposte: we see our campuses as extensions of our communities - we are the same people living in the same place.

I now draw this morning’s launch event to a close and invite the Minister and my colleagues back to the stage for an official photograph – after which a Bloomsday lunch will be served!

Thank you.
(L-R) Minister for Education and Skills, Mr Ruairi Quinn TD with Paul Hannigan, President of Letterkenny IT and Chair of IOTI, Dr Patrick J. Prendergast Provost of Trinity College Dublin and Chair of IUA and Eamonn Fitzpatrick, Social Entrepreneurs Ireland
Celebration of the Election to the RIA of Rose-Anne Kenny, Padraic Fallon, Andrew Bowie, Mani Ramaswami and Ciaran Brady

Saloon, Provost’s House

Welcome everybody to the Provost’s House for this celebration.

On 30th May – the Academy’s 229th Admittance Day – fifteen new members were admitted to the Royal Irish Academy, including five Trinity professors:

- Andrew Bowie,
- Padraic Fallon,
- Rose-Anne Kenny and
- Mani Ramaswami

from Science and,

- Ciaran Brady

from Humanities.

We are delighted that these five of our colleagues now join the Academy. And we are proud that a third of the new members this year are from Trinity.

Membership of the RIA is the highest academic honour in Ireland, and a public recognition of academic achievement. The right to place ‘MRIA’ after your name is not given out lightly. Only those involved in ground-breaking and internationally recognised research and scholarship are accorded this honour.

Andrew, Rose-Anne, Padraic, Ciaran, and Mani join other Trinity Academicians, many of whom are here with us this evening. A university in Ireland may be measured by the number of its MRIAs, and Trinity is proud to have so many.

Membership of the Academy is not an end-of-career honorific. Neither is it an encouragement for brilliant promise. It’s awarded to people who have proven themselves and achieved renown, … … but are expected to go on and achieve more. Members of the RIA do not rest on their laurels, as can be seen from a glance round the room this evening.

All you Academy members here tonight have brought great work to fruition, but we know that there will be yet more work, more fruit. Our newest
Academy Members are in the great tradition:

ANDREW BOWIE is head of Immunology in the School of Biochemistry and Immunology. He and his research made headlines in 2012 when he headed up the team making ground-breaking discoveries into anti-viral immunity. He is internationally recognized for his work on how the innate immune system senses viruses and how viral components can modulate signalling pathways in innate immune cells.

PADRAIC FALLON leads the inflammation and immunity research group at the Trinity Institute of Molecular Medicine. Previously, he was a Wellcome Trust Fellow in the University of Cambridge, investigating immune modulation by schistosomes. In 2008, he was a recipient of a prestigious Science Foundation Ireland Stokes professorship and appointed Professor of Translational Immunology in the School of Medicine.

ROSE-ANNE KENNY is professor of Medical Gerontology where she established the Trinity Ageing Research Centre and the Irish Longitudinal Study on Ageing (TILDA). She leads a large multidisciplinary group investigating the ageing process and common age related disorders. The research informs health and social policy in Ireland. She is internationally recognised for her expertise on syncope and neuro cardiovascular function.

MANI RAMASWAMI is professor of Neurogenetics. He is widely recognized for work in multiple areas of neuroscience. His early research on the cell biology of neurotransmitter release was recognised by a McKnight Foundation Scholars award. His laboratory has outlined neural systems mechanisms used for cognitive filtering of unimportant stimuli and documented molecular pathways necessary for neuronal maintenance in ageing brains.

CIARAN BRADY is a Professor of History at Trinity. He is widely acknowledged as a leading authority on early modern Irish history and the author of the definitive study of Tudor viceroys. His recently published biography of the Victorian intellectual, James Anthony Froude, reflects his further interest in Irish historiography, and the theory and practice of history writing. With his colleagues he has recently launched a MOOC that has outperformed all others in terms of registrants on the Open Universities Futurelearn platform – it gained more than 3,000 registrants in the first week.

* * *

These five new Members of the Academy, like all our academicians, demonstrate Trinity’s great strength and diversity. This university is committed to education and research, and to putting knowledge at the service of society and humanity.

* * *
Today is, of course, Bloomsday. The RIA is actually the subject of one of the best jokes in *Ulysses* - unfortunately an unrepeatable joke. While it’s unwise to try and co-opt Joyce, that most anarchic and iconoclastic of writers, I think that what the RIA’s current president, Mary Daly, said on Admittance Day this year resonates today – on the day we celebrate *Ulysses* – and is worth recalling.

Professor Daly spoke some strong words in favour of what she terms ‘basic’ or ‘fundamental research’. While underlining the onus on “Irish researchers to ensure that Europe remains a world leader in the twenty-first century”, she pointed out that “emphasis on research that yields a return — in the form of patents, company formation or new drugs — tends to deny researchers the necessary breathing-space, the time to reflect, to allow for the wrong turns, the brilliant idea that collapses, or the unexpected lines of inquiry that might ultimately deliver something different from the original proposal, but something that is much more exciting.”

That, I think, is wonderfully put and really enshrines what we in universities expect from research.

Professor Daly noted that ‘the sole criterion for election to the Royal Irish Academy is quality’. Financial return on research is not a criterion.

*Ulysses*, which began as a short story, and took seven years to complete, was initially deemed unpublishable and unreadable. It is a shining example of a work that needed ‘necessary breathing-space, and the time to reflect and allow for wrong turns’, and it can accurately be described as an ‘unexpected line of inquiry that ultimately delivered something different from the original proposal, but something much more exciting’.

No government supported *Ulysses*; that was left to an English philanthropist, Harriet Shaw Weaver, without whom Joyce might not have finished his great work – because research and intellectual and creative activity needs investment, needs the financial support that provides the necessary breathing space to think, discover, and write.

There was no immediate financial return on investment in *Ulysses*. But it has now of course generated a greater industry than probably any other single creative work. And I think all of us would agree that, while the ‘Joyce industry’ is welcome recognition of his genius, it’s not fundamental. The sole criterion is quality. In Joyce’s case the quality preceded by many decades the recognition.

I am happy to say that recognition for the new Trinity Academicians was quicker coming, but I also know that when they were applying themselves to their work and their discoveries, they were not thinking of recognition but of quality.
And I know that that is what they shall continue to do. Which is exactly why we celebrate and recognise them today.

Thank you.

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Tuesday, 17th June 2014

Campus ENGAGE Symposium ‘Campus-Community Partnerships: Conversations for Change in Ireland’

Printworks, Dublin Castle

Good morning,

As Provost of Trinity College, and current Chair of the Irish Universities Association, it’s my pleasure to open this symposium.

Last year Campus Engage was scaled up from a 5-institution venture to a 17-institution, truly national initiative. This event is the first national gathering of community and campus partners since, and it’s great to see here colleagues from other Irish higher education institutes together with representatives of community-based organisations.

Yesterday some of you were present for the launch of the Charter for Higher Education Civic and Community Engagement with the Minister for Education and Skills, Ruairí Quinn, and Presidents of member institutions.

The Charter was carefully drafted over several months, driven by the Campus Engage working group on metrics and evaluation, and reviewed and signed off by Presidents of the Universities and Institutes of Technology. The Charter captures our principles and aims – in ten points it enshrines what we stand for and what we hope to achieve. You should all have a copy in your packs.

This symposium, convened for the launch of the Charter, is a knowledge exchange initiative with the aims:

- to learn from leading international experts;
- to consult with our colleagues on and off campus; and
- to further develop thinking and strategic planning in community and civic engagement.

Today we will hear two keynote addresses from distinguished international academics; there will be five different workshops on issues ranging from community-based research to student volunteering; and the ‘world café’ event is being held before lunch – it’s about informing future engagement strategy through national consultation.

World Café is facilitated by Dr Chris McInerney from the University of Limerick. Chris has been supporting President Michael D. Higgins’ Ethic Initiative, and the steering committee for Campus Engage is delighted to have him on board.
We have a full and interesting day ahead of us, and on behalf of the IUA, I’d like to thank the Steering Committee, the co-Chairs, Peter Robertson and Ronnie Munck, and the convenors, for their dedication to the development of Campus Engage nationally.

