

RECORD

OF THE

MAIN SPEECHES

GIVEN BY THE

PROVOST OF TRINITY COLLEGE DUBLIN,
DR PATRICK J PRENDERGAST

IN THE

ACADEMIC YEAR 2016 – 2017

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26 August 2016

TCD Alumni Weekend 2016

Marquee, Library Square

Good evening, all,

And welcome back to Trinity College for the Alumni Weekend 2016. It's an absolute pleasure to see you all here. This is an annual event I always look forward to.

Gathered here tonight are almost 200 Trinity graduates, and you span four decades of conferrals, from 1966 to 2006. Many of you have travelled some distance to be here – from England, Scotland, Sweden, Canada, USA, Australia, Malaysia, and Iran.

You are our Health Sciences graduates – from Medicine, Veterinary Science, Physiotherapy and Dental Science. Although I believe we also welcome a Classicist, a Lawyer, and an Engineer. Just to keep things diverse!

This year we have record numbers in attendance, which is greatly due to our fantastic class champions who volunteered to organise their class groups to come back tonight. I'd like to take this opportunity to thank the Class Organisers:

- David Thomas,
- Suzanne Chapman,
- Noella Misquita,
- Michele Harrison,
- Colm Ó Sé,
- Mark Sheeny,
- Fiona Deering,
- Edmund Collins, and
- Deirdre Cawley.

I'd also like to welcome Peadar O'Mordha who does tremendous work for us with our London alumni groups.

I trust everyone is enjoying a great weekend. It's important to us. Trinity could not be as successful as it is without the active support and goodwill of our graduates.

We regard our relationship with you, our alumni, as life-long and, I hope, mutually beneficial. We now have over 100,000 alumni living in 130 countries, and on my missions abroad, I always make sure to meet as many as possible – frequently at dinners and receptions organised by our excellent alumni associations.

We're fortunate that you're willing to give us, here in college, the benefit of your support, ideas, and experience. In return we hope that you draw

strength, both personally and professionally, from contact with your alma mater, and with each other.

I want to take this opportunity to tell you briefly about what's been going on in your university.

I know how interested you are in Trinity's progress because, of course, I'm an alumnus myself. For those of you whom I haven't yet met, I'm an Engineering graduate, 1987 - so next year it will be the turn of my year to attend this banquet.

I had such a great time as a student that I chose to make my career here, and was lucky that I was able to do so. But I know that wherever I worked I would still, as a graduate, retain a strong interest in and concern for Trinity's future direction.

So let me update you a bit on the College's direction, and on recent initiatives.

* * *

This has been a great year for the College and it started with a truly landmark event which will be of particular interest to you as health science graduates: the launch of the Global Brain Health Institute as a joint initiative between Trinity and the University of California, San Francisco.

The Global Brain Health Institute will help tackle the looming dementia epidemic and improve care worldwide. It aims to train global leaders in brain health by the rapid translation of research in neuroscience and ageing into policy.

It has been enabled by a remarkably generous donation from Atlantic Philanthropies, the foundation created by Chuck Feeney. Trinity's share of the grant - about 70 million US dollars - is the biggest philanthropic gift in Irish state history.

Atlantic Philanthropies' investment in Trinity over the last twenty years, specifically in flagship projects in ageing, has enabled us to become a recognised global leader in ageing research. Our deepest gratitude to Mr Chuck Feeney whose philosophy of 'Giving while Living' has inspired philanthropists from Warren Buffet to Bill Gates.

We look forward to working fruitfully with our partners, the University of California San Francisco. And while we're acknowledging Atlantic Philanthropies, the foundation is also responsible, through Arthritis Ireland, for endowing a new chair in Molecular Rheumatology here in Trinity. Professor Ursula Fearon has been appointed to this position and is helping to bring rheumatology research in this country to a new level.

So these are exciting times for Health Sciences, as indeed for the rest of the College.

Last October we received the tremendous news that Trinity has produced

more entrepreneurs than any other university in Europe over the last five years. The evaluation by private equity and venture capital-focused research firm, PitchBook, is based on the number of undergraduate alumni who go on to create companies that secure first-round venture capital funding.

This was confirmation that our many initiatives to encourage entrepreneurship in staff and students are having strong results. These initiatives include our student start-up accelerator, LaunchBox – housed in the Summer months in the GMB.

And this year we welcomed to Trinity the US campus-based entrepreneurship programme, Blackstone LaunchPad, which supports and mentors students, staff and alumni, regardless of discipline, experience or technical ability.

By acting as a focal point in Dublin city centre, Trinity helps support research, innovation, entrepreneurship, and creativity across the Irish economy, and beyond. Soon we will open the new Trinity Business School. [You will see construction has commenced beside College Park.]

Unfortunately I don't have time to tell you about all our myriad initiatives – I'd love to tell you more about, for instance, Trinity Creative Challenge, which is bringing ground-breaking artistic projects to campus, And about the renewal of the Trinity Education Project, and all the other ways in which we're transforming the College to meet the demands of 21st century research and learning.

I know how interested you are in these, and our other initiatives. And some of you, I know, will wish to become more closely involved with projects of your choice.

As I've said, Trinity couldn't operate in the way it does without active alumni support. I acknowledge and thank the Trinity College Dublin Association and Trust in this regard.

So many of our flagship initiatives, including the Trinity Access Programme, cancer research, motor neurone research, and the new Trinity School of Business could not have been developed so strongly without generous alumni support.

We're heartened by the effort and resources you put into the university. We want to work with you to make this university the best it can be.

* * *

As school-leavers all those years ago, you chose to study in Trinity. As engaged students, you made the most of your time here. And now as alumni you are maintaining links with your fellow graduates and with the college. You are part of the evolving history of this great institution.

For now, I thank you all for making the effort to come back to the College for this celebration. I know we'll have a great evening, and I hope you continue to enjoy a great weekend.

Thank you.



Provost Patrick Prendergast

* * *

27 August 2016

TCD Alumni Weekend 2016

Marquee, Library Square

Good evening, all,

And welcome back to Trinity College for the Alumni Weekend 2016. It's an absolute pleasure to see you all here. This is an annual event I always look forward to.

Gathered here tonight are almost 250 Trinity graduates, and you span five decades of conferrals, from 1956 to 2006. Many of you have travelled some distance to be here – from the UK, France, Spain, Switzerland, Norway, Luxembourg, Portugal, Canada, the USA, Australia, and Israel.

You are graduates of many Schools, representing the college's multidisciplinary – Engineering, Business Studies, Natural Science, Geology, Computer Science, Literature, History, Modern Languages, Law, Social Science – I apologize if I've forgotten any!

This year we have record numbers in attendance, which is greatly due to our fantastic class champions who volunteered to organise their class groups to come back tonight. I'd like to take this opportunity to thank the Class Organisers:

- John Stafford
- Howard Harty
- Sean Traynor
- Huntly Lauder
- Tim Furlong
- Edward Sides
- Mary Carter
- Sean O'Sullivan, and
- Richard Porter

And we've many other volunteers here tonight: alumni who are involved with groups such as the Association and Trust, the Trinity Business Alumni, the Dublin University Women's Graduate Association and our international alumni groups in London and Israel. We're most appreciative of the work you do.

I'd like to give a particular welcome to

- Siobhan Parkinson, one of our Alumni Award winners in 2013.
- And also to Sean Traynor (1971 Natural Science) who on 8th August carried the Trinity crest to the South Pole!
- And Professor Paul Murphy, the new Registrar, BA Natural Sciences 1986.

Indeed you're all very welcome and I trust everyone is enjoying a great

weekend. It's important to us. Trinity could not be as successful as it is without the active support and goodwill of our graduates.

We regard our relationship with you, our alumni, as life-long and, I hope, mutually beneficial. We now have over 100,000 alumni living in 130 countries, and on my missions abroad, I always make sure to meet as many as possible – frequently at dinners and receptions organised by our excellent alumni associations.

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You will see construction has commenced beside College Park.

And plans are advancing rapidly for our new Engineering, Environment and Energy Institute, E3. This pioneering institute will bring together researchers from many of the disciplines represented by graduates here tonight including Engineering, Natural Science, and Computer Science, to work with industry to confront environmental and energy challenges that threaten our planet. E3 will be developed along Pearse Street, close to Grand Canal Dock, the centrepiece of our new technology campus there.

This year also saw the launch of the Global Brain Health Institute as a joint initiative between Trinity and the University of California, San Francisco.

The Global Brain Health Institute will help tackle the looming dementia epidemic and improve care worldwide. It aims to train global leaders in brain health by the rapid translation of research in neuroscience and ageing into policy and healthcare practice.

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Thank you.



Sheena Brown and Provost Patrick Prendergast with alumni at the banquet

* * *

02 September 2016

1st Provost's Council – Opening Address 2016

Saloon, Provost's House

Know More. Be More. Do More.

You might say that this has been Trinity's mission since its foundation, 425 years ago. To grow our knowledge to create a better society - to bring the best of Ireland to the world, and the best of the world to Ireland. How can we continue delivering on this great mission?

As this video shows very well I think, we're currently enjoying a transformative period of growth as the College rises to meet the demands of 21st century research and learning.

What are these demands? I believe 21st century universities should be global in terms of staff and students and of research collaborations.

They should be proactive and pioneering about interdisciplinarity and about bringing new learning to the curriculum through new fields like biomedical sciences, bioengineering, nanoscience, digital humanities, and creative technologies.

They should be drivers of social inclusion and social change, promoting access and bringing cultural diversity to the campus.

And they should be engines of innovation and entrepreneurship. 21st century universities are powerhouses for the regions and cities they serve: they educate the talent, incubate the research, and produce the spin-outs that drive growth and discovery.

Trinity has risen to all these challenges, and more. From our firm bedrock of traditional excellence, we have looked to the future and put in place ground-breaking initiatives. We've responded to the needs and ambitions of students and staff, as well as industry and employers in a changing work and research environment.

Our achievements are, I think you'll agree, significant and inspirational, particularly given the funding climate of the past decade.

Alongside the transformative opportunities for higher education of which I've been speaking, we're seeing deep changes in the way that higher education is funded.

All round the world, State funding to universities is falling. The 20th century model of state support for university education, once widespread across the world, is changing, and fast. This is the new reality that universities have to confront.

Of course transition is never easy. But in Trinity we've survived over 400 years of turbulent history because we aren't afraid of change. In 1921 Trinity transitioned from being a key university of the British Empire to being a marginalised college within the newly independent state. For many decades Trinity was side-lined. The Archbishop of Dublin was able to denounce Trinity as unfit for Catholic students and not one politician spoke out in our defence.

But we survived, and more – we flourished. We rebuilt our reputation to where we are today: Ireland's highest ranked university and the college of choice for Irish school leavers.

Now we are in another period of acute transformation. In Ireland in the space of less than a decade public funding to universities has dropped from 70 percent in 2008 to 43 percent today, and it is dropping to 35 percent.

Fortunately, as public funding for higher education declines around the world, new revenue streams are coming on board: for instance licensing and spin-outs, international student fees, commercial revenue activities, philanthropy and alumni-giving. Today a university's success depends on how ambitiously and imaginatively it can leverage these new revenue streams.

To seize opportunities, I'm ever more convinced that universities need to be strategic, proactive, and insightful.

In 2013 we brought together a group of leading graduates and friends for the Trinity Global Graduate Forum. Some of you here now, were present then. You responded to our call, as you do today, to put your talent and experience at the service of Trinity.

For the Trinity Global Graduate Forum, or TGGF as it was soon known, we wanted to consult on the challenges and opportunities for higher education - on the new funding environment, and on new approaches to research and learning.

The TGGF helped inform the College's Strategic Plan, which we launched the following year, in 2014. In this five-year Plan we incorporated much that was suggested at the Forum – for instance initiatives to increase the number of international fee-paying students, to showcase online education, and to encourage and facilitate innovation.

The Strategic Plan, structured on nine clear goals, is our college roadmap. I'm delighted to say that we are meeting and even exceeding the targets set. I don't have time to go through all the goals, but, as an example, since 2012 we've enrolled 800 more non-EU students, and we will meet our target to have 18 percent of our student body non-EU by 2019.

And last year saw 23 commercialisation licenses compared to nine in 2013. In June this year, the business magazine, *Silicon Republic*, ran an article celebrating "10 major Irish breakthroughs of the Year so far". Of these ten, no less than eight are Trinity breakthroughs – which gives an idea of our importance to Irish innovation.

{Aside on LERU}

Today we are in a strong position: sixty percent of our revenue comes from non-State sources and we are ever more ambitious about our plans for the College.

How do we take this to the next level? How do we consolidate and grow our achievements? How do we continue offering our students a unique, transformative education?

* * *

One of the recommendations of the Global Graduate Forum was for Trinity to consider embarking on its first ever philanthropic campaign. So in 2015 we commissioned the consultants, More Partnership, who have extensive experience in university fundraising, to undertake a campaign feasibility study.

More Partnership conducted interviews with a cross section of Trinity alumni, donors and friends, including a number of you here today. Loyalty to the College came through strongly in the attitudes of alumni, who recognised that they had enjoyed an exceptional experience as students. Non-alumni saw in Trinity a powerful engine for driving Ireland's future growth. Among this group in particular, there was strong understanding of the intense competition internationally.

Overall, a consensus emerged that Trinity should embark on a comprehensive fundraising campaign, and that we should ensure a strong and vibrant volunteer base. From this consensus, we have launched the Provost's Council.

* * *

All of you here today will help determine Trinity's future direction. We are fortunate to be availing of your talent and of your diverse expertise in many fields. We look forward to hearing your views. Let me conclude now by telling

you a bit about our current plans.