A special thank you to the sub-committee set up to co-ordinate this event: Kate Morris, the National Co-ordinator; Bernie Quillinan, Lorraine McIlrath and Lia O’Sullivan from the IUA; and Muiris O’Connor and Abigail Chandler from the HEA. And we are grateful to funding from the HEA under the Social Innovation and Development fund.

* * *

Campus Engage is a vital initiative and I’d like to speak a bit about its importance and its aims from my perspective, which is that of President of a university. My university, Trinity College, has a dual mission in education and research. Our goal is to educate students to have interesting, worthwhile careers and also to be engaged citizens. Our research goal is to contribute through scholarship and innovation to improving the quality of life on earth.

Further to these goals, when I talk about the education we offer in Trinity, I always emphasize three things:

- I talk about our research-based education – the fact that undergraduates engage on original research alongside their professors in a common enterprise of discovery. We want critical and independent-minded students with the initiative to go beyond the curriculum.
- I talk about interdisciplinarity – the fact that we’re a broad-based university of 24 Schools which freely collaborate. We want students who are willing to think outside their disciplines and learn other ways of doing things.
- And then I talk about our emphasis on learning outside the classroom, on extracurricular and co-curricular activities – which include participating in clubs and societies, volunteering, fundraising, event-organising, and innovation and entrepreneurship activities. We want students who develop wide interests, display initiative, learn to handle positions of authority, are civic-minded and engage with the community.

When I talk about these three facets of the Trinity education – research, interdisciplinarity and extracurricular – I don’t prioritise one over the other because collectively they characterise the kind of education we aim to offer.

Civic responsibility and community engagement are embedded in all three facets of the education – not only in learning outside the classroom, but also in research and interdisciplinarity, since all research projects in all disciplines have a potential civic and community dimension.
For instance, a 2011 national survey found that the community-based modules on offer in Irish institutes of higher education spanned various disciplines, from engineering and law to applied social studies.

Civic and community engagement is what might be called a ‘horizontal objective’, which means it should be taken into consideration in the strategizing and planning of all university activities.

Students are increasingly encouraged towards civic and community engagement, not as an add-on but as intrinsic to intellectual, career and social formation.

Campus Engage has collated case studies – I think you’ll find them in your packs - showing some of the activities of students round the country. For instance, DIT students are collaborating with the Irish Penal Reform Trust to produce research reports on relevant policy areas, such as how often judges sentence children to custody.

And the NGO, FoodCloud, recent winner of the Green Entrepreneur Award, was founded by two Trinity students to encourage businesses to give surplus food to charities. Over 10 tonnes of food, the equivalent of 22,000 meals, have been redistributed since the project’s launch in October 2013.

And in the past decade UCD Volunteering Overseas has placed over a thousand students volunteers in five countries - India, Haiti, Nicaragua, Tanzania and Uganda. The students have helped build health centres, schools and computer labs, as well as contributing to training and educational programmes.

These are just three examples. Unfortunately I don’t have time to go through all the inspiring initiatives conceived and executed by students but I do urge you to read up on them.

The benefits to students of these activities are obvious. The experiential, accredited learning gives scope for ‘real life’ problem-solving and critical thinking, as well as a sense of personal achievement and well-being.

This is a dynamic, growing area. While much has been achieved, much remains to be done. For instance, volunteering and community-campus partnerships are strong in Irish institutes of higher education but we need to do more to encourage community-based research.

When it comes to assessing our initiatives, there is a general lack of data and review impact. There is also disparity in resources across different institutions. And in most campuses, there is no single co-ordinating point of contact.
All this needs our attention. Today’s and yesterday’s events are important advances which spur us onto greater achievement. Our priority is to keep momentum and focus.

We are fortunate in the support we are receiving – from the HEA, from each other, from our community partners, and from outside experts.

Yesterday we heard from Professor Barbara Holland who is a world-renowned expert on civic engagement. She will now deliver the first of today’s keynote addresses. The second will be given after lunch by Sir David Watson, Professor of Higher Education at Oxford University.

Professor Holland is an expert on organizational change in higher education, with an emphasis on the implementation and assessment of community-based learning, engaged scholarship, and community-campus partnerships.

She is currently based at Portland State University and is a senior scholar at Indiana University-Purdue University Indianapolis. Previously she served as Pro Vice-Chancellor of Engagement at the University of Western Sydney, where she implemented the strategic plan for engagement and developed a system to monitor and assess its impact on faculty, students, and communities.

In 2006 she received the Research Achievement Award from the International Association for Research on Service-learning and Community Engagement. We are honoured to have her with us today.

Ladies and Gentlemen, Professor Barbara Holland.

* * *
Good afternoon,

and welcome all to the garden of the Provost’s House on this beautiful day. We’re here for one of the most important award ceremonies of the year, the Provost’s Teaching Awards, now in their fourteenth year.

These Awards are by necessity rigorous and hard-won. They are too important to be handed out lightly. With these Awards, we affirm our commitment to teaching. We avow that our mission is in education and research, that both are of equal importance and are, indeed, indivisible, since what we research ultimately decides what we teach – and what we teach inspires the research our students get involved with.

We know that research is more easily assessed than teaching. While publications and citations can evaluate research impact, there are no such concrete metrics for teaching, particularly when it comes to teaching undergraduates.

When research performance began to be a serious focus for universities, and the emphasis moved to meeting publication targets, the importance of teaching wasn’t something you got recognition for. Trinity recognised that this threatened to have a distortionary effect, and to deviate universities from their core mission in education and research.

The Rankings are getting better and more creative about measuring teaching impact. And I believe that online education, and MOOCs specifically, will have a big impact. MOOCs showcase great teaching to the world. Online helps put the spotlight back on teaching.

But back in 2001, well before the MOOCs, Trinity was already finding a way to measure, evaluate and commend teaching. The Provost’s Teaching Awards were a brilliant initiative and in a very short space of time they have become indispensable yardsticks for both staff and students. I believe they have helped encourage all staff to focus on teaching, and all students to pay attention to their part in the process. Because of course, in the words of one of our winners today, teaching is a ‘community of inquiry’ between professors and students, ‘the sharing of ideas and experiences to foster engagement and knowledge acquisition.”

* * *
Nomination and short-listing to these Awards is a long process. It starts with nomination by students and peers. A Review Panel then examines each candidate’s teaching philosophy and their practice and scholarship, as well as assessing supporting evidence. This panel comprises representatives of the academic staff, of undergraduate and postgraduate students, as well as an external reviewer.

Because the process is so rigorous, multi-faceted, and backed up by external review, the Teaching Awards are serious commendations which winners display on their CVs.

This explains why we are parsimonious with our Provost’s Teaching Awards. The annual average is four. This year there are just three. That is very few when you consider an academic staff of more than 800. But – and I think everyone agrees – for the award to continue to have such impact, it needs to be hard-won and rarefied.

However, precisely because there can be so few winners, there is widespread recognition that to be nominated is in itself a significant achievement. As with literary and other awards, there is a longlist and a shortlist, and anyone on these lists should feel very proud that their students and colleagues put them forward.

This year a total of 77 staff members were nominated. Of those that went forward to the Review Panel, nine were shortlisted, eventually resulting in our three winners tonight. I know that at no stage was it easy to make the decision of who should go through to the next round. I commend all our nominees for their achievement.

Five of our shortlisted candidates are here tonight. To be shortlisted in such a competitive field is a great honour. I’d like to call on each candidate to receive a certificate of commendation:

- Dr Ann Devitt – School of Education - Early Career Award Shortlist
- Dr Tamasine Grimes – School of Pharmacy & Pharmaceutical Sciences - Early Career Award Shortlist
- Ms Michelle Leech – School of Medicine – commended for “Scholarship of Teaching and Learning & Use of Technology and Innovation”.
- Dr Kathleen McTiernan – School of Linguistic, Speech & Communication Sciences, commended for “Scholarship of Teaching and Learning & Curriculum Design”.
- Dr Richard Porter – School of Biochemistry & Immunology – commended for fostering engagement

I thank each and every one of you. Your commitment and dedication to teaching and learning, your innovation in creating learning environments which both support and challenge individual students, and your contribution
to the College’s high reputation for its teaching quality are greatly appreciated by our academic community.