We want to get people excited about supporting Trinity. That's not hard because there's a huge amount to get excited about. All our Schools and Departments are working on high impact, world-leading projects, which are regularly reported on in the international media. All these projects deserve focus and support.

At the same time, it helps nothing to overwhelm with too much information. So the College community has agreed what we're calling priority projects, which will form the backbone of the Campaign.

The initiatives we've selected showcase Trinity's strengths and diversity across our missions in education, research, and innovation.

On page 8 of your brochures, we highlight twelve chosen priority projects. Some of them, like the TAP programme and the Global Brain Health Institute, we touched on in the video. Let me elaborate now on a few more: Here is a view of the campus.



{Aside on the Trinity Business School}

{Aside on the Old Library, plus visitor experience – colonnades etc.}

And now let's widen the map. This [MAP] shows Trinity's expansion up Pearse Street.

{Aside on T-TEC, E3}

* * *

This gives an idea, I hope, of the range of our projects and of what we want to achieve for Trinity. We're ambitious, yes – E3 will be the first institute of its kind in the world. But we're also realistic. We're not planning beyond our capabilities. We know we have the expertise, the global links to peer universities, and the connections with industry to deliver on these projects, given the right funding environment.

All of us here today have the opportunity to influence Trinity's future, and to make a real difference to potentially thousands of lives. This is a great responsibility and a great privilege.

You are invited here today because you've proved not only your ability and your vision, but that you care. You care about making Ireland and the world a better place; you care about giving people opportunities, and you recognise that, in the words of Nelson Mandela, "education is the most powerful weapon which you can use to change the world."

As I've said, this is the first ever Provost's Council. In all the College's 425 year history, we have never before launched a philanthropic campaign. We are at the start of something new. What this Council decides on will set the course for the future.

My hope for the Provost's Council is that we can create a forum where we can regularly call on the experience and knowledge of alumni and friends to help Trinity evolve into its next phase of development as one of the world's leading universities.

On our part, we have a responsibility to you to create a positive network where your advice is valued and acted upon, and where ideas grow and connections flourish.

Let's ask ourselves where we would like to see Trinity and Dublin in 20, in 50 and in 100 years' time? Ask ourselves what role this university will play in making society better for our children, grandchildren and future generations.

In the words of our Nobel Laureate, Samuel Beckett, 'Let us do something while we have the chance! It is not every day that we are needed.'

Thank you.

* * *

05 September 2016

TBSI Fifth Year Anniversary Symposium

TBSI Tercentenary Hall

Good morning,

You're all very welcome to the Trinity Biomedical Sciences Institute, the TBSI. It's great to see so many representatives of industry, of government bodies, and of other universities, as well of course as Trinity colleagues.

Today we celebrate the TBSI's fifth anniversary and we focus on some of the ground-breaking and potentially game-changing discoveries recently made by researchers here.

TBSI has been a wonderful success for the university, and also for Dublin and Ireland. Here are gathered 600 researchers in Biochemistry, Immunology, Medicine, Chemistry, Pharmacy and Bioengineering, engaging on highly innovative, cross-disciplinary research – both fundamental and translational - which aims to change the lives of those with cancer, inflammatory and infectious diseases, and neurological, rheumatological, orthopaedic and other disorders.

This combination of researchers together in one building is unique. And bringing bioengineers together with immunologists, and nanoscientists together with chemists, has proved to be every bit as exciting as we had hoped. Today we'll be hearing from TBSI researchers talking about their discoveries, and their applications through patents and spin-outs.

Let me just tell you briefly why I think this Institute is so important and so reflective of this university's vision and mission.

I should say that I have a particular interest in TBSI because it incorporates bioengineers and Medical Device Technologies, which is my research area. This is where I would have been working, had my career not taken another route. The TBSI opened in the year that I began my provostship, in 2011. I have followed its progress keenly, particularly because some of my former PhD students are now shining lights of this institute. I drop by occasionally to hear about all the new things they're doing.

TBSI has risen magnificently to the challenge of meeting this university's ambitions in education, research, innovation, and public engagement.

Our vision for Trinity is laid out in our current five-year Strategic Plan, which takes us to 2019. In this Plan we set goals, targets and actions, and we are clear about the kind of university we want:

- we want an interdisciplinary university, with PIs sharing ideas across schools and faculties;

- we want our campus to be global in orientation, with staff and students coming from round the world, bringing different backgrounds and educational and research experiences;
- we want an innovative and entrepreneurial university with research and ideas being applied through licenses, patents, and spin-outs;
- we seek research and educational collaborations with peer universities and with industry partners, in Ireland and round the world;
- we want to make a societal difference – to do research which improves the way we live now, and to ensure access to those who will benefit the most from the kind of education we offer;
- and we want to engage the public with our research and our educational programmes;

These goals have been carefully thought-through. They are informed by our traditions, by best practice round the world, and by our knowledge of what is needed for Dublin and Ireland.

The university that will best educate our students, grow our research and contribute to Irish growth and competitiveness is one that is open, liberal, international, interdisciplinary, collaborative, innovative, entrepreneurial, socially engaged, and benefitting from public-private partnership.

TBSI, perhaps because it incorporates so many cutting edge disciplines and researchers, has become, in just five years, a flagship for these missions and goals.

The Director of the Institute, Orla Hardiman, speaking after me, will take you through the TBSI's specific achievements, so I won't anticipate her.

I will just say that throwing even a cursory glance to the TBSI's headline figures and snapshot statistics gives a very good idea of what has been achieved in terms of publications, citations, education of undergraduates and postgrads, spin-outs, patents, research funding, and non-exchequer funded jobs.

Further inquiry reveals the extent of the TBSI's public and outreach activities – with the Trinity Access Programme, and through events in the Science Gallery.

The TBSI's outstanding research – which frequently makes headlines - comes out of its joined-up approach education, collaboration, internationalisation, public engagement, and innovation. The TBSI gets it right across all these fronts – it prepares for the future, contributing strongly to an environment where academic discovery is celebrated and facilitated.

In this, as I say, the TBSI is a flagship institute for the whole university, and indeed for the country. I'm delighted to see collaborators here from

other Irish universities and from industry. In the 21st century I think we all understand that research cannot be carried out in small, confined isolated groups. It has to be cross-disciplinary and international. We can all be proud of the way that universities in Ireland have risen to this challenge.

Orla, as I've said, will take us through some of the more specific achievements of the TBSI, and individual researchers will then talk about their particular projects. I'd just like to pay tribute to those who have made TBSI such a success.

TBSI has achieved so much in five years. For its first three years at least, it was operating in a climate of recession, anxiety and cuts to public funding – which makes its achievement all the more impressive.

During those difficult years, the headlines coming out of the Centre created national pride and excitement at a time when they were much needed. It was uplifting for everyone, and not only scientists, to learn that TBSI researchers were taking us closer to finding cures for debilitating and fatal illnesses like multiple sclerosis and motor neurone disease.

The Institute has been lucky in two truly exceptional directors: Luke O'Neill and Orla Hardiman. Both are outstanding scientists who have been recognised internationally by numerous awarding bodies. They also enjoy prominent public profiles because they are natural communicators with the ability to speak directly and with enthusiasm about their research. And, it turns out, they are also natural and brilliant administrators and leaders. The TBSI could not have been launched with better people at its helm.

The Institute has also been most fortunate in its funding bodies. It's right to pay particular tribute to Science Foundation Ireland and to the European Commission who have totalled 64 percent of research awards to TBSI researchers. Other funders, including the Wellcome Trust, Enterprise Ireland and the Irish Research Council, have also been exceptionally supportive. And let's not forget the massive support of the HEA through PRTL that provided the majority of the capital funding.

The Institute could not operate in the way it does without the support of industry. I thank all our industrial and corporate partners for their commitment, from the outset, to this Institute.

And finally, of course, I must pay tribute to the individual researchers located here, including those who collaborate from different universities. The institute rests on your talent and your willingness to work together and share knowledge.

We look forward to hearing more today about your ground-breaking discoveries.

Thank you.

* * *

05 September 2016

**The Rooney Prize 2016 and celebration 40th
anniversary of the Prize**

Dining Hall, Trinity College

Ambassador O'Malley, Distinguished Guests,

Ladies and Gentlemen,

You're all very welcome to Trinity College. The awarding of the Rooney Prize is a wonderful annual occasion: the anointing of a new emerging literary talent. And this is a landmark year because we're celebrating the 40th anniversary of this Prize, founded in 1976 by Dan and Patricia Rooney.

That's 40 years with the same name, the same benefactors and the same remit of awarding emerging writers. How many literary prizes can boast such continuity?

For four decades now, the Rooney Prize has done its work, endorsing each year a spectacular new talent – for readers, a sign that here is someone to watch, and for the prize-winner, a significant boost to his or her career.

The Prize is known for its ability to spot – or to create – talent. Whether the Selection Committee is particularly good at recognising nascent talent, or whether the Prize helps young authors build their career – and obviously, it's both – the track record is remarkable.

In previous years I've enumerated the awards that Rooney prize-winners have gone on to win: the Tonys, the Bookers, the Oscars, the IMPAC. But this year I don't need to do this. I can just say 'look around'.

We're so delighted to welcome so many past winners here this evening. We appreciate so much your coming. It's a sign of the solidarity between Irish writers, and a sign of course of your gratitude to Dan and Patricia Rooney for recognising and supporting you at such a crucial time in your careers.

Today we also celebrate another anniversary of the Prize: it's now ten years since the Oscar Wilde Centre for Irish Writing took over the administration of the Rooney prize, and it's a privilege and an honour for us to do so.

A prize is only as good as its judges. The Oscar Wilde Centre takes particular care in choosing the judging committee, drawing from within the School of English and outside the university. On the committee, we welcome:

- Professor Gerald Dawe, poet and professor of English in Trinity;
- Éilís Ní Dhuibhne, novelist, dramatist and lecturer in creative writing in UCD;
- Eiléan Ní Chuilleanáin, poet, critic and Fellow Emeritus
- Carlo Gebler, novelist and playwright;

- Riana O'Dwyer, senior lecturer in English at NUI Galway; and
- Jonathan Williams, literary agent and editor.

On behalf of the university, and indeed of literature lovers everywhere, I thank them for the work they have put into this Prize.

It may not be coincidence that in the decade that we have been associated with the Rooney Prize, Trinity has put increased emphasis on nurturing creative endeavours. A flagship project this year is the renovation of the magnificent house at 36 Fenian Street as the new home for our new Centre for Literary Translation. It will open by the end of the year. I look forward to welcoming you all there.

The Centre will offer a postgraduate programme, and will house the Dalkey Archive Press, one of the world's leading publishers for literature in translation, as well as a translator-in-residence scheme, and the Ireland Literature Exchange.

In our current five-year Strategic Plan, the College affirms commitment to (I quote)

“inspiring creative talent and enabling entrepreneurial mindsets, while contributing to the sustainability of culture and creative enterprise in the capital.”

We take this commitment seriously. As I said in my inaugural speech as Provost, five years ago, innovation and entrepreneurship are not confined to technology, science, and business. As long as you're creating at a faster rate and to a higher level than competitors, then you're opening up opportunities to improve society and create jobs – whatever field you're working in.

Literature and the arts are a particular strength of this country's. And when you have an ability in a particular area, you support it – you incentivise, you reward it, you create a stir around it. You do not let it lie fallow.

Through his work in the Pittsburgh Steelers, Dan Rooney understands about backing and nurturing talent. It's not, I think, an accident, that when he looked to support Ireland in those difficult years in the 1970s he turned to this area of traditional strength for Ireland: literature.

We should not, in this country, take our pre-eminence at literature lightly. We should nurture it, as Dan and Patricia Rooney have.

We should support small publishing presses, literary journals, creative writing courses, writers' bursaries and retreats, and everything necessary to create a flourishing literary ecosystem, where talent inspires fresh talent.

In this university we want to play our part. I'm proud of the way Trinity has championed creativity, both within the curricular, and outside it. We have enshrined support for creativity in the Strategic Plan and in our on-going renewal of the Trinity Education. And it's a cornerstone of our Philanthropic Campaign, which we are launching this year.

It's the first time in the College's 425 year history, that we have launched a such a campaign. We do so now as a response to the challenge of strengthening Trinity's impact – bringing the best of the world to Ireland, and the best of Ireland to the world. We're excited at the potential of this Campaign, and our inclusion of creative, literary and humanities projects among our priority projects affirms again the College's commitment to these fields.

I look forward to telling you more about this Campaign as it unrolls.

When we speak about philanthropy and the great good it can do, we think of course of the great philanthropists, and particularly today of Dan and Patricia Rooney and the palpable good they have done, which is assembled in this room.

Dan and Patricia Rooney's commitment to the Prize means that every year they like to come to Dublin, from Pittsburgh, for this ceremony. This year, exceptionally, they are unable to make the journey, but we're honoured that their nephew Dr Peter Rooney, is here with us this evening, to represent his family and to present the prize to this year's winner.

And we're also honoured that His Excellency, the Ambassador to the United States, Kevin O'Malley is here this evening. Dan Rooney was Ambassador to Ireland himself between 2009 and 2012, so it's particularly appropriate to welcome his Excellency here for this occasion.

And we do have a message from Dan and Patricia, which we will hear now...
[message plays]

* * *

It's wonderful to hear from Dan and Patricia.

And now to announce the winner of this year's prize, I'd like to invite the co-chair of the Rooney Prize committee, Eiléan Ní Chuilleanáin.

Celebrated for many decades as one of Ireland's foremost poets and translator of poetry in Irish, earlier this year she was appointed Ireland Professor of Poetry.

It's a pleasure to invite Eiléan to the stage to announce the winner of the 2016 Rooney Prize for Literature in this, the fortieth anniversary year.



(L to R); Provost Patrick Prendergast with the Rooney Prize Winners;
Leftmost Sara Baume (Winner 2015); Centre to Rightmost: Doireann Ní
Ghríofa (Winner 2016); Anne Enright (Winner 1991) and Kevin Barry
(Winner 2007)

* * *

08 September 2016

TILDA: 10th Anniversary Celebration

Edmund Burke Theatre, Trinity College

Thank you, Rose Anne,

And welcome, everyone. It's an honour for Trinity to have so many TILDA participants here, and also so many distinguished guests. We're delighted to welcome

- Helen McEntee, T.D., Minister of State for Mental Health and Older People;
- Dr Colm O'Reardon, Deputy Secretary in the Department of Health, and
- Dr Graham Love, Chief Executive of the Health Board.

We look forward to hearing from all three, as speakers, today. We thank you for being here and celebrating TILDA with us. Your presence signals the importance of TILDA, which is indeed unique, the first study of its kind in Europe or internationally.

It's amazing to think that TILDA is ten years' old. It doesn't seem that long ago that, as Dean of Graduate Studies, I helped set up this remarkable study, which has put Trinity and Ireland at the forefront, globally, of cutting-edge research into ageing.

It's been ten remarkable years, as Professor Kenny has outlined. Back in 2006, we knew we were embarking on something vital. We knew we were facing an extraordinary demographic and social transformation: that the proportion of people aged 60 was set to double worldwide by 2050. It was clear what a huge impact this would have on health, social services, working conditions - indeed the whole economic and social structure.

We recognised that Trinity as a multidisciplinary university was well-positioned – because ageing, being so impactful across so many fields, necessitates a multidisciplinary approach.

We also knew that we had significant existing expertise to draw on. Trinity's roots in Ageing research are deep. Between 1988 and 1999, we established the first Institute for Research on Ageing in Ireland – at St James' Hospital – and Ireland's first Chair and first Department of Medical Gerontology.

This was our background: TILDA was, of course, a seismic advance – a huge commitment by all involved. With TILDA, we announced that Trinity and Ireland would become global leaders in ageing research, a port of call for the myriad of academic researchers round the world.

And this is what has happened. Starting with just ten people in 2003, Trinity now has over 140 academics actively engaged in research across all

ageing-related domains.

TILDA research has been cited in research efforts by 160 institutions in 48 countries, including notable international leaders.

Most of the major academic institutions in this country have collaborated with TILDA, and researchers hail from an ever wider range of disciplines including: epidemiology, geriatric medicine, engineering, social policy, psychology, economics, nursing, physiotherapy, occupational therapy and technology-related sciences.

One in every 156 adults aged 50+ in this country has taken part in a TILDA study – and the findings of these studies have gained significant media attention. When, last year, we launched our MOOC on ‘Successful Strategies for Ageing’, led by Professor Kenny, 10,000 people signed up to do the course – an indication of people’s interest in ageing, and of their confidence in Trinity.

And this year, we received perhaps the strongest endorsement yet: the donation from Atlantic Philanthropies to establish the Global Brain Health Institute as a joint initiative between Trinity College Dublin and the University of California, San Francisco.

The Global Brain Health Institute, or GBHI, will help tackle improve dementia care worldwide, by training global leaders in brain health and by the rapid translation of research into clinical practice.

Our vision to be a global leader in ageing research was shared and enabled by Chuck Feeney. We are most grateful, and we recognise the responsibility that comes with philanthropic and government support.

I could continue to talk much longer about TILDA and the GBHI. But this morning we’ll be hearing from many other speakers, actively involved in TILDA, so I’ll leave the floor to them.

Let me just take this opportunity to thank, on behalf of the College, all those involved in the success of TILDA. Many of you are here today. Your research, willingness to collaborate, and commitment have made TILDA what it is. I thank in particular the TILDA research team for coordinating this event, and our colleagues from Trinity Development and Alumni.

Particular thanks, I know you will agree, is due to Professor Rose Anne Kenny. As principal investigator and founder of TILDA, and the College’s ‘theme champion’ for the core research area of Ageing, Professor Kenny has steered the longitudinal study and contributed so much to making Trinity College and Ireland world leaders in Ageing research. On this day of celebration, the tenth anniversary, no other person has done so much to take us to where we are today. On behalf of the whole university, Rose Anne, I thank you.

* * *

And now it's my pleasure to introduce, to address you now, Helen McEntee, Minister of State for Mental Health and Older People.

Helen McEntee was first elected as a Fine Gael deputy to the Dail in a 2013 by-election, and she held her seat at this year's elections. A graduate of DCU in economics, politics, and law, she also has a Masters in Journalism and Media Communications from Griffith College.

Previously, she has worked at a subsidiary of Citibank, and as a parliamentary assistant in Leinster House, and has been active in raising awareness of mental health issues – working in campaigns for the Pieta House charity and for See the Light. It was our pleasure to welcome the Minister to Trinity just three months ago when she launched ProACT, the Trinity-led Horizon 2020 project to advance home-based integrated care for older adults suffering chronic medical conditions.

For this further celebration of our research on Ageing, I'm delighted to welcome her back.

Ladies and Gentlemen, Minister Helen McEntee.



Provost Patrick Prendergast

* * *

12 September 2016

Ussher II Assistant Professorships – induction welcome address

Room G6, Loyola Institute

Good morning,

It's a pleasure to meet you all, and welcome you to Trinity at this, the start of your induction week.

Most of our 40 new Ussher Assistant Professors are present, representing disciplines across all three faculties. You are our second group of Ussher professors – we welcomed the first group in 2010.

The Ussher posts were established to bring new blood to the university – to appoint academics at the start of their careers. We are delighted to have renewed the programme, since the university has benefitted hugely from the first Ussher group.

A word on the collective title of these lectureships: you are named for one of Trinity's first students, James Ussher. He entered in 1594, just two years after the College was founded, and built his career here as, successively student, Fellow, and vice-provost. In 1607 he was appointed Professor of Theological Controversies – a splendidly 17th century title, I always think. He could have become Provost but he preferred an archbishopric.

Why we're naming these assistant professorships for him is to honour his rigour as a scholar. He was a protestant evangelist during a time of religious warfare, but he insisted on authenticity and accuracy in the use of medieval Catholic manuscripts. He was famous throughout Europe in his day, and helped establish the importance for an academic in having an international reputation in a defined field of knowledge.

He was an early practitioner of multidisciplinary - his scholarship ranging across theology, history, ancient languages, oriental languages, and chronology. And we're indebted to him for building up the library. Trinity was founded with just thirty books and ten manuscripts. To bulk this up, Ussher made book-buying visits to England every three years, and set the pattern of making valuable acquisitions and securing unique holdings for the library.

All this explains why, in our current Strategic Plan, we mention Ussher in our opening pages in the section on Values. We like to point to him as evidence that multi-disciplinary excellence, independence of thought, and academic freedom were embedded in Trinity from the start.

So if anyone asks, now you know the significance of being an Ussher

professor! And if you read the Strategic Plan, you can feel a thrill of recognition. I'd urge you to take a look at the Plan - which is online and in hard copy - because it distils the mission, goals and actions of this university, of which you're now part.

In our meeting today, I'd like to give you an overview of Trinity's strategic goals and say something about how to achieve success in academic leadership. You have a full induction week ahead and I'm very impressed by the programme. It's exceptionally full, covering everything from teaching, to commercialising research, to global relations, to civic engagement, and much more. You'll be hearing from some excellent speakers.

The induction is your introduction to the Ussher Development Programme, which is designed to support you professionally and personally.

I congratulate both the former Vice Provost/Chief Academic Officer, Linda Hogan, who initially championed the Ussher Development Programme, and the current Vice Provost, Chris Morash, who is the project sponsor - as well as the HR team and the many contributors to the programme.

You'll be hearing from Chris after me, on tenure track and career development. All the talks, tours and panel discussions through this week will be hugely useful, and give you the chance to get to know each other.

Though you represent different disciplines, you have this group identity as the Ussher professors. You can be a great support and help for each other, particularly because Trinity puts such emphasis on interdisciplinarity. No matter what your area of study, there is always someone in another discipline who can enhance it.

* * *

The university you have joined has a cohesive missions statement with three components.

For each mission component there are three goals, and from each goal flow four actions. The Plan is strongly cohesive.

The 36 actions cross all our commitments – including in global relations, access and inclusion, creative arts, online education, and innovation and entrepreneurship.

I won't go into detail on all our commitments – you will get a sense of them over the next week, and certainly over the next months and years. The commitments are about delivering the best possible university for our staff and students, and for Dublin, and Ireland, this region that we serve.



Trinity is Ireland's leading university and one of Europe's principal research universities. We recognise the responsibility that comes with this: the responsibility to educate the talent, drive the research and scholarship, and produce the products and services that drive growth and discovery in Ireland, Europe, and the world.

We're highly ambitious for our students, our staff and our region, and this ambition is clear in our plans and projections for the future.

Of course our ambition is not without challenges. The main challenge at present comes from uncertainty over funding higher education in Ireland. You will probably have heard something about this.

Ireland isn't alone. All round the world, State funding to universities is falling. The 20th century model of state support for university education, once widespread across the world, is changing, and fast. This is the new reality that countries and universities have to confront.

There is consensus here in Ireland that something needs to be done, and the government is currently looking at proposals which include raising student fees or increasing exchequer sources.

In the meantime Trinity is not sitting around, waiting. We are actively developing new revenue streams around internationalization of the student body, commercial revenue activities, philanthropy and alumni-giving.

Sixty percent of our revenue now comes from non-State sources. And this year, for the first time in the College's 425 year history, we are launching a Philanthropic Campaign, which will get donors exciting about supporting our high impact, world-leading projects.

I mention all this to put you in the picture, and by way of saying that now, more than ever, academia is a multi-faceted career. Research and teaching remain at the core, of course. Nobody can have an academic career without

excellence in these. But so much more is now integral to a successful academic career.

Academics now raise investment, hook up with industry, launch spin-out companies. They organise conferences, run departments, lead international research teams. They strategize on the university's direction, advise policy-makers, manage global relations, make media appearances, and direct institutes. They are entrepreneurs, managers, consultants, and leaders as well as thinkers and teachers.

* * *

We are absolutely delighted and honoured that you have chosen to come to Trinity, to build your careers here. It's wonderful for the university to be benefitting from your expertise and commitment. Forty new assistant professors is a really significant number. It's a cause of great excitement for staff and students. You will grow our research and help refresh our educational approach.

We want you to get going rapidly as soon as you arrive here. This is why we've put together a structured programme covering all facets of academic career development. I hope that you will throw yourselves into this and put yourselves forward for positions of responsibility and new challenges. You have already achieved much, and you owe it to yourselves and to the university to explore your potential to the full. You will be surprised at what you can do.

This is a challenging time to be building a career as an academic, but it's also a hugely exciting one. The changes in higher education in the past two decades are revolutionary – I think we can use that word – in terms of commercialising research, international collaborations, online education, and creating new revenue streams.

We are re-making and re-thinking the way that universities are funded and organised, the way that we teach and research. You are part of this revolution.

Together we have to decide what's best for the university and how best to achieve it. We will have to be creative, strategic, dogged, flexible, imaginative and pragmatic. Some of the way is clearly signposted. And it is you, at the beginning of your careers, rather than me, who will find the new paths.

I don't say that the challenge now is commensurate with James Ussher's at the start of the 17th century – instead of ten books in the library we now have over four million, and instead of a handful of humanities departments we have 24 Schools across three faculties... We have come very far.

To go yet further, we evoke Ussher's pioneering scholarship and leadership. I

know you will all be worthy of his name. I thank you again for strengthening our community here. I wish you the very best and I look forward to meeting you all personally and hearing about your research in the weeks and months ahead.

Thank you.

* * *

12 September 2016

Address to new Postgraduate Students

Tercentenary Hall, TBSI, Trinity College

Good afternoon,

And welcome to Trinity College – or welcome back for those who were undergraduates here.

You are now part of Trinity's 4,500 postgraduates. You form just under a third of the total student body, and you are indispensable to the great research capability of this university. I'm delighted to have this opportunity of addressing you all.

Because of your proven academic ability, you will have had choice about where to launch your postgraduate careers. Let me say how delighted we are that you have chosen this university, Trinity College Dublin.

It's a great privilege for us to be nurturing your talent, and when you submit complete your coursework and submit your dissertation or thesis, it will be a great privilege to count your learning in the body of our research.

These are privileges we don't take for granted. We want you to get the most out of your time here. So I'm going to talk to you now briefly about some of the ways I think you can best achieve this.

I'm addressing you as Provost & President, the Chief Officer of the university, and as a one-time Trinity postgrad in the School of Engineering. And I'm also addressing you as a former Dean of Graduate Studies. Between 2004 And 2007, I held this position, as Professor Neville Cox does today, with responsibility for supporting postgraduate students in their research and integration into university life.

Regardless of what field your research is in, there are, I think, two main challenges which all postgraduates face:

- Firstly, we all ask ourselves the question: do I have the focus required to do pure research without the structure provided by tutorials, course work, lectures, and exams?
- And secondly, we're all concerned about how to build a career.