* * *

As is clear from my short run through of the nomination process, the Provost’s Teaching Awards entail a great deal of time and commitment from College staff, students, and from the external reviewer.

I’d like to extend my thanks to the members of the Review Panel, in particular the chair, the Dean of Graduate Studies, Dr Aideen Long. And I thank our external reviewer, Professor Ray Land, from the University of Durham.

I also thank our Centre for Academic Practice – Jade Concannon particularly – for contributing to the interpretation, contextualisation and implementation of this award process, and for enabling academic staff in Trinity to promote effective, high quality teaching and student learning.

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It now gives me great pleasure to announce the recipients of the Provost’s Teaching Awards for 2013:

DR NIAMH CONNOLLY – SCHOOL OF LAW

Niamh Connolly has embraced the challenges of teaching law through both English and French and has developed a highly learner-centred approach. With her strong focus on enhancing critical thinking, she seeks to achieve widespread interaction in group teaching and caters for diverse learning styles through a variety of methods and activities such as buzz groups, writing prompts, role play and line-ups. As she herself suggests, ‘what matters is not what the lecturer utters, but what the learner understands and takes in’.

She uses every opportunity to develop and improve teaching and learning within the Law School, including attending many CAPSL programmes. An advocate of co-teaching and peer observed teaching, she was instrumental in establishing the Law Student Colloquium.

A student nominator paid her an inspiring tribute, saying: “She altered my way of thinking about the course... It no longer felt like Company Law was a huge, alien area involving complicated corporate terms and boring deals. Suddenly the course was within grasp - I began to see why the law needed to be there.”
DR LOUISE GALLAGHER – SCHOOL OF NURSING AND MIDWIFERY

Louise Gallagher's teaching philosophy espouses pragmatism by using practical examples from the student's own life and clinical experiences. Her teaching style has been described as ‘engaging’, ‘animated’, and ‘naturalistic’. She uses humour and has a lively rapport with students, characterised by respect, a focus on patient health and safety, and drawing on her own professional practice as a midwife.

Believing that ‘students learn as much from one another’, Louise facilitates the sharing of prior knowledge and experiences. She views research ‘as a form of inquiry to assist learning’, and she treats students as “a community of inquiry, where the sharing of ideas and experiences foster engagement and knowledge acquisition.”

A student nominator has said that Louise would be ‘remembered long after we graduate from Trinity’ while a peer reviewer spoke of her “ability to make all students feel equal, and her respect for the individuality and uniqueness of each student”.

DR DAVID PRENDERGAST – SCHOOL OF LAW

David Prendergast is the worthy winner of the Early Career Award. Central to his philosophy of teaching law is to demystify it. To help learners develop independent and critical thinking faculties, and to empower self-realised student learning, he has moved away from traditional written exams and has also initiated novel teaching strategies such as piloting round-table discussions into his Sophister teaching. In his broad curriculum classes in criminal law, students role-play criminal offences on stage. This helps clarify the relationship between legal definitions, moral principles and real-life situations, and also engages students with different attention and motivation levels.

David defines his approach to law as ‘irreverent (in the best sense)’, democratic in orientation, and embodying independent-thinking. Within the Law School he is director of the seminar programme and has responsibility for hiring seminar tutors. He has made an important contribution to the Trinity Access Programmes, in particular to the Pathways to Law programme which he designed.

A peer reviewer has praised him for “embodying the qualities of academic rigour and pastoral concern. These two qualities lead him to adopt teaching methods that challenge the brightest students while ensuring that no-one is left behind.”

This brings us to the end of the formal proceedings today. I invite you to take a stroll around the garden on this sunny evening. I have put in a path that
circumnavigates the garden bordered by those hornbeam hedges, so you can take a stroll in the shade!

Thank you.

* * *

(L-R) Provost, Dr Patrick J. Prendergast; Dr Louise Gallagher; Dr David Prendergast; Dr Niamh Connolly.
Welcome everyone to the Long Room in Trinity College Dublin.

This is, I understand, the hottest day of the year so far, as well as almost the longest day, so it may seem incongruous to be here in this shuttered room. However we must respect the impulse to dim the light, which is an impulse born of the wish to protect very ancient and precious books that are in the shelves around us.

And we also know that sunshine and literature are not incompatible. On the contrary, I understand that literary festivals always do better in good weather. So we hope that this beautiful sunny spell will continue through to July and to Hay-in-Kells.

This is the second annual Hay festival in Kells and the second time its programme has been launched in Trinity’s Long Room.

Trinity is indelibly and forever associated with the town of Kells through the greatest treasure in this library of treasures, the Book of Kells, which was created about the 9th century AD in either Kells or Iona or both; and was kept for six centuries in Kells but during the Cromwellian period was sent to Dublin for safe-keeping, and was presented to Trinity in 1661 by Henry Jones, later Bishop of Meath.

The world’s greatest expert on the Book of Kells is Trinity’s head of Research Collections, Dr Bernard Meehan, who two years ago published the seminal account of the Book. If I may quote from a History Ireland review of Dr Meehan’s scholarship:

“The Book of Kells is at once an icon of Irishness; a masterpiece of world art; a relic in the strict sense in that it was venerated for centuries as belonging to St Columba of Iona; a relic in the modern sense of a tangible link to a wondrous time of Irish creativity in the early medieval period; and of course, in an age of celebrity, it is a ‘must see’ on any tour of Dublin.”

The power of this Book was a factor in bringing the world-famous Hay festival to Kells. And, as I say, it now links Trinity to Kells and to the festival.

Trinity will have a presence at the festival: in this centenary year, the Great War is a theme of the festival and Dr Ciaran Wallace from our Department of History will be talking about the home front during the war – specifically he’ll
be dealing with “rationing, ‘war fever’ and anti-conscription sentiment during the years 1914 to 1918.” One of our former students, Turtle Bunbury, will also be dealing with Irish participation in the war.

Others of our former students addressing the festival include children’s writer Sarah Webb and cookery writer Susan Jane White, while actress Lisa Dwan will be discussing her work performing the plays of another Trinity graduate, Samuel Beckett.

These are just some of the highlights of what is a remarkably full and rich programme featuring international and national household names. I won’t go through the programme – there are others here to do that better than me.

Allow me just to emphasize again how honoured Trinity is to be associated with this rich, diverse festival which takes such a broad and generous approach to literature.

Fact and fiction, history and sports writing, poetry and cookery, children’s books and theatre – all these have a place at the festival, together with debates, story-telling, creative writing workshops, and, I believe, a demonstration of brewing beer.

This spirit of interdisciplinarity, collegiality and creativity is exactly what Trinity celebrates, and what we incorporate in our approach to education and research.

This festival puts the focus on readers and writers of all types and variety. Last year my family and I heard Manchán Magan in the Church of Ireland church, and we still remember his captivating travelogues. The Hay Festival Kells will, this year and in the coming years, continue to be a source of inspiration for aspiring writers and for devoted readers in Ireland and round the world.

We’re proud that Hay begins its Irish festival in Trinity – and I urge everyone to go down to Kells in July.

Thank you.

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www.historyireland.com/pre-norman-history/the-big-book/ (Review of Meehan by Prof. Thomas O’Loughlin)
Good afternoon,

Thank you all for coming. I’m delighted that this year again the weather permits us to hold the Tutors’ reception outside. This Reception is becoming a kind of annual Garden Party, which I’m delighted about since this garden which is looked after so well by the College gardeners should be used as much as possible.