On the first question, I can only say that embarking on long immersion in a small area of study isn't easy. Particularly not in the beginning. You have two main support tools: your professor and your fellow postgrads. Share your experiences and your concerns. Consult frequently and often with your academic mentor. It may be that, as you explore, you will re-think the terms of your research. That happens a lot. Your first ideas about the topic of your research may not be your last.

The research life can get lonely, so connect with other postgrads. They will have similar concerns to your own. They are like work colleagues. Be generous yourself about sharing knowledge and tips.

On the subject of your Masters or PhD Dissertation, you will eventually know more than anyone else in the world. Indeed you will know more than the professor mentoring you. If you persist, there will come a moment when you will own your research; when everything falls into place; when all the separate pieces of research and experimentation you've done suddenly slot into each other and make a wonderful pattern.

That's a great moment, which you will have richly deserved, because doing research at this level isn't easy. It's something only a small proportion of the population has the aptitude, energy, and discipline for.

On the second challenge, building your career – well, as postgrads, you're at a stage when more is expected of you, and not just in terms of research. Increasingly you will have the opportunity to start taking on responsibilities within your departments and within the university. These may be teaching responsibilities, or helping to organise conferences and events, or looking after visiting professors and speakers, or contributing to commercialisation and innovation projects.

Postgraduates are vital members of the college community. You bring dynamism, fresh ideas, energy, and support. You give tutorials. Often you are the mainstay of our conferences and events. As your research progresses, you deliver brilliant papers, which inspire undergraduates. Frequently you come up with the best ideas for seminar themes and who to invite as guest speakers.

The benefit to the university is clear: Trinity's multidisciplinary excellence depends on the quality and commitment of its postgraduates. We recognise this and we know the relationship is mutually beneficial: we do all we can to support you in acquiring skills and building your careers.

If you choose not to go down the academic path, you will in any case need many of these skills in your other chosen careers.

The reason why employers like to hire postgraduates is not only for your intellect and mental discipline but for the portfolio of skills that comes with immersion in a university.

So use this time well. Seize every opportunity to get involved in academic and departmental life, as well as in activities outside the university. Be proactive. Learning new skills is essential; taking on responsibilities and building relationships and trust is even more important.

Look to build relationships not just within your own discipline but across the university. In Trinity, we encourage researchers to collaborate. No matter what your area of study, there will be someone in another discipline who can enhance it. Explore all those opportunities. Don't remain isolated in your department. The glory of a multidisciplinary university is the

preponderance of scholars. Talk to everyone, attend lectures on subjects you know little about, open yourself out to different influences.

And look beyond the university: build links with other institutions and in other countries. Trinity is a globally connected university with education and research links around the world. Make the most of this to build international contacts.

Similarly with industry: Trinity collaborates with multinationals and smaller companies on a huge range of projects. You have the chance to get involved, either directly through your research, or through the Innovation Academy, which Trinity runs jointly with UCD and Queen's Belfast.

The Academy educates postgrads to identify and develop opportunities for innovation. These opportunities may arise from your research, or from other activities you are involved with or networks you are part of. The Innovation Academy is interdisciplinary and it provides a range of modules, including creative thinking, protecting your idea, and planning and financing your venture. It invites you to work in groups to solve real-world problems identified by industry and partner organisations.

All research – whether arts, humanities, science, or medicine – can be as the potential for innovation, whether its technological, social, or policy innovation, and this is something you will start thinking about, not immediately of course. But once you understand the unique contribution your research is making, you may well start thinking about how to best introduce it to the world – in whatever form.

This is a great era to be a postgrad. If you use your time wisely you will be in an enviable position: you will be experts in your particular field with strong mental discipline; you will have developed your people and communication skills and your organisational ability; and you will have entrepreneurial experience, and an enviable network of contacts in industry and in academia. In short, you should be able to choose what you want to do, how you want to do it, and who you want to do it with.

At each stage of your life, it's good to have choice – not to feel trammelled or coerced or narrowed down. So far, you've been successful at keeping your horizons wide. I hope you'll take advantage of all the opportunities available here to broaden them out even further.

We want the very best for you. Success for us means helping you realise your great potential. So please avail of all the supports and structures in place for you. That includes getting in contact with me, or follow me on Twitter to find out what I am up to. You are members of the Trinity community. That's a lifelong membership. We are all connected, and I believe we all have the same goals: achievement and gain for the university; achievement and gain for each individual member of the community.

Thank you, and the very best of luck with the great adventure you've embarked on.

* * *

14 September 2016

Celebration Trinity's Research Excellence

Saloon, Provost's House

Good afternoon,

This week, like many weeks, started with great media coverage of Trinity research. There were reports on the medical start-up, Inflazome, co-founded by Luke O'Neill, securing €15 million euro to develop treatments in chronic inflammatory diseases.

Then there was coverage of our School of Chemistry's new scanning technique for producing high-res 3D images of bones, without exposing patients to radiation. And there was news of the progress of Mark Ahearne and his team towards bioengineering corneas. And reports on Thomas Ryan receiving a €1.5 million ERC grant to develop a memory-research group here.

That's just in the past three days.

If I went back weeks or months I'd find public acclamation for the research of many more people here today. In June this year, the business magazine, Silicon Republic, ran an article celebrating "10 major Irish breakthroughs of the Year so far". Of these ten, no less than eight are Trinity breakthroughs.

So Trinity research is making waves. It's getting headlines; it's raising capital; most importantly it's having a profound impact on people's lives.

Our research is celebrated nationally and internationally ... so it's right that we take time within the College to celebrate ourselves.

We know that Trinity's research strength is remarkable. To give you some figures:

- Research income accounts for 26% of Trinity's total institutional income.
- Trinity has 16% of academic university faculty nationally, and yet we've secured 47% of ERC funding nationally.
- Trinity has an income per researcher, on average, 3 times smaller than that of other universities in the QS 50-100, and yet Trinity continues to produce substantial publication of quality.

Trinity's research would be exceptional in any circumstances. Given the funding difficulties under which we operate, our research is – I think anyone would agree – outstanding.

Here in this room are many of Trinity's most remarkable researchers, including those who have secured significant funding over the past 12 months.

It is thanks to all of you that Trinity continues to punch above its weight. Last week we got bad news in the rankings – wholly expected bad news because this country has yet to address the funding crisis in higher education. But were it not for you and your exceptional drive and talent, the news would have been far worse.

Today is about celebrating you and your research. And it's about recognising the considerable challenges involved in driving research. The Dean of Research, speaking after me, will give an overview of where we're at now, including a sneak preview of our new Strategic Action Plan for Research Excellence.

* * *

Despite the lack of resolution over funding, Ireland provides, in many respects, a strong research environment. The importance of funding research and of enabling industry collaboration is taken as a given, and much is done to promote this. Despite severe cutbacks across the board during the recent austerity years, funding for research projects was maintained thanks to a fundamental understanding that you cannot turn research on and off like a tap. If you cut funding, the research group disperses and cannot easily be started up again.

Trinity rose to the challenge of the enhanced research space. And over the course of the last number of years we have cemented our position as Ireland's leading university.

We took a strongly proactive position – building links with peer institutions round the world and with industry; removing barriers for companies seeking to interact with our researchers; providing crucial support for PI's applying for EU funding; and enhancing interdisciplinarity through the creation of institutes like the TBSI which brings together researchers from different disciplines in one building.

And through the Science Gallery and campus research days, we have done much to publicize and explain the importance of research. Our highly communicative approach certainly contributed to wide public support for university research.

Much has been achieved. Which is not to say that we can rest on our laurels. Research is a moving target; it does not stand still. There are always a need to improve, always a need for further strategizing.

But we have in place a strong system, which inspires confidence and is flexible and adaptive.

* * *

When we were formulating the then Strategic Plan, it was decided to foster interdisciplinary research consortia, with the aim of capitalising on Trinity's distinctive multidisciplinary. We now have nineteen research themes ranging from Telecommunications to Nanoscience, from Digital Humanities to Immunology, from Creative Technologies to Ageing.

We could not have achieved any of this without individuals stepping forward and agreeing to lead.

We were able to put together a highly ambitious strategy because we had confidence in our staff and in our ability to attract outstanding PI's. Our confidence has proved well founded. On behalf of the College, I thank you all.

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This year Trinity received the biggest philanthropic gift in Irish state history: 70 million dollars to set up the Global Brain Health Institute. We would not have received this gift from Atlantic Philanthropies had we not proved ourselves through our world-leading research in ageing.

This year we're launching the College's first ever Philanthropic Campaign. At the heart of this campaign are twelve priority projects, including E3, the Library, the Trinity Cancer Institute, the Trinity Business School, and new funded professorships and scholarships. Because of the excellence of our research we have been able to make the case for support with confidence. We're seeking investment in areas of proven strength.

Which all comes back to the reason we are here today: You. Because of your brilliance and commitment and ability to connect with industry and to negotiate through competitive funding rounds, we are in this position of strength.

So, please, raise a glass to yourselves... and let me welcome to the floor now the Dean of Research, Professor John Boland.

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19 September 2016

Welcome to Junior Freshmen Students

Edmund Burke Theatre, Trinity College

Good afternoon, welcome, and thank you for coming along.

I know what a full week this is for you, and how many claims there are on your attention. It's such a pleasure for me to get this opportunity to speak to you now, at the start of your college years.

I remember very well my own first week at Trinity, so I've a fair idea how you're feeling – a combination of nerves and excitement, enthusiasm and 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 Front Arch into the wide expanse of Front Square – that sense of history all around me and energy everywhere.

I've never lost my initial sense of excitement about Trinity. That's why I did my Ph.D. here, and later returned as a lecturer. And it's why I felt so honoured to have been elected five 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 maybe later as postgraduates – as I had. I hope that, like most of our graduates, you'll develop a lifelong attachment to Trinity. 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 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: the beautiful campus, the location; the lectures and tutorials; the clubs and societies; the research; the plays and concerts and exhibitions and public debates held here.

And of course what really makes Trinity special is the quality of the students. You are what make this a great university. It's in your interest, and the university's, that you make the most of your experience here.

You will all have worked hard to win your places here. You deserve this opportunity. But you're in a privileged position, and this means that 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 State. Your parents are making sacrifices for you to be here. Your professors will 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 it for granted – don't waste it.

I know that College can be overwhelming, especially in the beginning. But it doesn't have to be. The more you familiarise yourself with how we do things and the more you avail of our resources, the more rewarding you will find this experience.

The Trinity Experience – 1. Education

You have come through very tough exams to be here today. Congratulations on doing so well! You're now entering a new, exciting phase of your education, where the emphasis is on cultivating independence of mind. It's no longer about what you can remember, but what you can discover. It's not about regurgitating what lecturers say, it's about your own interpretation.

The Trinity education is research-led, which means that by your final years as undergraduates, you will be engaged on original research, using primary sources. You will be discovering and writing up something 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 scholars together, engaged on a common enterprise of discovery.

The curriculum is devised to make you think, so as long as you attend lectures and seminars, use the library, complete essays and 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.

Trinity is now in its fifth century of intellectual endeavour, and our research record is stronger than it has ever been. Frequently our research makes headlines so you may have heard about some of the things we're doing.

For instance you might have heard about graphene, 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, computers that fold into your pocket,

biosensors that detect diseases early.

Or if you were following the news last week, you might have heard about our School of Chemistry's new scanning technique for producing high-res 3D images of bones, without exposing patients to radiation. Or about researchers in the Trinity Biomedical Sciences Institute who are close to restoring people's sight by bioengineering corneas.

A fifth of all spin-out companies in Ireland stem from Trinity. There was a lot of media coverage last week on one of them, Inflazome, which has just secured €15 million euro to develop treatments in chronic inflammatory diseases. And you might have heard of the company, Havok, which created new physics engines behind computer gaming.

Another Trinity company profiled last week in the Sunday Business Post is one of particular interest to you: it's called iDly Systems, and it's an entirely undergraduate initiative, established by our computer science students.

iDly aims to provide universities with digital campuses. The company emerged from the 'Trinity ID app' initiative last year when Trinity became the first higher education institute in Ireland to introduce student digital ID. This app replaces the traditional plastic student card as a way to access services on campus like the Library, the Sports Centre and the Health Services.

The idea for the app first came about in conversation between me and a 3rd year engineering student, Finn Murphy. He remarked that Student ID cards should be digitized for smartphones; I said that was an excellent idea and why didn't he have a go? So he did.

The Trinity ID app was such a success that this year Finn, together with collaborators, has extended it into a suite called the Trinity My Day Student App, which allows ever more services to be accessed from your mobile phone, iPad or laptop. At the end of my speech to you today, I will have the pleasure of doing the formal launch of this app.

And now, as I've said, the student entrepreneurs behind this app have founded a company, iDly, to roll their product out across other university campuses. They achieved this with the help of our student accelerator programmes, Blackstone Launchpad and LaunchBox. You'll hear more about these programmes in the course of your time here. They are there to help you incubate and market your ideas, to apply your knowledge in practical ways that improve people's lives.

The Trinity Experience – 2. Extracurricular

Our academic mission looks to engage students in intellectual rigour and participatory citizenship. Of course, when it comes to developing into active citizens with interesting jobs, it's not just what happens in the library, lecture-room, or laboratory. It's the entire Trinity experience.

Surveys have shown 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 things like:

- getting involved in clubs and societies;
- debating;
- organising events;
- designing new technologies;
- starting your own business,
- writing articles, poems, stories for college journals;
- volunteering and fund-raising for charity;

And ‘Extracurricular’ means engaging with each other. This is a cosmopolitan campus, with students from every county in Ireland and from countries across the world. Such diversity is enriching. Try to meet as many different people as possible.