This year I’ve spent quite some time drafting our new Strategic Plan, which will be launched in September. It’s a five-year plan outlining college strategy until 2019. Working on formulating the mission, vision and values for this Strategy I’ve been thinking a lot about what makes Trinity unique and distinctive.

There’s so much that’s distinctive – for instance what’s before our eyes, these beautiful buildings out there in Front Square and the Provost’s House here behind me – all a rich heritage. But I believe that what really counts to make us unique is the Trinity education.

For centuries this education has been research-inspired or scholarship-inspired; it has understood the value of the extra-curricular and the pastoral – and the tutorial system has been central to it. Everything we do here is about fostering independence, creativity, discipline, and originality. We want to impress in our students that they are equal partners in a ‘common enterprise of discovery’; we want to encourage them to make a contribution to civic society using their unique gifts.

Small group teaching and seminars are fundamental to the education we offer, so are clubs and societies, and public debates, and volunteering, and an increasingly important element is semesters abroad. And so too is the Tutor system. In this university, teaching, research and pastoral care are strongly linked, as indeed they always must be in the full academic formation of each individual student.

To take away the Tutorial system would be to send out a message that we’re not interested in a student’s personal development but only in their exam results. That’s a message we will never send out. And we particularly resist the notion that the tutorial system is in any way expendable, some kind of luxurious add-on rather than a vital service – and we said this to the Department of Education when they wanted us to cut the funding to it. Unfortunately, we were not heeded; however, to prove how very indispensable
Tutors are to us, we found a means of continuing our commitment through the Tutorial Service Support Fund.

I’m aware that this fund does not perhaps suit everyone as well as the previous grant system did, so I would like to thank you all most sincerely for sticking with us, for making the continuation of the tutorial service possible. It is your generosity and commitment which enables this.

I don’t want to exaggerate but if the Tutor system closed, it would badly affect the College, and our whole sense of what Trinity is about. The system has been tried and tested, but thanks to you it has proved itself. We are all particularly grateful to the Senior Tutor, Dr Claire Laudet, for her work on protecting the Tutorial system, and for her support generally.

In conclusion, I would just like to say that... ...mostly when we think and talk about the Tutor system, we focus on how we help educate and form the students. But thinking back to my own eight years as a Tutor, it strikes me that – to rephrase JFK – it’s not just what we do for the students, but what they do for us.

To have students approach you with concerns or for career advice is to be invited into their lives. And that is a compliment and a reminder that we enjoy positions of privilege and responsibility and that like anyone in such positions we should be using them to help others.

On this summer evening I want to thank you who serve as Tutors and Postgraduate Advisors; your work is indispensable to the reputation of the College.

Thank you.

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Honorary Degree Dinner Speech

Dining Hall, Trinity College

Chancellor, Pro-Chancellors, Honorary Doctors, Distinguished Guests, Ladies and Gentlemen,

Today we pay tribute to four exceptional individuals by bestowing on them our highest honour.

It's among the privileges of universities that we're able to honour people in this way - that we have a formal, traditional means of recognising excellence and achievement. Universities, since the Middle Ages, have had this right to grant degrees 'honoris causa' on individuals from anywhere in the world, who are judged of merit.

This privilege reminds us that a university's primary purpose is to nurture great talent – to enhance the public good by educating the thinkers, doers, and reformers that society needs, as well as yielding up the research and scholarship which improves our way of being in the world.

Today we confer honorary doctorates on four 'thinkers, doers and reformers' - each a champion in his or her field. These four - who hail from the United States, Japan, Israel and Ireland - represent a range of disciplines, and a range of talents. Between them, they have illuminated the fields of business, education, engineering, technology, literature, social partnership, and the law.

By honouring these four, we honour the different places and traditions that formed them; we honour their disciplines - and indeed their interdisciplinarity - and we honour the commitments, both professional and voluntary, for which they stand. We recognise that diversity contributes to breadth of knowledge and so to the multiplicity of understandings that we as a global population need to deal wisely with the many challenges we face.

DOCTOR IN SCIENCE (Sc.D.)

Craig Barrett is an engineer by training who taught at Stanford University before joining Intel in 1974, where he served as Chief Executive Officer from 1998 to 2005.

He was Senior Vice-President of Intel when the decision was taken in 1989 to locate a plant in Ireland. I understand that his grandmother was an Eccles from County Tyrone and certainly he takes a strong interest in our country's development.
He is chairman of the Irish Technology Leadership Group, which was established in 2007 in Silicon Valley to support the development of small and start-up Irish tech companies. Last year he was presented by President Micheal D. Higgins with the 2013 Irish Presidential Distinguished Service Award for the Irish Abroad.

In Trinity we honour him not only for his services to this country but for his profound commitment to education. He has strongly articulated the need to raise what he calls ‘Common Core Standards’ in maths and reading, and in the US he has pioneered a programme for non-profit high-achieving schools. Regarding education as critical to economic competitiveness, he has called on the US and Ireland to join countries like Finland in investing five percent of GDP back into R&D.

His is a message which resonates profoundly with us in Trinity. In a few months we will be launching our five-year Strategic Plan. Capturing the link between academic research, industry partnerships and economic growth is central to this strategy.

Craig Barrett has shown through his life and career that business excellence requires not just entrepreneurship but strength in research; and that of all the things government and the private sector should be doing to encourage economic growth, none is ultimately more important than investment in education and research.

Atsuko Fukuda is Professor Emeritus in the Department of Organic and Polymeric Materials in the Tokyo Institute of Technology, and since 2004 he has been visiting professor in Trinity’s School of Engineering.

Professor Fukuda is among the most distinguished leaders internationally in the field of organic materials, in particular, ferroelectric and anti-ferroelectric liquid crystals.

It would be difficult to overstate the importance of liquid crystals to the way we live now. Without liquid crystal displays (or LCD), the information technology revolution would have been delayed by at least several decades. Today, 100% of large TV screens and computer monitors are LCD. Liquid crystals are widely used in electro-optics, photonics, sensors, artificial muscles – and even in painting. They are also significantly energy-saving.

Professor Fukuda’s fundamental discoveries in this field have had an enormous impact on the new generation of LCDs - in particular on the developments of micro-displays for viewfinders in cameras; displays on specialised watches used by deep-sea divers; and electro-optic and spatial light modulators used in information and communication engineering.

He has published more than 400 research papers in international journals and is one of the highest cited scientists in the field. In his ten years of
association with Trinity, he has published thirty papers jointly with Trinity researchers. This has contributed greatly to Trinity’s high standing in the field.

In a few days our university will host the 25th International Liquid Crystal Conference. This conference, which has been held biennially in different cities since 1965, comes to Ireland for the first time under the leadership of Professor Jagdish Vij.

We are delighted to have this opportunity to recognise Professor Fukuda’s unique contribution to this crucial field of human endeavour.

**DOCTOR IN LITERATURE (Litt.D.)**

**Amos Oz** is Professor of Hebrew Literature at the Ben Gurion University of the Negev in Beer Sheva, and author of 35 books, including novels, short stories, children’s books, articles and essays. His work has been translated into 41 languages. He is, quite simply, a colossus of literature, and it was wonderful for the Dalkey Book Festival to be able to welcome him last Sunday, and for Dublin to receive him as a guest this week.

In Dalkey he debated with Salman Rushdie the idea of the ‘global novel’, which - it turned out – neither author believed in. He has spoken about how reading Sherwood Anderson’s short stories, *Winesburg, Ohio*, on small-town American life alerted him ‘to write about what was around me’. He and Rushdie spoke about how Joyce made the provincial universal, and this is also Oz’s achievement. For all of us who do not know Israel and did not live through its formative years, to read Amos Oz’s novels and memoirs is to enter imaginatively and emotionally into his world.

His work includes numerous essays and articles on the Israeli-Palestinian conflict. He defines himself as a Zionist social democrat and a peace activist and he was among the first Israelis to advocate a two-State solution, back in 1967 after the Six Day War. He is, in age, eight years older than the State of Israel and has lived through all its achievements, crises, successes and tragedies. His wisdom is attended to.