In your later undergraduate years, take the opportunity to study abroad if you can. The Trinity Education is global and involves engaging with people, research and ideas from round the world.

This year the College’s leadership are working on renewing and further strengthening the Trinity Education. An important aspect of this has been defining graduate attributes in discussion with the whole college community, and with employers. Here is what we have come up with:

We will have more to discuss with students during the year as the Trinity Education Project goes into the implementation phase.

* * *

As undergraduates, there’s probably no other time in your life when you’ll be surrounded by so many talented, dynamic people who have the time, energy and vision to explore opportunities with you.

You will have all kinds of needs and requirements. But there are people to help you make the most of college life. Some of them are here today:

Kevin O’Kelly is Dean of Students. His job is to develop and coordinate policies to promote the student experience beyond the classroom. He will have already talked to you about the extracurricular activities available to you.

Aidan Seery is the Senior Tutor and he oversees the tutorial service which offers student support in all aspects of college life, including accommodation, welfare, health and disability services. Aidan will tell you about your tutor’s special pastoral role.

Alison Oldham is the Director of Student Services and she oversees the provision of all the services in the university.

The Trinity Community

You are now a member of the Trinity community. It's a community of almost 17,000 undergraduates and postgraduates, more than 3000 staff, and almost 100,000 past students, or alumni, living in 130 countries.

If you go to the Dining Hall, you will see a frieze in the entrance – this is the 'Benefactors Roll', which commemorates the Trinity's benefactors who have supported the College since it was founded in 1592.

Some names are very recent – they are the alumni and friends who endow the university. They do so because they feel a lifelong connection to Trinity and they want to support its continuing greatness. I hope that you too will feel this connection, and that Trinity will be, for you, a source of strength as you forge your careers in the outside world.

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

Now, as part of a commitment to building a digital campus and moving many of the services required by students to an online platform, I'm pleased to launch the Trinity My Day Student App which, as I've mentioned, is a progression on from the Trinity Digital ID Card launched last year.

The launch of this Student App brings together many of the popular IT services used by students on a daily basis to a single location. These services can be accessed from your mobile phone or laptop. The initial services available are:

- Blackboard (Virtual Learning Environment)
- Module Calendar (timetable)
- Your Trinity MyZone account
- Trinity Social Media
- Trinity News & Events and Important announcements
- Datapac - Student print balance and top-up service
- Library catalogue search
- T-Card login and top-up access
- Student Counselling Services
- Student Union Services

In short, with this app you can access all the academic and social and support services available for you. It makes your campus life much easier, from day one. We're very proud of the students who developed it, and I wish them luck in replicating their success here for other institutions and organisations.

If I had just one piece of advice to impart for this stage of your lives it would be to keep your horizons open. Now is not a time to close down or narrow your options.

Use the precious few College years to develop and expand who you are. Inevitably, like everyone, you will face challenges in your life. The aim is not to avoid challenges – only through challenges can we grow – the aim is to meet challenges with resilience, and to learn from them.

Your time in Trinity will transform how you view the world, and how you view yourselves.

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

Thank you.

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23 September 2016

‘From Little Richard to John Wayne: American popular culture in 1950s’: A public lecture by Daniel Geary

PACCAR Theatre, Trinity College

Good evening,

On behalf of the College, it gives me great pleasure to welcome you all to the Paccar Theatre in Science Gallery for this lecture.

I congratulate everyone present on having booked early enough to get a seat!

I can understand this interest, though, unlike many of you here, I’m not a history graduate. But interest in history is universal, and aside from Daniel’s irresistible title, which would draw anyone in – and aside from it being election year in the US, which always builds enthusiasm – I can see the great appeal of tonight’s subject.

The 1950s isn’t an over-exposed decade. We hear a lot always about the Sixties, and the Seventies; and indeed about the Twenties and the Thirties. But the Fifties retains a mystery and a magic. It wasn’t a great decade in Ireland – economic stagnation and the highest decade of emigration in the independent state. Which must have made America look all the more glamorous and prosperous. Even those of us who didn’t live through it, have a kind of inherited nostalgia for the decade of Elvis, Marilyn, Chryslers and Cadillacs, and Eisenhower.

My sense of it doesn’t get much more profound than that, so I’m delighted to have a historian of Dr Daniel Geary’s standing to guide us through this decade, when popular American culture became global culture.

Daniel Geary came to Trinity in 2008 as Mark Pigott Lecturer in US History. Previously he was with the University of Nottingham and Washington University in St Louis. He has a Masters and a PhD from the University of California, Berkeley and a BA from the University of Virginia.

His academic interests focus

- on political ideologies and movements, particularly liberal and left-wing movements;
- on the development of American ideas about race and ethnicity; and
- on the history of the social sciences in the US and their role in shaping public policy.

He is author of two widely- and well-reviewed books: on the history of the controversy over the 1965 “Moynihan Report” about African-American families, and an intellectual biography of the influential social critic C. Wright Mills.

His interests extend to popular culture – his essay for Daedalus journal on ‘Johnny Cash and the Politics of Country Music’ being one example of his broad range.

He is also a hugely admired teacher whom last year we honoured with a Provost’s Teaching Award. These Awards are student-nominated, peer-reviewed, and hard-won; typically only a handful of people are awarded annually.

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We’re also delighted and honoured to welcome here tonight Mark Pigott, former chairman and CEO of the Fortune 500 company, PACCAR. An Honorary Doctor of this university, Mark is a considerable philanthropist who has a particular interest in education and the arts, and has long argued the importance of great teaching - he is himself a sought-after lecturer.

He established the prestigious PACCAR Award for Teaching Excellence at the University of Washington in 1997 – the highest teaching award for MBA professors in the US. And when he funded the Lectureship in American History here in Trinity, he explicitly requested that the chosen candidate should have teaching excellence – something which Daniel, of course, more than fulfils.

Mark’s generosity to this university goes far: he has also endowed the Seamus Heaney Professorship in Irish Literature, as well as the PACCAR theatre, in which we’re sitting in today. His is an honoured name on our Benefactors Roll.

Because of his many international commitments, we don’t see enough of him here, so we’re really delighted he can be with us tonight for this popular lecture.

The level of attendance tonight shows the great continuing interest in Ireland in American history and culture. This is because of America’s leadership position in the world, and because of the relationship between our two countries.

Particularly around election time, the value of knowing your history becomes self-evident. It was our great graduate, Edmund Burke, who gave us that famous quote “Those who don’t know history, are destined to repeat it.”

My thanks to colleagues in the School of Histories and Humanities and the Trinity Long Room Hub for organizing, especially Jo and Sarah.

It’s now my pleasure to invite Professor Daniel Geary to address you.



Dr Mark Pigott & Dr Daniel Geary

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24 September 2016

Naughton Scholar Awards

Stanley Quek Theatre, TBSI

Taoiseach, Naughton family, Naughton Scholars, Ladies and Gentlemen.

Good afternoon, and welcome to the Trinity Biomedical Sciences Institute for this great occasion: the presentation of awards to the new Naughton scholars. Today we recognise the ambition and talent of students in science, engineering, technology, and maths. We celebrate the increased focus, across the country on these disciplines, which are so important to innovation and to driving the our economy. And we celebrate the generosity and vision of the Naughton family, who have been instrumental in enabling this increased focus.

Today thirty-five new students from around the country are presented with the awards they have earned for their ability in the STEM subjects. This is a great achievement for them personally - they could not be starting off their college years in a better way. It's also a great achievement for their parents/guardians and schools who have nurtured such ability. And it's wonderful for universities to be able to enrol such dedicated students. Finally, it's great for the whole country to be incubating this level of talent. In just a few years these students will be in a position to contribute to society through research, employment, or entrepreneurship – or indeed all three.

The Naughton scholarships were initiated nine years ago now in response to universities reporting that they were not getting enough good applicants to the STEM subjects; and employers reporting that there were insufficient talented applicants for jobs in engineering, technology, science, and computer science.

Talent to succeed in STEM is critical to a Ireland's competitiveness, so the issue of third-level admissions to STEM subjects is of national concern.

At the same time, the country was 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 keep rising.

In Ireland, most costs for undergraduate study is borne by the state. But students are asked to share some costs. And of course there is also living and accommodation costs to consider. For some students, the expense can seem prohibitive.

Brilliant students should not turn away from third-level because of financial concerns: that makes no sense. It doesn't make sense at the private level of the individual – since education is the means through which

we turn around our lives. And it doesn't make sense either at the public level of society and the economy – Ireland must get the very brightest and most motivated of our young people into our universities – we cannot afford to lose them.

Various solutions have been suggested. The whole wider issue of funding for third level has now become critical. We, in the universities, welcome the Cassells Report on this, and we look forward to a workable solution being found.

But solutions take time to have effect and in the and in the meantime, talented students are coming through every year. So the Naughton family stepped in bringing action: providing scholarships for exceptional students to study science, engineering or technology at any Irish third-level institution of their choice.

The solution was strong, simple - and disinterested in the sense that the Naughtons did not tie the scholarships to any particular institution. They put faith in the students to choose the course of study that suits them best.

The Naughton scholarships were started in 2008; by the following year this country was in recession. We are now seeing growth again. Throughout the difficult years the Naughton scholarships provided light and hope – to students, schools, universities, communities, and to the whole country.

The Naughton scholarships are a family initiative in the best sense. That this is a family initiative gives special heart and value to these scholarships.

In the same year that the Naughton scholarships were launched, 2008, Science Gallery was opened, thanks also, in great part, to the Naughtons, who have been generous and inspired supporters from the start.

These two initiatives – the Gallery and the Scholarships - are linked. Both are about encouraging and enabling young people's passion for science and engineering. The Scholarships are about showing school-leavers that they can, and should, have a future in science, technology, engineering and maths.

In Ireland, we are increasingly recognised for the quality of our research in science and technology. We're adding significant new strengths all the time: in areas like nanoscience, immunology, digital content, and medical devices. This research strength coming out of Irish universities is helping to make Ireland a destination for companies in the science and tech space - this of course benefits the whole economy. In entrepreneurship the ranking firm Pitchbook put Trinity as top in Europe again this year for producing entrepreneurs, and Trinity is the only European university in the top 50 worldwide.

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To the new Naughton scholars, our 2016 scholars: all of you have been singled out to receive these scholarships as reward for your excellence and

ambition. You are getting the best possible start to university life. You will of course have a dream for your career and your life. Having been given such a start, it's now your responsibility to hold on to that dream and pursue it tenaciously.

We will help you all we can – already you have proved that you are the kind whom it is rewarding to help. In your turn, during what I hope will be long and successful careers, I can wish you nothing better than that you, like the Naughtons, will help others.

Thank you.



Provost Patrick Prendergast, with (rightmost & front) Rachael Naughton
and Fergal Naughton

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29 September 2016

125th Anniversary Celebration of the Jones Engineering Group

Dining Hall, Trinity College

Good evening,

And welcome to Trinity College on this great occasion – the celebration to mark the 125th anniversary of Jones Engineering and the launch of the commemorative book.

As a university, we are proud to be associated with Jones Engineering Group through our engineering school, and also through a personal relationship with the Group's Chairman, Eric Kinsella, a Trinity engineering graduate, and a benefactor of this university.

Eric and his wife Barbara have funded a three floor, 24-hour study space in the Ussher Library – the so-called Kinsella Hall, which enables marathon research and study periods. The Kinsellas also provide scholarships to students with outstanding engineering potential.

For this invaluable support, the College is greatly in their debt. And we are also, of course, most proud of Eric's achievement as a leading businessman and engineer.

Trinity's connection to Jones Engineering Group goes back many decades – in the 1970s the Group won the contract to build the Computer Science building and part of the biochemistry department – as is mentioned here in this book.

The story of Jones Engineering Group, as told here, is an extraordinary one. The foreword gives us two figures which show just how exceptional this company is: first, 125 years in operation - very few firms remain in business that long. More remarkable still, in that century and a quarter the firm has been led by three people: Harry O'Neill, Chris Jones and Eric Kinsella. That is longevity to rival combined reigns of England's longest reigning monarchs: Elizabeth and Victoria. And it's almost one third of the existence of Trinity College Dublin!

The steady pattern of leadership – which must account for much of the Group's success – is continued today by Jim Curley.

From small beginnings in 1890, the Group today employs 2,300 people, with an excess turnover of €380m per annum. These are very impressive figures and as an engineer myself I'm acutely aware of how much tremendous work is behind them.

This book is an appropriate testament to the successes of the company. I congratulate the author, Ciara Cullen, on the fine research and narrative.

I find it fascinating the extent to which the Group developed in step with the country. I don't propose to go into this, since here to launch we have a most eminent historian of modern history. Let me just say that I was most interested to learn that the Group's founder, Harry O'Neill was adamant from the start that (I quote)

'education, training and innovation would be the key elements of future success.'

He maintained this commitment through the difficult years of the 1930s and the war. When he retired he served on the board of Bolton Street Technical Institute and remained keenly interested in fostering new developments.

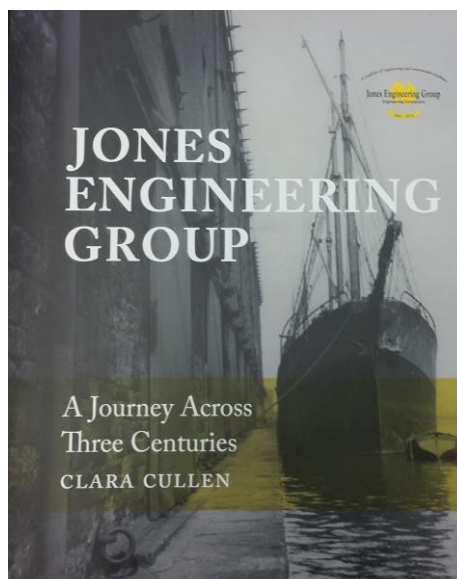
We know that his successors continued to sponsor 'education, training and innovation' - and to this the Jones Engineering Group owes its great success.