He says “I write novels for the same reasons I dream. Novels for me have never been a political vehicle. When I want to make a statement I write an article.”

Tonight we honour Amos Oz’ commitment to freedom, peace, and creativity – his courage in living and embodying values which are central to us here in Trinity College, and to universities everywhere.

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* Amos Oz interview, Irish Times 14 June 2014
DOCTORATE IN LAW (LL.D.)

Mary Redmond is equally known and celebrated for her work in law, in social partnership, and in corporate governance.

She is a leading authority in Irish employment law, having worked in this area for thirty years and written the seminal book on Irish Dismissal Law.

She is also founder of the Irish Hospice Foundation and co-founder of The Wheel, a support and resources centre for community and voluntary organisations across Ireland. And she is one of Ireland’s most high-profile non-executive directors – she has sat on the board of Jefferson Smurfit, the Bank of Ireland (where she was deputy governor for a number of years), the RTÉ authority, and the Campbell Bewley Group. She has been a trailblazer for women in corporate governance.

Since returning from Christ’s College Cambridge, where she did her PhD, in the mid-Eighties, Dr Redmond has contributed continuously and significantly to justice and society in Ireland.

Impressed by the quality of care which her father received in Our Lady’s Hospice, Harold’s Cross, she wrote to the head of the Hospice in 1985 saying simply that she believed her ‘legal and administrative skills’ could be of use in fund-raising. This was the genesis of the Irish Hospice Movement which has since raised many millions of euro and has supported the spread of the hospice philosophy throughout the country.

In 2004 St Francis’ Hospice in Raheny inaugurated the annual Mary Redmond Foundation lecture. This has since been delivered by such distinguished academics and public figures as Senator David Norris and President Mary McAleese.

Trinity College is delighted now to honour Dr Redmond for her multiple achievements in the areas of law, corporate governance and social partnership. She is a model to our students of all that can be achieved through the full realisation of one’s potential together with a commitment to justice and human rights.

* * *

These four men and women are true role models of what can be achieved – in terms of their specific fields - and of serving the greater good.

We are privileged to have you join the roll of graduates of the University of Dublin.

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Before I call on Dr Craig Barrett to reply on behalf of the new graduates, I would ask you all (but not the four new Honorary Doctors of course!) to rise for the first toasts of the evening.

Ladies and Gentlemen: the Honorary Graduates.

I now call on Dr Craig Barrett.

* * *

(L-R) Public Orator Dr Anna Chahoud; Provost, Dr Patrick J. Prendergast and Chancellor Dr Mary Robinson (both seated at dias); Dr Amos Oz (standing)
Good afternoon,

I’m really delighted to be here for this wonderful launch. Today we celebrate the pursuit of scientific knowledge, and specifically of astrophysics. And we celebrate the long connection between Trinity College Dublin and Birr Castle Demesne and the Earls of Rosse – a connection which goes back hundreds of years, and which has been characterised by a dedication to science, the pursuit of learning, and a strong sense of public service.

Let me tell you a bit about the many and close connections between our university and the Birr Estate.

As a student in Trinity in the 1770s, Sir Lawrence Parsons, later the 2nd Earl of Rosse, was auditor of the ‘Hist’, the college debating society, and on graduating he entered the Irish House of Commons as MP for Dublin University, the Trinity seat. We’re very proud of the 2nd Earl as a Trinity graduate and MP because his record in the Commons speaks of independence and integrity. He was praised by Wolfe Tone as ‘one of the few honest men in the House’ and was a leading figure opposing the Act of Union.

His son, the 3rd Earl, was a truly remarkable man. In the early 1840s he constructed what was then the largest telescope in the world in Birr, the so-called ‘Leviathan’ telescope, which was the Hubble telescope of its time. You might have had an opportunity to view the telescope on your way to this observatory - it is indeed an extraordinary scientific heritage for Ireland and a considerable feat of engineering.

Here at Birr the Earl made those very first drawings of the Milky Way, identifying its spiral structure through his observations from the telescope.

This Earl had the same qualities of integrity and independence as his father. We remember him as a vocal critic of the government in London during the famine. From the House of Lords, he had warned for years previously that the situation in Ireland was becoming desperate. When devastation struck he was unsparing in his criticisms, an important voice of compassion and of economic sense.

He received many honours including the Légion d’Honneur in 1855, and Trinity was most proud to appoint him as Chancellor of the University of Dublin in 1862. His portrait hangs in the College’s Dining Hall.
He had the gift of handing on his passion and enthusiasms to his children. Of his sons, all of whom attended Trinity, the youngest, Sir Charles Algernon Parsons, invented the steam turbine. The building that houses Trinity’s Department of Mechanical Engineering is called the “Parsons Building” after him. A portrait of the eldest son, the 4th Earl, hangs in the foyer of the Parsons Building – the 4th Earl continued his father’s study of astronomy. He devised and built a water clock to drive the telescopes at Birr and developed an independent observer’s bucket for the 36-inch telescope (an innovation which later became standard). And he too served as Chancellor of the University of Dublin, in which capacity he helped raise funds for new laboratories for the university in the early 1900s, and himself made a substantial donation to the project.

The current Earl – the 7th– has continued the great family tradition of science and public service.

He has maintained the family connection with Trinity. And for a number of years now has granted our researchers the use of grounds and buildings in the Demesne to site scientific instruments measuring solar activity. This has now led to the observatory, where we are today.

Lord Rosse recently donated land for the Irish LOFAR radio telescope project – the lands are directly across from this Observatory. It’s only when you really look at the field that you can begin to visualise the huge scale of the LOFAR telescope, and you start to imagine what we could do if we secure the funding for LOFAR.

* * *

On Trinity Monday this year, we recognised Lord Rosse’s contribution to science and to the College by electing him an Honorary Fellow of Trinity College Dublin. As I hope my brief gallop through history has shown, the launch of this Observatory is another milestone in his family’s long commitment to science, and to Ireland, and a further deepening of the historic connection we share. And I venture to suggest, given the family history, that it will not be the last.

On behalf of Trinity College Dublin, I thank Lord and Lady Rosse for their marvellous generosity. To study solar physics in a place so crucial to the history of astronomy is something special, and I know that all our researchers feel this.

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The work already being carried out here at Birr - which will now be augmented through this observatory, and hopefully down the line, through LOFAR - is ground-breaking research, and also accessible and exciting.
It was a tremendous achievement when the research of Trinity’s solar physicists was not only published in the world-renowned *Nature Physics*, but actually made the front cover.

And some of the data published in *Nature Physics* was gathered here, in this very yard, using the antennae that you see around you.

This is something which not only Trinity, Birr Estate, and County Offaly should be celebrating, but it is indeed something the whole country should be celebrating. Ireland seeks to be further recognised globally as a centre for scientific discovery. What happens here in Birr and in the Trinity School of Physics is central to achieving that goal.

There is now huge interest globally in astrophysics, due to the huge progress made in, for example, CERN with the Higgs Boson, and the exploration of space by teams at NASA and the European Space Agency.

In the forty years since man first walked on the moon, the world now has an International Space Station, with astronauts able to communicate directly through Twitter and Facebook and share what it’s like to live on the station. I think everyone in this country was moved and appreciative when Colonel Chris Hadfield tweeted images of Ireland taken from the Space Station. Colonel Hadfield’s daughter is a PhD student in Trinity, and he’s a great supporter of science in this country.

To build on the contribution which Ireland, Trinity and Birr have already made to astronomy and astrophysics, it’s vital that we secure funding to bring the international LOFAR radio telescope to Birr, in partnership with other Irish universities.

We are working very hard to secure this finance and to become part of the international LOFAR project. We would like LOFAR to contribute towards economic development here in the Midlands, and to be a scientific station that young people and the public can engage with and visit – reminding us why science, mathematics and technology are such fascinating and exciting fields of study.

To stand here and reflect on 170 years since the Leviathan telescope was first launched, and on all that the Estate and Trinity have done since – leading up to and including this Observatory... well, the achievements, past and present, give us great hope for the success of future projects.

And with that encouraging reflection, it’s now my pleasure and privilege to unveil this plaque, and raise a toast to the generosity of Lord and Lady Rosse, to the future of the observatory, and to securing LOFAR for Ireland.
(L-R) Dr Peter Gallagher; Provost, Dr Patrick J. Prendergast; Lord Rosse; local Protestant and Catholic Clergymen.
Monday, 30th June 2014

25th International Liquid Crystal Conference 2014

Arts Building, Trinity College

President of the Society Professor Zannoni, Distinguished guests, Ladies and Gentlemen, good morning,

It’s my very great pleasure to welcome you to Trinity College for the 25th International Liquid Crystal Conference. This is a great occasion for us: it’s the first time that this prestigious conference has come to Dublin and to Trinity.

This conference is truly international and over the years has been held in Kyoto and Stockholm, Bangalore and Strasbourg, Mainz and Ljubljana, and in fifteen other cities worldwide.

Attending the conference this week are over 600 delegates from 30 countries, including: Japan, South Korea, Hong Kong, Taiwan, India, China, Oman, Russia, Ukraine, Kazakhstan, USA, Canada; Chile, Brazil, Argentina and most EU countries.

And the delegates represent not only distinguished universities but multinational companies including E. Merck, Samsung, and Nissan, as well as State agencies. So this is among the world’s most truly international academic conferences.

About the same number of countries are represented here as in the World Cup – 32. And while the eyes of the world are not on Dublin – which, I have to say, I think we’re all grateful for! – hosting this conference is adding greatly to the international atmosphere in the city this week.

So you are all very welcome. I know you will enjoy many important papers and sessions this week since the conference programme is so strong. And I trust you will also enjoy your time in our capital city.

As you probably see from the buildings and environment around you, this university is a place of heritage, and a place of innovation. Trinity is a high-ranking, multi-disciplinary university of 24 Schools, ranging from Law and Humanities, to Medicine and Engineering and Computer Science. Not only are we deeply committed to the disciplines that make up the university community, but we strongly encourage interdisciplinarity and collaboration. I myself am an engineer – I’ve collaborated excellently with my colleagues in Health Sciences in the area of bioengineering and medical devices.
I hope at some point during your busy schedule this week you’ll get a chance to look around our campus. I know you will enjoy visiting our most iconic display, the 9th century Book of Kells, which is one of the most beautiful illuminated manuscripts in the world. By contrast, the Science Gallery was opened just six years ago. Here we exhibit science experiments like works of art– it’s a place as we say: ‘where science and art collide’.

I think the Book of Kells and the Science Gallery represent wonderfully the unique blend of heritage and innovation that is at the heart of what Trinity is about as a university.

On the other hand, we are enjoying a mild, sunny summer – which we don’t always get in Dublin! – so you might also simply like to take advantage of this by getting drinks in the ‘Pav’, our college bar, and enjoying them on the cricket pitch – one of the nicest places, I think, to socialize in the open air of a Dublin summer.

I thank the International Liquid Crystal Society for choosing Dublin and Trinity as the venue for this year’s conference – and the local organising committee under the chairmanship of Professor Jagdish Vij. And I thank the event sponsors, particularly Science Foundation Ireland and Bord Fáilte, and international companies, Francis and Taylor, Instech, and E. Merck.

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The high attendance and interest in this conference has, of course, to do with the importance of liquid crystals to the needs of society today. It’s no overstatement to say that almost every human being living on the planet has benefitted from LCD technology in one form or the other.

Just three days ago, on Friday, the University conferred an honorary degree on Professor Atsuko Fukuda. His is a name many of you will know. He is professor emeritus in the Tokyo Institute of Technology and has been visiting professor to Trinity’s School of Engineering for the past decade. We honoured him for his pioneering discoveries in liquid crystal research. The Public Orator acclaimed his work, using the words of the Roman poet Lucretius, as research that (and I quote) “At once supplies the place of light with a new light” and this I think serves as a commendation for the whole scientific field that this conference is about.

Twelve years ago Trinity awarded an honorary degree to Professor J.W. Goodby for his seminal contributions to the field of liquid crystals, including his discoveries of the twist grain boundary and blue phases, and in 1995 we recognised Professor Helmut Ringsdorf of the University of Mainz for his pioneering work on liquid crystalline discotic polymers. I understand that Professor Fukuda is an invited speaker later today, and Professor Goodby is a plenary speaker here on Wednesday.
Our recognition of scientists in the field of liquid crystal is an indication of the importance Trinity accords this crucial field. As I have said, Trinity is a multi- and inter-disciplinary university, and research into liquid crystals involves collaboration between our Schools of Physics, Chemistry, and Engineering, and also our Institute for Biomedical Sciences.

And as we know liquid crystal displays are a growth technology area and are also significantly energy-saving, which brings in other disciplines and research areas including ecology, environment, economics, and social policy.

Last year Trinity established nineteen interdisciplinary research themes which we want our Schools and Institutes to concentrate on – themes which address some of the most significant challenges facing humanity today. Our nineteen chosen research themes include ‘Smart and Sustainable Cities’, ‘Inclusive Society’, ‘Sustainable Environment’, ‘Creative Technologies’, and ‘Intelligent Content and Communication’. Liquid crystals, and the way in which we manage and recycle them, are important to all these themes.

Academic-industry link-ups and international research collaborations play an increasingly crucial role in research in Trinity, as in many universities round the world.

So it gives Trinity particular pleasure to recognise scientists for their work in liquid crystals, and to be hosting this conference. I hope that, for our staff and for all the delegates, contacts built up this week will result in future important research collaborations.

Such collaborations will count greatly not only for individual researchers and their institutes but for progress and growth on our planet. There is nothing more important than using new technologies to promote sustainability. Our future depends on this. It’s so important that, as researchers, our discoveries are not only exciting, but also ethical, integral and part of the solution to living together successfully on this technological planet.

Thank you.

* * *
Address to Alumni in Sydney

Westpac HQ, Sydney, Australia

Ambassador*, Distinguished Guests, ladies and gentlemen, good evening.

It's a pleasure and privilege to be here. As Provost, I get many opportunities to travel round the world, since Trinity is a global institution with global networks in education and research. On my travels, there's nothing I enjoy more than meeting graduates of our university. Here this evening is Ruth Tarlo, a graduate in chemistry from 1947, and John Morrison, a graduate from 1952.

I'm a trinity graduate myself – engineering, 1987. Trinity graduates are so many and far-flung that it's not hard to bump into us, wherever you are! But an event like this is wonderful because it brings together, in one place, so many committed alumni. I'm sure you're enjoying this chance to renew contact with each other; it's certainly great for me to meet you in this relaxed environment.

Personally, I take a warm interest in all former Trinity students and in how you're making your way in the world. My personal interest aside, it's crucial for the College to maintain active contact with you. Trinity is a community of over 3,000 staff and 17,000 students and some 90,000 Alumni. Alumni networks can be a great asset to a university, and Trinity's alumni live in over some 130 countries worldwide.

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The forum was hugely successful, and invaluable in terms of advice and commitment. We were delighted at the level of support which these hard-pressed, high-flying graduates were ready to offer us.

* Ireland's Ambassador to Australia, Noel White
We look forward to holding future graduate forums and to continuing to
strengthen links with alumni branches. The relationship between alumni and
college really is life-long and mutually beneficial. The strength of any
community depends on the commitment of its members. There are so many
different ways in which alumni can support the college and support each
other in the wider world.

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Because Trinity alumni are, as a body, so adventurous and eager to explore
opportunities, they are constantly venturing into new territories and as a
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However the ‘Trinity in Australia’ story is somewhat different in that there is
nothing new about the relationship. Australia – and particularly Sydney and
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Over the centuries, many Irish have come to Australia, and among them
many Trinity graduates.

Today, when so much of the world is in recession, making it more difficult
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So the Trinity-Australia connection is an historic one, which in many ways
has remained remarkably consistent over the centuries: our graduates get to
expand their skills and experience in this land of opportunity, and Australia
receives the benefit of graduates with a Trinity education and mindset.