And Eric Kinsella's support of our students here – as I've already mentioned – continues in this great tradition.

As a university president 'education, training and innovation' is of course my mantra. I'm most moved and delighted to find that it's also what has driven this highly successful company - which should serve as a model to all start-ups.

It's now my pleasure to introduce the Professor of Modern Irish History at UCD, Diarmaid Ferriter. Professor Ferriter I think needs no introduction. A regular commentator on TV, radio and in print media, he is author of many books, including notably: The Transformation of Ireland; Judging Dev, and most recently, A Nation and not a Rabble: The Irish Revolution 1913-23. We're honoured to welcome him here this evening.

Thank you.



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30 September 2016

Reception for Nobel Laureate Dr. William C. Campbell

Saloon of the Provost's House

Good morning,

Welcome to the Provost's House on this great occasion. We're absolutely delighted to welcome our graduate and the winner of the 2015 Nobel Prize for Medicine – William C. Campbell.

We're thrilled that Dr Campbell has been able to travel to Dublin to be with us today. And we're also delighted to welcome to Trinity parasitologists from other Irish universities, as well as many zoologists from here in Trinity.

When we learnt in October, a year ago, that Dr Campbell had been recognised - together with Satoshi Omura, and sharing the prize with Chinese scientist Tu Youyou, there was great celebration in Ireland.

Many places and institutions can claim Bill Campbell – he has had a educational formation and scientific career, spanning Ireland and the United States, and spanning academia and industry. But Ramelton, Donegal where he was born and raised, and Trinity College where he did his undergraduate degree both felt a special pride in his achievement. And in interviews Bill has been most gracious about acknowledging all those who helped him on his path.

In his first interview with the Irish Times, after receiving the Nobel Prize, he gave credit to his childhood tutor in Ramelton – a woman, he said, 'who instilled a love of learning'. And to his professor in this university, Desmond Smyth who, he said, 'changed my life by developing my interest in parasitic worms'.

In an interview with the Journal of Parasitology, he expanded on this, calling Desmond Smyth "a hero" who picked Bill out to work in his lab in fourth year and then arranged for him to do graduate studies at the University of Wisconsin.

From Wisconsin, where he got his PhD, he was recommended to Merck Laboratories, and the rest, as they say, is history.

When Bill was awarded the Nobel Prize there was, as I've said, great celebration in Ireland. There was also great celebration within the world-wide community of parasitologists.

It had been over a hundred years since a parasitologist was recognised by the Nobel Academy – since Sir Ronald Ross won in 1902 for his work with mosquitos. For parasitologists everywhere it was wonderful to see Bill and Satoshi recognised for their ground-breaking work. Their win put the spotlight on parasitology: it showed the vital importance of this area of

research.

There is so much in his story to relate to. It has been a source of inspiration to learn of the human ingenuity and dedication which led to a scientific breakthrough, which was then distributed free of charge, wherever it was needed. Merck deserves, and has received, huge credit for their donation programme – of which Bill has said simply: ‘It was the right thing to do’.

The wonderfully long gestation period of Bill’s research has also proved inspirational – from 1950, when he was a Trinity undergraduate first getting interested in parasitic worms, forward twenty-five years to his great discovery at Merck, and another forty years to his Nobel Prize.

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Here at Trinity, we have been thinking, since we heard the great news, of a way to honour our graduate. There are many ways we could do this – as I’ve said, Bill’s story resonates broadly: it speaks of the importance of donating drugs where they’re needed, and of respecting basic research - but the best way to honour Bill is to honour the area of research to which he has devoted his scientific career.

So it’s my pleasure to announce today the establishment of the William C. Campbell Lectureship in Parasite Biology to be held within the Discipline of Zoology in the School of Natural Sciences.

With this lectureship we honour our great graduate, as well as his mentor, Desmond Smyth and a tradition of studying parasitology at Trinity which goes back a century and continues to this day.

And with this lectureship, we hope to inspire new generations of students, as Desmond Smyth inspired the young Bill Campbell all those years ago.

I will close with Bill’s own words in an interview, where he gets across the moral dimension of studying science, and finding cures for diseases that may not threaten us but do threaten others. We want to inculcate in all our students this moral dimension and sense of civic responsibility. It is not enough to only educate brilliant leaders in their fields, our students must also have a sense of responsibility towards the world. But let me quote Bill, because he puts it better than I can:

“The greatest challenge for science is to think globally, think simply and act accordingly. It would be disastrous to neglect the diseases of the developing world. One part of the world affects another part. We have a moral obligation to look after each other, but we’re also naturally obligated to look after our own needs. It has to be both.”

‘It has to be both’: that’s another way of saying that self-interest is altruism, and pragmatism is idealism. Bill’s words should be enshrined in all universities.

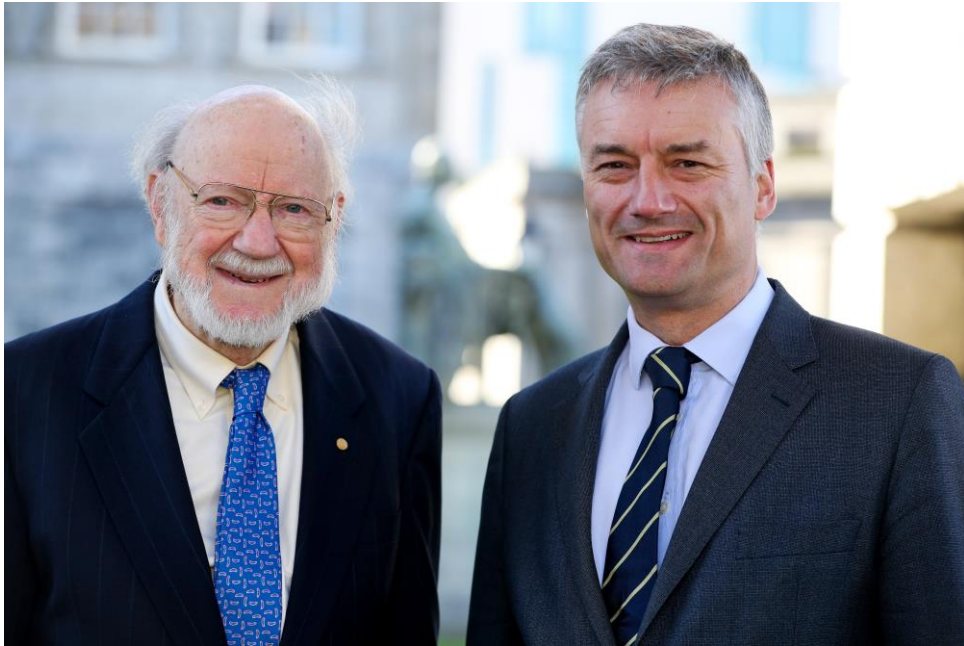
But now you’ve heard enough from me. Let us hear from the man himself:

Ladies and Gentlemen, the 2015 Nobel for Medicine, William C. Campbell.

[Bill speaks]

And now, finally I'd like to invite Celia Holland, Professor in the Department of Zoology, who will tell us something more about Trinity's tradition of parasitology and what this lectureship will mean to the department.

[Celia speaks]



(L to R) Dr William C. Campbell & Provost Patrick Prendergast

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06 October 2016

3rd EUA Funding Forum: Efficient universities, value for society

University of Porto, Portugal

Good afternoon,

And thanks for this opportunity to be here. In discussing this conference theme - how to make Europe's universities more efficient and offer greater value for society - I'll be talking about Trinity College Dublin, and Ireland. Our experience is, I believe, relevant to other universities and countries in Europe.

As most of you are aware, state funding to higher education in Ireland has been falling year-on-year since 2008. As a result, we've implemented a stiff range of cost-cutting measures, brought in with the austerity programme.

However – I should be clear – funding to research programmes in Ireland has been maintained. Starting in the late 1990s Ireland began investing heavily in university research.

One of the great gains of the so-called Celtic Tiger years was the positioning of Ireland as a research space, and that gain has not been lost.

The state funds research, and when it comes to linking up with industry and applying for EU funding, there is great assistance for universities from government bodies. Ireland's success in the European Research Council and Horizon 2020 has come about because universities and the State adopted a partnership approach, working cohesively together.

And central to the Irish government's strategy in attracting multinationals is reassurance that we have the talent to drive innovation, and that excellent research can be carried out in Ireland. This is happening, particularly in fields like nanoscience, biotech, telecommunications and medical devices.

So we have this situation where Ireland has a good research environment in prioritized industrial areas - and potentially an excellent one - but at the same time funding to universities for essential services like capital infrastructure and staffing to deliver the educational mission is below the OECD average.

The recession and associated austerity has put Ireland at risk of creating a lop-sided system.

Solutions have been suggested but no-one has grasped the nettle. And this is taking place against a background of rising student numbers. Ireland has the second-highest birth rate in the European Union. Over the next ten

years, our student population is set to grow by a massive 25 percent – and that's just Irish students, not counting those coming from abroad.

The pressure on Ireland is particular but in many countries in Europe, the story is similar to ours: declining public money in education. What is the solution?

We can petition our governments to invest more – and we should. But that may take time and it may never happen, it's not something we have control over.

Our solution in Trinity has been to concentrate on what we do have control of. In Ireland we're fortunate that universities enjoy autonomy in governance. This was threatened in recent years and we'd like greater autonomy still, but we are able to raise and allocate revenues.

So in Trinity we've concentrating on becoming more financially independent. 57% of our revenue – more than half – now comes from private non-exchequer sources, and that figure continues to grow all the time.

These non-exchequer sources include EU funding programmes; also philanthropy, spin-out companies, commercial projects and fees from international students and postgraduate students. All these activities are on the increase. To give two examples:

- between 2012 and 2015 Trinity's student body coming from outside the EU increased by over 30%;
- and this year we received a landmark donation of \$70 million from Atlantic Philanthropies to establish the Global Brain Health Institute, with the University of California, San Francisco, to tackle dementia and research ageing.

Both these achievements were the result of significant long-term planning and strategizing.

Trinity, and other universities in our position, will have to continue to get better at entrepreneurship, innovation, global relations, and philanthropy if we are to compete.

Where does Europe come into the picture? Well, the EIT - where I'm on the Board - takes the position that innovation promoted at national level by national governments will only be successful to a point. Greater success can be achieved by promoting Europe-wide activities and networking. In this it is similar to Horizon 2020, which takes this position on research, and to Erasmus on skills and training. And to the ERC, which succeeds because it unleashes Europe-wide competitiveness. Its value is grater than the euro amounts involved because of this, and because it allows differentiation in the system.

For Europe to release its research, skills and innovation potential, we need to be thinking supra-nationally: this is what the EIT, Horizon 2020 and Erasmus are driving towards.

I agree with the principle of all this. But I think we're still some way off putting it into practice. Universities in Europe operate under too many constraints and are knotted up in old public-sector processes, and subject to being used for political ends. Many, like Trinity, operate in countries where introducing fees is a divisive electoral issue; and many are in countries where universities enjoy less autonomy than they do in Ireland, hence they're not even in a position to raise independent revenue. What are they to do?

It seems to me that since the EU is such a significant funder of third level, through Horizon 2020, the ERC and the EIT, then it could have more say when it comes to removing constraints that prevent universities from performing competitively in global terms.

This is not to suggest that the EU has all the answers. The EU needs to look critically and pragmatically at its programmes and whether they're achieving their aims.

I've taken a look at some of the figures from the UK: one in 20 students comes from another EU country, but one in seven is from outside the EU.

There are almost three times more non-EU students in the UK than there are students from other countries in the EU. And that's before Brexit!

Why is that? In the 1980s, the British government ended the taxpayer subsidy for non-EU students. There was uproar in parliament and claims that international students would be "repelled by higher fees".

In fact, the opposite happened: numbers of international students rose, and fast.

This may seem like a paradox, but it was because universities fought hard to recruit students from abroad to benefit from their financial contributions.

There was no similar drive to attract students from the EU because there was no financial incentive to do so.

It seems to me that the current relative success of the UK's universities is built on the huge financial and educational contributions made by their students, including international students, since the 1980s.

I have to say that in the situation my university finds itself in, we are emulating UK universities: our recruitment drives are aimed outside Europe.

The point of this story is that we can't afford ideology or well-meaning policies in Europe to blind us to what generates the resources our universities need. We have to look at what actually works.

The director of the Higher Education Policy Institute in Oxford wrote to the Financial Times last week suggesting that "if fees for EU students in the UK rise after Brexit", their numbers may in fact go up as UK universities

implement a recruitment drive across Europe.

That's universities behaving rationally at a time when public money for the education mission cannot keep up with the costs of providing it.

Because UK universities are much higher ranked, many EU students may choose to pay their fees for what's perceived to be a better education.

* * *

Am I saying that Europe's universities should be allowed to levy fees on students coming from other EU countries – in the way that US universities can levy 'out-of-state' fees? Well, if it proves a better way to gain our ends – with more student mobility within the EU – then why not? But I'm only asking the question: I'm not making specific suggestions.

My point is that all solutions should be up for discussion, and pragmatism should be our guiding principle, and we need to act quickly at EU level because we're experiencing a revolution in higher education funding. And the country which has proved most innovative in confronting the new challenges, the UK, is about to leave the EU.

Thank you.

* * *

12 October 2016

Speech at Special Event to Mark the Arrival of Recent Trinity Graduates in London

The Mercer, Threadneedle St, London

Thank you, Tom*,

And good evening everyone,

It's a real pleasure to be here and have this chance to speak to so many alumni. What a great turn-out! London is, of course, a key city for Trinity. Traditionally – for centuries - alumni have moved here and achieved great success.

Since becoming Provost five years ago, I've met with alumni in London almost every year. In March of this year we brought the 1916 commemorations here - co-hosting a debate with the Institute of Irish Studies of the University of Liverpool on their London campus. And two years ago, in November 2014, we held the international launch of the College's Strategic Plan in London - the first overseas presentation, ever, of a Trinity Strategic Plan.

Trinity has 110,000 alumni living in 130 countries and we like to keep in touch with as many of you as possible. We hope that should you find yourselves far afield, that you would join the local Trinity alumni branch and receive support and valuable advice. And of course that you would offer the same support to those who come to live in London.

Tonight we've convened this special event to mark the arrival of recent Trinity graduates to London and to give them a chance to meet fellow alumni. I'm delighted to see that alumni well-established in London are taking this time to welcome newcomers, as well as meet up with old friends.

This is our first time holding such an event and we received a terrific response - indeed the event is oversubscribed. So the Trinity network is alive and well!

When we talk about London alumni – there isn't just one branch or association, there are many, reflecting both the high numbers and London's great diversity. For the benefit of newcomers, let me mention a few of these groups:

There's the TCD Association, which organises a number of events throughout the year, including on 3rd December this year, the Carol Service, which keeps growing in popularity – perhaps because it hearkens

* Tom MacAleese, President of the Trinity Business Alumni

back to carols in the college chapel, always such an evocative event.

There's the TCD London Dining Club which holds four dinners a year and gets great speakers in. I had the pleasure of addressing them myself when I first became Provost. I hope they'll invite me again!

There are very active alumni branches right across the UK, including in Cambridge, Gloucestershire, East Midlands, West Midlands, North of England, Oxford, South East UK and West Country UK.

In addition, right through the London year, alumni events are organised by diverse groups. For instance, there's an Irish Universities Pub Night in January. And, as of last year, there is an annual London Alumni Ball – the first one sold out in less than 10 days!

There are volunteers here tonight from some of the groups mentioned. They're wearing a lanyard - feel free to go up to them and find out more. Your experience in London can only be enhanced by connecting with fellow graduates.

* * *

Now, I know how interested you are in Trinity and Dublin. Some of you left many years ago but have maintained strong contact; others left perhaps only last month. Let me give you a few updates.

Today is an interesting day to be meeting because the Irish Budget came out yesterday. As far as universities are concerned, it's a comparatively good one. Today's Irish Independent headline runs: "Years of Cuts come to End for Third-level".

We shouldn't run away with ourselves here. The package announced for third level - €160 million over three years – isn't massive, by any means. And we're still waiting for a substantive decision to be taken on the funding crisis.

But today we're seeing the first increase in state funding to third-level in almost a decade! After years of cuts, that's welcome. And I believe the people of Ireland welcome it.

In Trinity we're optimistic about the future because we're delivering truly exciting initiatives and strategizing ahead. Our response to the funding crisis of the past decade has been to grow our private non-exchequer revenue through action on international fees, industry collaborations, campus spin-out companies, the visitor experience, and philanthropy.

Those of you who left college within the last few years may have direct experience of our student accelerator programme, LaunchBox. Over 150 undergraduates have gone through LaunchBox in the last four years, 40 jobs have been created through start-ups, and over €3 million of investment has been raised.

Some of the LaunchBox start-ups have received extensive media coverage -

like FoodCloud, which helps businesses redistribute surplus food to those in need, and Touchtech, a payment processing venture.

And this year, for the second year running, the private equity and venture capital-focused research firm, PitchBook, placed Trinity as Europe's best university for educating entrepreneurs. The evaluation is based on undergraduate alumni who go on to create companies that secure first-round venture capital funding.

Some of these Trinity entrepreneurs may be here in this room. We're proud to have this accolade because it recognises entrepreneurship as one of Trinity's strengths. And it involves just those skills we hope to impart to our students - like independent thinking, effective communication, and not being afraid to fail.

Initiatives and honours like these help raise Trinity's profile worldwide. I know how important that is to you – because this is your university. Trinity achievements reflect well on us all.

I want to reassure you that the whole college community – that's staff, students and alumni – are committed to making Trinity a powerhouse for Ireland and the world. I don't have time to go through all our actions and initiatives, but they go across the university.

Whatever your interests and skills – be they in creative arts, science and technology, social justice, health sciences, sustainability, innovation – whatever your focus, the university is actively pursuing ambitious goals in your field. I can be confident of this because Trinity is a multidisciplinary university, strongly globally connected, dedicated to public engagement, and proactive across a wide range of policy areas.

You are part of this community and we hope that you will remain strongly involved. Alumni do so much to strengthen the university.

Trinity Business Alumni, who are co-hosts of this event, were instrumental in setting up LaunchBox; alumni branches around the world help with internships and mentoring. And alumni are essential to the Philanthropic Campaign which we're launching this year – the first comprehensive fund-raising campaign in Trinity's history.

I hope that you always make time to return to campus, and that your spirits lift when you come through Front Arch to Front Square; I hope that you're always ready to help a fellow graduate – and to seek help in your turn. I hope that you're always happy to approach the university – be it a School, Department or College Society – with ideas related to your field of work, or your interests.

We are all in this together. Your success enhances Trinity College's reputation; as does the college's success enhance you. Our connection is for life, and indeed beyond. One of our graduates, the bestselling crime writer, Tana French put it very nicely when she said:

“What I love about Trinity is that sense that there are four hundred years of layers of memories - and that I’ve left my own little layers, together with those of the thousands on thousands of people who have been there.”

It’s a great thing to be part of something so unique and so enduring. I thank you for showing your solidarity by being here tonight. I wish you a great evening and I look forward to meeting and speaking with as many of you as possible.

Thank you.



(L to R) Mr Tom MacAleese (President of the Trinity Business Alumni)
& Provost Patrick Prendergast

* * *

13 October 2016

Provost Address after the New Fellows Dinner

The Senior Common Room, Trinity College

Good evening,

We have arrived again at this important time, early in the new academic year, when we welcome new Fellows to the Fellowship of Trinity College Dublin.

The names of the new Fellows are read out, in dramatic fashion, from the steps of the Public Theatre – on Trinity Monday. Then, at this dinner we welcome each new Fellow by name, position, and research specialisation. This is our opportunity to welcome the new Fellows collectively and to get a sense of the distinction each one brings to the College.

As you know, Trinity was founded as a corporation consisting of the Provost, Fellows and Scholars. So the singular dignity of Fellowship is, definition, as old as the College itself. Trinity simply would not exist were there no Fellows.

Fellows are elected by other Fellows on the basis of serious scholarly work of international standing. And once elected, they have a central role in the College governance. To our Fellows falls the task of moulding the College's distinctive traditions in each new generation.

The first three Fellows elected in 1592 were theologians. Over the following centuries, the number and diversity of Fellows increased - as scholarship in Trinity became ever more rich, varied, and as the frontiers of what counted as scholarship increased. From the small, distinctive 17th century college of male theologians, Trinity is now a large, global, multidisciplinary university.

This is a bumper year for Fellowship. Tonight we recognise fourteen new Fellows, and nine new Professorial Fellows. That's twice as many as were elected last year or the year before. That's a great thing: twenty-three new Fellows across I think sixteen Schools. An astonishing reservoir of Trinity scholarship. And a wonderful sign, I believe, of fertile years to come. We take as a good omen that this budget week we're celebrating the first increase in state funding to Irish universities in almost a decade.

That's a qualified celebration - nobody, I think, could get too excited about the amount in the funding package – but still, after years of incessant cuts, it's welcome.

Tonight I also welcome two new honorary Fellows, Professor William C. Campbell and Professor Louise Richardson. Neither I think needs any introduction. Our Honorary Fellows are always people of great distinction;

in the case of Bill Campbell and Louise Richardson, they are also particularly well-known.

William C. Campbell is Ireland's – and Trinity's – latest Nobel Prize Winner. He was honoured last year, together with the Japanese Scientist Satoshi Omura for "their discoveries concerning a novel therapy against infections caused by roundworm parasites", to quote from the Nobel citation. Professor Campbell helped persuade Merck to distribute the new drug against river blindness, Ivermectin, free to millions of people in what became one of the first and foremost examples of a public/private partnership in international health. He is a graduate of this university, in Zoology, and we were delighted last week to create the William C. Campbell Lectureship in Parasite Biology in his honour.

Louise Richardson - also a graduate of this University, a graduate in History – is Vice-Chancellor of Oxford University, having taken office on the first of January this year. Previously she was Vice-Chancellor and Principal of the University of St Andrews, and before that Executive Dean of the Radcliffe Institute for Advanced Study at Harvard University, where she was instrumental in its transformation into an interdisciplinary centre promoting scholarship across academic fields and the creative arts.

An expert on terrorism, she has published extensively – the New York Times described one of her books as "the essential primer on terrorism and how to tackle it". Given the importance of this research in today's world, and her distinction as the first woman to lead both St Andrews and Oxford Universities, it's no surprise that she enjoys a prominent public role. In Trinity, we're extremely proud of her achievements and really delighted that she has been able to be with us tonight.

* * *

It's my privilege now to, each new Fellow, by name, position, and research specialisation. I'll begin with the professorial fellows.

Mark Bell is Regius Professor of Laws, a chair established in 1668. An expert on EU law, Equality Law and Employment Law, he has published books on Racism and Equality in the European Union and on Anti-Discrimination Law and the EU. A graduate of the University of Ulster and the European University Institute in Florence, he was previously professor at the School of Law in the University of Leicester, where he was also head of School.

Yvonne Buckley is Professor of Zoology and the co-champion of the university's multidisciplinary "Smart & Sustainable Planet" research theme. Her research centres on population ecology, quantitative ecology, and environmental decision-making particularly in the areas of biodiversity conservation, invasive species management and habitat restoration. A graduate of Oxford University and of Imperial College London, she worked previously in the University of Queensland in Australia and is an international partner of the ARC Centre of Excellence for Environmental

Decisions headquartered in Australia.

Andrew Burke is Dean of the Trinity Business School and Professor of Business Studies, and serves as Chairman of the London-based think tank: The Centre for Research on Freelancing and Self-Employment. A graduate of UCD, Oxford University and the London School of Economics, he previously held the Bettany Chair of Entrepreneurship at Cranfield School of Management where he was founder and director of the Centre for Entrepreneurship. His research is widely published in international journals including the Harvard Business Review, Journal of Management Studies and the Journal of Business Venturing.

Seamas Donnelly is Professor of Clinical Medicine and Head of Medicine, based at the Trinity Centre for Health Sciences in Tallaght Hospital, and is a recognised international leader in Translational Medicine. A graduate of UCG, he was subsequently funded by the Wellcome Trust to work and research in the University of Edinburgh and the Picower Institute in New York, before returning to Ireland as a clinical professor in UCD. He is currently Editor-in-Chief of the international Quarterly Journal of Medicine.

Siobhan Garrigan is a feminist ecumenical theologian, and the first holder of the Loyola Chair of Catholic Theology at Trinity College Dublin. Her research focuses on religious ritual to excavate theology's part in – and potential for transforming – social and political difficulties, such as sectarianism, poverty and discrimination. A graduate of Oxford University and the Milltown Institute of Theology and Philosophy, she worked previously as Dean of Chapel in Yale University and in the University of Exeter. She is currently researching into home and homelessness, and into the theology of traditional Irish song.

Richard Layte is Professor of Sociology. His work focuses on the structure of social and economic stratification and its impact on health and well-being, with a particular interest on how the social and economic resources of families shape the developmental trajectory of children. He trained and subsequently worked at Nuffield College, the University of Oxford before moving to Ireland in 1998 to take up a position at the Economic and Social Research Institute, the ESRI. He is involved in the governance and research programme of TILDA, the Irish Longitudinal Study of Ageing.

Douglas Leith is Professor of Computer Science within the School of Computer Science and Statistics. His current research interests include wireless networks, network congestion control, distributed optimisation, scalable algorithms and data privacy. A graduate of the University of Glasgow, where he was also awarded his PhD, he worked at the University of Strathclyde before moving to NUI Maynooth where he established the Hamilton Institute, an applied mathematics research institute of which he was founding Director.

The following new professorial fellows could not be with us this evening, but I would like to mention them in absentia.

Christopher Morash is the inaugural Seamus Heaney Professor of Irish Writing in the School of English. His research ranges across Irish cultural studies, with a particular focus on famine studies and on theatre. A graduate of Dalhousie University, in Canada and Trinity College Dublin, he worked for many years as Professor of English in Maynooth University, where he founded and was first Director of the Centre for Media Studies. He has also served as chair of the Compliance Committee of the Broadcasting Authority of Ireland.

Luiz da Silva has a Personal Chair of Telecommunications in the in the School of Engineering, and is Principal Investigator in CONNECT, the Science Foundation Ireland funded research centre based in Trinity College Dublin. His research focuses on distributed and adaptive resource management in wireless networks, and in particular radio resource sharing and the application of game theory to wireless networks. A graduate of the University of Kansas, he was previously a tenured professor in the Bradley Department of Electrical and Computer Engineering at Virginia Tech.