In other ways, the connection has changed, and for the better, since the
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And of course Trinity also welcomes ‘native’ Australians for undergraduate
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Thomas Jamison, who docked in Botany Bay in January 1788. He rose to
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Australia.
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Fulton also did well – in fact to Australia’s credit, as soon as he landed he was given a free pardon of his rebellious activities and he later established, in Sydney, the colony’s first private school for the ‘education of young gentlemen in classics, modern languages, and mathematics’.

The distinctive contribution of Trinity people to Australia has been researched by two distinguished professors of the University of New South Wales, Patrick O’Farrell and Jarlath Ronayne, and if you’re interested in the subject I would urge you to take a look at their books, *The Irish in Australia* and *First Fleet to Federation*. O’Farrell makes the point that the Irish in Australia in the 19th century were no monolithic body, as they are often presented, but were ‘complex, multiple and various’ – I’m sure this is still the case.

I hope, as Trinity graduates, that you draw strength from the historic contribution of Trinity College Dublin in Australia.

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So I’m glad to be able to report - with all due caution - that the economic situation in Ireland is improving. GDP growth has beaten expectations this year and various bodies - including the Economic and Social Research Institute, the Central Statistics Office, and the Central Bank as well as individual companies – have projected continued growth for next year.

The figures and projections give hope and – to get away from statistics - I can say, from living in Dublin and working in Trinity, that the upturn is palpable; maybe even a sense of relief of having come through the storm. It has been extremely tough for everyone. And there’s certainly no room for complacency until we start seeing very good graduate employment figures.

Nevertheless, there is a sense of confidence in the future. I think we can all be proud of the way that, as a country, we remained largely positive through this trying period.
As an institution in receipt of public funds – we get about 50% of our revenue from the State - Trinity experienced austerity and cut-backs, like everyone else. We suffered restrictions on staff hire and remuneration, and difficulties with a whole range of services and capital development projects.

However, what's striking is how focussed we remained on maintaining quality in education and research. Right through the recession, there were continuous headlines about excellent Trinity research and endeavours – for instance about:

- our leading role in the production of the new ‘wonder material’, graphene;
- our multidisciplinary study into ageing;
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- and the success of Trinity spin-out companies, like biotech spin-out Opsona Therapeutics which last year secured €33 million investment to develop preventative approaches to auto-immune and inflammatory diseases.

And those are just the research and activities that made headlines. New infrastructure projects in the planning include the new Trinity Business School; E3-The Engineering, Energy, and Environment Institute; and the Trinity Cancer Institute on the St James’s Hospital Campus. I believe that through the recession Trinity helped contribute to Ireland maintaining a positive, proactive spirit. Now, as we start to see growth return, I hope that we will see more investment in universities, preparing Ireland to compete globally in the innovation economy. Studies time and again show that successful economies – and successful societies – invest in education and research. In a small economy, a single university can have a strong impact, and this is certainly the case with Trinity in Ireland.

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The alumni role has been greatly strengthened in recent years and, with your help, will continue to be strengthened. Present here this evening is Dr Stanley Quek. He is well known in Australia as a property developer and philanthropist whose most iconic project is probably the development of the Central Park area in Sydney. He is also well-known in Trinity because as a graduate of our medical school, he has been a continued supporter of the college in so many ways.

Stanley discovered his flair for business after having first practiced successfully as a doctor. He is enjoying a lifelong relationship to his alma mater, and he embodies the advantages of this - for himself, and of course for Trinity. He shows the strength to be derived from remaining connected to our past and our roots.

I thank Stanley for his help in organising my visit to Australia. I also warmly thank Westpac for hosting and sponsoring this reception; as well as Yvonne Le Bas, Teresa Keating and Melissa Fisher of the Australia Ireland Funds, who helped make today’s event happen. And particular thanks to Dylan Carroll of the Alumni Branch and to Caitriona Ingoldsby, Irish Consul General, for their invaluable role in liaising with alumni.

And of course, thanks to all of you for coming along, giving me this chance to meet with you, and making this evening such a success. It’s important to stay connected and to “set a course”, as the great Australian writer Tim Winton has put it.

He wrote in his novel, Breath: “We rise to a challenge and set a course. We take a decision. You put your mind to something. Just deciding to do it gets you halfway there. Daring to try.”

Thank you.

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Provost Dr Patrick Prendergast with Alumni in Sydney
Distinguished Guests, ladies and gentlemen, good evening.

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Today, when so much of the world is in recession, making it more difficult than previously for people to travel to work, Australia has continued to offer opportunities, to be a magnet for talent.

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Fulton also did well – in fact to Australia’s credit, as soon as he landed he was given a free pardon of his rebellious activities and he later established, in Sydney, the colony’s first private school for the ‘education of young gentlemen in classics, modern languages, and mathematics’.

Trinity’s School of Law has had a particular connection with Melbourne. Four 19th century Chief Justices of the State of Victoria were Trinity graduates, including Sir Redmond Barry, who acquitted the leaders of the ‘Eureka Stockade’, the name given to the influential miners’ rebellion of 1855. The leader of that rebellion was Peter Lalor, brother of the Young Irelander and Trinity graduate James Fintan Lalor, and half the men acquitted by Barry were Irish-born. Barry was also the judge who sentenced Ned Kelly to death in 1880.

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I can see, looking round the room, that some of you are very recent graduates, while others would have studied in Trinity many years ago. We have graduates here from the 1940s and 1950s, and the most recent is Siobhan Ryan who graduated in 2011.

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So I’m glad to be able to report - with all due caution - that the economic situation in Ireland is improving. GDP growth has beaten expectations this year and various bodies - including the Economic and Social Research
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And those are just the research and activities that made headlines. New infrastructure projects in the planning include the new Trinity Business School – and it’s a pleasure to meet here this evening Professor Colm Kearney, former Senior Lecturer who was a Professor of International Business until coming to Monash; the E3-The Engineering, Energy, and Environment Institute; and the Trinity Cancer Institute on the St James’s Hospital Campus.

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The alumni role has been greatly strengthened in recent years and, with your help, will continue to be strengthened. I warmly thank PWC for hosting and sponsoring this reception - in particular Mary Waldron.

And I thank the Australia Ireland Fund, who helped make today’s event happen. And Ciaran Horgan of the Alumni Branch for his invaluable role in liaising with alumni.

And of course, thanks to all of you for coming along, giving me this chance to meet with you, and making this evening such a success. It’s important to stay connected and to “set a course”, as the great Australian writer Tim Winton has put it.
He wrote in his novel, *Breath*: “We rise to a challenge and set a course. We take a decision. You put your mind to something. Just deciding to do it gets you halfway there. Daring to try.”

Thank you.

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Provost, Dr Patrick J. Prendergast with Alumni in Melbourne
Good evening and welcome to the closing ceremony of the World War One roadshow.

Trinity is proud to have hosted the roadshow, in partnership with RTÉ Radio 1 and the National Library of Ireland.

It has been an informative and thought-provoking day, with lectures and pop-up talks - showcasing research being conducted in Ireland on this period.

As part of the Family History Collections Day of World War One, people from all over Ireland were invited to bring their precious items and memories related to the War. It was led by the NLI as a national partner of the European online archive. Items will be catalogued, digitised, and uploaded to an online European archive, just in time for the 100th anniversary of the outbreak of the war in 1914.

And there was much more besides – such as the Last Cricket Match of Peace; and the poetry and songs of World War One.

* * *

The Great War had an immediate impact on Trinity College. Thousands of young students and graduates went to fight, as did many support staff, and hundreds of Trinity people died in military or naval service around the world.

Across Front Square from here, housed in the 1937 Reading Room, is the College War Memorial. In it is a Roll of Honour with the names of over 450 Trinity graduates and students who lost their lives. Every Remembrance Day I as my predecessors as Provost before me, lay a wreath there. We do so because Trinity is proud of the courage of its own who chose to go and fight in the First World War.

In remembering those who died in the services, we should also remember others who perished in the conflict. These included merchant seamen, fishermen, and civilians – 500 people died when the mail boat Leinster was torpedoed near the Kish Lighthouse in October 1918.
And it is also important to remember the great majority who volunteered and who survived participation in the Great War.

* * *

Today’s programme of events forms part of Trinity College Dublin’s engagement with the Decade of Commemorations. We have long supported scholarship exploring the Irish, European and global events arising within the Decade of Commemorations.

Our academics have been closely involved in the opening up of Irish official records, particularly the Bureau of Military History and the enormous Military Service Pensions Archive, the first online tranche of which was launched by the Taoiseach in the GPO in January.

In remembering the Irish dead of the Great War, we must also explore the linkages between that conflict and the Irish Revolution.

Trinity is involved in major explorations of the full spectrum of the Irish experience in this era from a wide range of perspectives. Among public events that will be taking place in the forthcoming year will be a major conference in May 2015 marking the centenary of the sinking of the Lusitania, hosted jointly with the Irish Naval Service.

Trinity has launched its first Massive Open Online Course on “Irish Lives in War and Revolution: Exploring Ireland’s History 1912-1923” in partnership with FutureLearn, the Open University’s online education platform. You are invited to register for this online course – it’s free and open to all!

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Today's series of events was made possible through the collaboration of the National Library of Ireland and RTÉ.

I would like to thank both heads, the NLI Acting Director Catherine Fahy and RTÉ’s Director General, Noel Curran in what has been a very beneficial collaboration for our three institutions. I would also like to thank the Defense Forces, and the Bandsmen of the Army School of Music for what will be a fitting closure on this memorable day – the final bugle call of the Last Post.

We hope that people come away from today with a greater understanding of Ireland’s role in what was one of the bloodiest conflicts of our time.

Thank you.

* * *
Good afternoon,

I don’t want to detain you unduly or interrupt your discussions of Professor Halbertal’s wonderful keynote lecture, which we’re all still absorbing. And I’m also aware that we cannot go over time since there is a World Cup final to be watched.

However, I must, as Provost, take this opportunity to welcome you all to Trinity College Dublin – specifically to the Old Library, which is the heart of our university, and which houses one of the greatest treasures of the world, the 9th Century illustrated manuscript of the Book of Kells.

It’s a great pleasure for Trinity to be hosting this annual conference, which comes to Dublin for the first time, although Ireland has been included within the scope of the British Association of Jewish Studies since its foundation in 1975. Indeed the second president of the Association was the Trinity academic Jacob Weingreen, who held the Professorship of Hebrew (1724) in what was then the Department of Hebrew and Semitic Languages.

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This annual conference provides a forum to advance teaching and research in Jewish culture and history within higher education in Britain and Ireland. It’s a most important forum, particularly perhaps for Ireland, where Jewish studies is not widely researched. Indeed Trinity is the only university in the country to offer research and courses in Jewish Studies.

So it’s with particular pleasure that we host this conference and welcome delegates from Europe, the US, Canada, Australia, South America, Turkey and Israel. We’ve already heard some great papers and panels, and we will hear more over the next few days.

My thanks to the Rothschild Foundation and to Trinity’s Long Room Hub who are supporting this conference.

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In the 1980s, students at Wesley College in Dublin had a brilliantly simple and attractive idea to raise money for the developing world: they decided to ask well-known people to nominate their favourite poem for an anthology.
Among those whom they asked was the then president of Israel, Chaim Herzog. He wrote back nominating ‘The Lake Isle of Inisfree’, which he remembered from his school days in Dublin – also in Wesley College - in the 1920s when his father, Isaac or Yitzhak Herzog, was Chief Rabbi of Ireland.

He chose this poem, he wrote, because Yeats succeeded “in bringing to life so many aspects of nature, of life and of art. All this against a background of his deep love for Ireland and its legends and his idealistic devotion to the cause of Irish Revolution.”

Chaim Herzog sympathised with this cause – his father, Yitzhak, learned fluent Irish and was a close friend of Eamon de Valera.

Trinity’s centre for Jewish Studies, which was established twenty years ago, is called the Herzog Centre for Jewish and Near Eastern Religion and Culture, and it’s named in honour of Chaim and Isaac Herzog and their connection with Ireland.

You will have heard today papers on the Jewish contribution to Irish politics and law. The contribution of Jewish scholars and students to life in Trinity has also been considerable.

There were the three generations of one family, the Abrahamsons, who all won Trinity scholarships in the twentieth century, and all went on to achieve considerable acclaim within their different fields of medicine, academia, and film.

And there were the two generations of the Solomons family who studied medicine in Trinity - both father and son became masters of the Rotunda maternity hospital, here in Dublin.

And there was Alan Shatter, who graduated from this university in the 1970s, was elected to parliament shortly after, and since served as Minister for Justice.

When we recall that the Jewish community in Ireland was never more than 5,000 strong, it’s evident just how extraordinarily influential they have been in Ireland, Dublin and Trinity.

We profoundly regret this country’s failure to offer asylum to Jewish refugees from Nazi-occupied territories in the 1930s and 1940s. This would have saved lives. And it might also have secured the future of the Jewish community in Ireland, instead of which numbers have sadly dwindled since the 1950s.

We wish the current community were larger, but we celebrate the distinctive Irish-Jewish heritage, exemplified in the paintings and drawings of Harry Kernoff and Stella Steyn, and immortalised by Joyce in the character of Leopold Bloom.

It’s vital that Jewish Studies continue to be an area of research in Ireland - both the study of the Irish-Jewish community, and the study of Hebrew, the Bible and Jewish history and culture.

* * *

Trinity has an immensely long tradition in Hebrew and Biblical studies. From the earliest years of this university, Hebrew was a focus for both scholarship and the collection of manuscripts. In 1628 it was already decided that “the Bachelors were to be hearers of the Hebrew lecture” and this was followed in 1658 by an endowment for a professorship.

In those early years Archbishop James Ussher, a significant patron of the College, collected numerous versions of the Bible in middle-eastern languages, including Hebrew, Samaritan, Syriac, Ethiopic and Arabic. His handwritten Latin-Hebrew vocabularium is on display here in the special exhibition in the Long Room.

Also on display are three Hebrew primers, from the eighteenth and nineteenth centuries, produced by Trinity professors for their students. And there’s also an early 17th century translation of the Bible from Hebrew into Irish!

Just two months ago we opened the ‘Freyne library’ here in Trinity. This was the lifetime collection of Sean Freyne, who arrived in Trinity in 1980, as founding professor of the newly formed School of Hebrew, Biblical and Theological Studies. Sean’s insistence, as a New Testament scholar, in not isolating Jesus from the Judaic Galilean tradition was radical in its time, and he was strongly committed to the development of Jewish Studies. He will be honoured at this conference with a special session tomorrow, where friends and colleagues will give papers related to his field of interest.

Jewish Studies is an area which allows Trinity to showcase and deepen its commitment to interdisciplinarity. We believe that the most exciting research happens at the interface of disciplines and we encourage our Schools and Departments to collaborate.

Sean Freyne wrote that ‘Jewish Studies provides an outstanding example of the importance of interdisciplinarity, representing distinctive cultural expressions in all the Arts areas - art, literature, music, philosophy, and religion - and yet maintaining a respect for its own distinctive traditions and history in many different contexts’.
This conference looks at politics, poetics, law, film, theology, philosophy, histories, literature, even nutrition; and at countries as far afield as Ireland and Afghanistan, Poland and Israel, Russia and Egypt. It is in itself a shining exemplar of interdisciplinarity.

Which brings us by commodius vicus, as he might say, back to Joyce. He wanted Bloom to be, like Ulysses, a universal figure, and for this, he needed Bloom to represent the local and the universal; to be a Dubliner and Jewish. To be Jewish, Joyce felt, was to be universal.

Thank you for your attention. I wish everyone a most successful conference and a very pleasant stay here in Dublin.

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