Jane Alden held the Professorship of Music. Her research addresses musical notation and visual culture in the medieval and modern eras, language and translation, experimental music, and public engagement. A graduate of Manchester University, King's College London and the University of North Carolina at Chapel Hill, she is active as a singer and conductor, and in 2011, formed the Vocal Constructivists, singers who specialize in performing graphic and text scores.

The following colleagues were elected to Fellowship this year.

Mary Bourke is an Earth and Planetary Geomorphologist in the Department of Geography in the School of Natural Sciences, with expertise in extreme environments on Earth and Mars. She has published extensively on landscapes in Antarctica, Australia, Namibia, Mars and Ireland. A graduate of UCD and the Australian National University, she worked in the Smithsonian Institution in a Post-Doctoral position studying Martian landscapes, and then worked in the University of Oxford and the Planetary Science Institute in Arizona where she worked with NASA for nine years.

Christine Casey is Associate Professor in Architectural History and Head of the Department of History of Art and Architecture. She is author of a definitive work on the architecture of Dublin city and has recently completed a study of architecture and plasterwork decoration in early-modern Europe, Britain and Ireland, to be published by Yale University Press next Spring. A graduate of UCD and Trinity, she worked previously at the Dunbarton Oaks Research Library and Collection in Washington DC, and at UCD.

Gessica de Angelis is an applied linguist in the School of Linguistic, Speech and Communication Sciences. Her research interests are in multilingualism and language learning, with special emphasis on the role of prior non-native language knowledge during learning. A graduate of

Birkbeck College, the University of London, she worked in Italy, England, U.S.A. and Canada prior to joining the School in 2012. She served as Vice-President of the International Association of Multilingualism between 2009 to 2014.

Ian Donohue is an ecologist and an Assistant Professor in the School of Natural Sciences. His multidisciplinary research focuses on how key elements of global change alter the functioning and stability of ecosystems. With his research team he is exploring how the loss of biodiversity alters the capacity of ecosystems to resist and recover from disturbances, how parasites will influence the stability of ecosystems in a warming world, and how to optimise the multidimensional stability of complex dynamic networks such as ecosystems and economies.

Eoin MacCárthaigh lectures in the Department of Irish, in the School of Languages, Literatures and Cultural Studies. A graduate of Trinity, he researches the language and metre of *dán díreach* ('bardic poetry'), which dominated the Irish literary landscape for at least four centuries, from 1200–1600. He is the author of *The Art of Bardic Poetry*, a new edition of a valuable series of treatises written by master poets, accompanied by a comprehensive introduction, line-by-line commentary, and translation into English.

Caoimhín MacMaoláin is an Associate Professor in the School of Law. His research focuses on regulation of the production and sale of food in EU and International Law, on which he has written two books and is currently writing a third, specifically on Irish Food Law. A graduate of UCD and DCU, he previously lectured at the University of Northampton and held a Jean Monnet Chair in EU Integration at the University of Exeter.

William Phelan is assistant professor in Political Science in the School of Social Sciences and Philosophy. His research focusses on the politics of the European Court of Justice. His most recent publication argues that the special role of individuals – citizens and businesses – in the enforcement of EU law must be understood as a contribution to inter-state politics.

A graduate of Harvard University, he worked previously at Middlebury College, Vermont. At Trinity he established and directed the successful M.Sc. in International Politics from 2011 to 2014.

Eoin Scanlan is Assistant Professor of Organic and Medicinal Chemistry in the School of Chemistry, where he directs the Moderatorship in Medicinal Chemistry. He is author of over 40 peer-reviewed research articles. His research group applies a synthetic and interdisciplinary approach to complex biological problems relevant to human health and to industry. A graduate of the NUI Galway and the University of St. Andrews in Scotland, he worked as a postdoctoral research fellow at the University of Bern in Switzerland and also at Oxford University.

Roger West is an Associate Professor in the Department of Civil, Structural and Environmental Engineering. His research is primarily in construction

innovation and sustainability, particularly in concrete technology, specialising in aspects of lean construction. A graduate of Trinity College Dublin and Imperial College London, he is Director of the Structural Laboratories in Trinity, and a Fellow of the Institution of Engineers of Ireland. A founder member of the Ireland-Indian Concrete Research Initiative, he has research and exchange links with four Indian academic institutions.

The following new fellows have not been able to join us and I wish to mention them in abstentia.

Aiden Corvin is Professor in Psychiatry and head of the Discipline of Psychiatry within the School of Medicine, and a Consultant Psychiatrist at St James's Hospital, Dublin.

Vladimir Dotsenko is an Assistant Professor in the School of Mathematics. His research focuses on homotopical algebra, and his book on algebraic operads, co-written with Murray Bremner is a definitive exposition on the subject.

Paul Delaney is an Assistant Professor in Irish Writing in the School of English. His research focuses on twentieth-century and contemporary Irish literature; he is author of a critically-acclaimed monograph on Sean O'Faolain, and he has co-edited scholarly evaluations of Colm Toibin and William Trevor.

Juan Pablo Labrador is Assistant Professor in the School of Genetics and Microbiology. His research focuses on understanding how individual cells are programmed to control their migration or guidance and establish specific connections in the nervous system.

Rachel McLoughlin is Assistant Professor in the School of Biochemistry and Immunology. Her research is focused on understanding the immune response to bacterial infection, with a particular focus on the development of novel immunological therapies to combat infection with the bacterium *Staphylococcus aureus*, for which antibiotic resistance is a major global problem.

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 your continued contribution to this College, a College which is fortunate to have you join its body corporate, to further develop its traditions and to enhance its reputation for learning.



(L to R) Professor Andrew Burke, Dr Ian Donohue, Professor Douglas Leith, Dr Christine Casey, Dr William Phelan, Dr Gessica De Angelis, Professor Louise Richardson, Provost Dr Patrick Prendergast, Dr Roger West, Dr Mary Bourke, Dr Caoimhín Mac Maoláin, Professor Mark Bell, Professor Richard Layte, Professor Siobhán Garrigan, Dr Eoin Scanlan, Professor Yvonne Buckley, Dr Eoin Mac Carthaigh

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14 October 2016

Provost's Mid-term Address

Edmund Burke Theatre, Trinity College

Good afternoon,

Thank you all for taking the time to be here. I know how busy everyone is – and this is one of the busiest times of the academic year – but I think we're all agreed on the importance of coming together across our different areas to get a sense of the working of the university as a whole.

I wanted to create an opportunity for us to review and evaluate what we've achieved, and look ahead to what needs doing.

It's now the midpoint of my provostship, and it's also the midpoint of the current Strategic Plan.

So now is a good time to be asking how we're dealing with the challenges and opportunities identified in my inaugural address five years ago, and where we're at with the goals and actions set out in the Strategic Plan. In what areas is the College on a good course? What areas need attention?

I also want to affirm the commitment and energy that I will bring to my 'second term', if I can call it that. A Trinity provost gets a long run – many universities now limit their president to five, or seven years. Of course, in previous centuries a provost, once elected, was there for life. Thankfully both you – and I – are spared that!

But I want to dispel any suggestion that, after the first five years, a Provost can sit back and coast along. This can't happen, and won't happen. Trinity has pushed ahead in difficult circumstances – as I hope to show in my talk today – but we can't afford to take our foot off the pedal. We have an ambitious programme to implement. I need your continued energy. And in turn, I pledge my own.

*** * *GLOBAL HIGHER EDUCATION: A HELICOPTER VIEW* * ***

Let's start by taking a 'helicopter view' of higher education globally. What are the current global movements and tendencies? What constraints and opportunities are universities operating under?

I'm aware that answering this question is like trying to hit a moving target. We're in a period of radical change in higher education, as in society generally.

There are the new trends in higher education – such as online learning and the development of global academic networks. Then there are general

trends, like the emergence of the digital workplace and the rising global population. And then there are localised phenomena, like Brexit, which is certainly going to have an influence on us - we just don't know how.

Things move on very quickly. I was made aware of this when I looked back at my inaugural speech to see what tendencies I identified then.

Lots of what I said remains pertinent – for instance I talked about “the emergence of higher education as a globally traded and borderless activity”, and about the changing nature of the jobs market, and the way that education and research are contributing more directly than ever before to economic growth.

But still, this speech, only five years old, feels like another world. For a start, it was streamed, but there wasn't one tweet. The way we communicate has changed.

And in other areas, things have moved faster than I foresaw. For instance, back then I praised the HEA-inspired research collaborations across the island of Ireland but, I said earnestly, “let's build links beyond these waters – let's have global academic networks”.

It's quite touching to read that now: then it was a goal, an aspiration - now it's almost routine. This year Trinity is embarking on joint degree programmes with the Singapore Institute of Technology, with Vietnam National University Ho Chi Minh, and one with Columbia University New York is almost agreed. Other universities are establishing joint campuses, and I predict, we'll shortly see universities merging across national borders.

In the inaugural I also spoke enthusiastically of increased staff and student mobility and I ended by quoting Erasmus “Ego Mundi civis esse cupio” – I long to be a citizen of the world. I expressed this hope for our students.

Well, be careful what you wish for!

The other day, my eldest daughter, who sits her Leaving Cert this year, said that she was considering the University of Groningen, as her first choice. It's in the Netherlands - ironically the home of Erasmus.

She's showing me the brochure for Groningen – and I'm thinking ‘what about Trinity?!’ Of course I'd like her to stay closer to home and attend this university, that is my passion. But what can I say? I pleaded for world citizenship. She's taking me at my word!

The truth is, when I spoke about student mobility, I didn't foresee it happening at undergraduate level quite this fast. Her friends are the same – they're looking at universities round Europe, including the UK, despite its much higher fees.

We can no longer assume that Irish school-leavers will elect to come here. Talk of a “globalised higher education system” isn't mere rhetoric. Competition isn't just colleges around the corner, it's worldwide.

So, all told, trends discernible five years ago are now evolving fast. And new situations have emerged.

I've identified six key current influences on higher education:

First, there's increased staff and student mobility, with people and projects moving rapidly and easily between institutions and countries;

Second, there's the development of global academic networks and partnerships which I've already mentioned. We're now habituated to inter-institutional initiatives at a national level, like AMBER, CONNECT, and Molecular Medicine Ireland - soon we'll have international initiatives.

Third, there's the increased centrality of universities to economic and social development. 21st century universities are powerhouses for the regions and cities they serve. We educate the highly skilled graduates who drive growth, and we do the research that's needed across the board – for high-tech companies and for government policy areas.

Fourth, there's the rising population. This is a global phenomenon. It's not a European one – in many EU countries, populations are falling. But Ireland does not follow the European trend. Over the next decade, the Irish student population is set to grow by a massive 25%.

Fifth, there's the changing nature of the jobs market and the work environment. The key developments here are the digital workplace and need for entrepreneurial skill sets. The idea of a profession and job for life is evolving into something more flexible and diverse. Graduates have to be prepared to manage such complex career challenges.

Sixth, there's the decrease in state funding to universities.

Let me look at this a bit more closely. Decrease in state funding was a dominant theme in my inaugural address. But I only spoke of it as an Irish problem. In fact, as now emerges, it's a global phenomenon – private contributions are increasing and direct state subventions are decreasing.

I don't think this trend is bucked by the announcement in this week's budget. Of course we welcome the first increase in state funding to third level in almost a decade, but we'd need to see a far greater sum to get excited. The Irish Federation of University Teachers has described the amount offered as "like offering a wet sponge to a man dying of thirst" - which is a rather good description.

Although, I do note that in those circumstances a wet sponge is actually quite welcome, or at least not something to be refused

Of course we hope to see more, and greater, state investment but the tendency, around the world, suggests that we're moving from the 20th Century system of high state support for universities to one based on non-exchequer, private funding – more like the system, in fact, that Trinity operated under for its first 300 years: fees, philanthropy and commercial

activities. We're also moving from a system of limited access and small student numbers to broadening access and high numbers.

This is a major transition and like all major transitions, it's difficult and painful. As a country, we have yet to come to terms with what's happening and to put in place a funding system that is fit for future challenges.

But here in Trinity, I believe we're transitioning well. We're not where we were five years ago. We've moved from an approach focused on petitioning the government to act, to one focused on acting ourselves. We have strongly urged action – particularly at the 2014 IUA symposium, which we convened. But it's not a decision that we have control over. Ultimately it's a nettle for the government to grasp. I don't underestimate the difficulty for them.

We can, and should, continue putting pressure on government to implement the Cassells Report. But that may take time and it may not happen in the way we want. So our focus has rightly switched to what we do have control over: growing our non-exchequer revenue and becoming more financially independent.

To excel at this, we will need to have autonomy in our decision-making and governance. This was another theme of my inaugural speech, and thankfully it's an area that has seen improvement. The over-regulated environment which came in with austerity has, to some extent, receded. There has been some relaxation of, for instance, the Employment Control Framework.

But we have to continue making the case for universities' right to act independently. This is particularly important in a situation where the onus is on universities to generate their own revenues.

It may be that governments have yet to accustom themselves to the new way of doing things. I note that Louise Richardson, in her recent speech as Vice-Chancellor of Oxford University, spoke of the challenge of (I quote) "ever growing, ever more intrusive, ever more constraining government regulation".

And in many other countries, over-regulation is a more significant challenge than it is in Ireland or the UK.

If decreasing state funding is going to be the new normal, it should be accompanied by deregulation so that universities can get on with financing themselves.

But I accept that the pace of change is so rapid, that it's not surprising that we're still constrained by legacy ways of doing things.

Universities are operating in changed and changing circumstances. The ones that will survive and emerge strengthened are those that act with

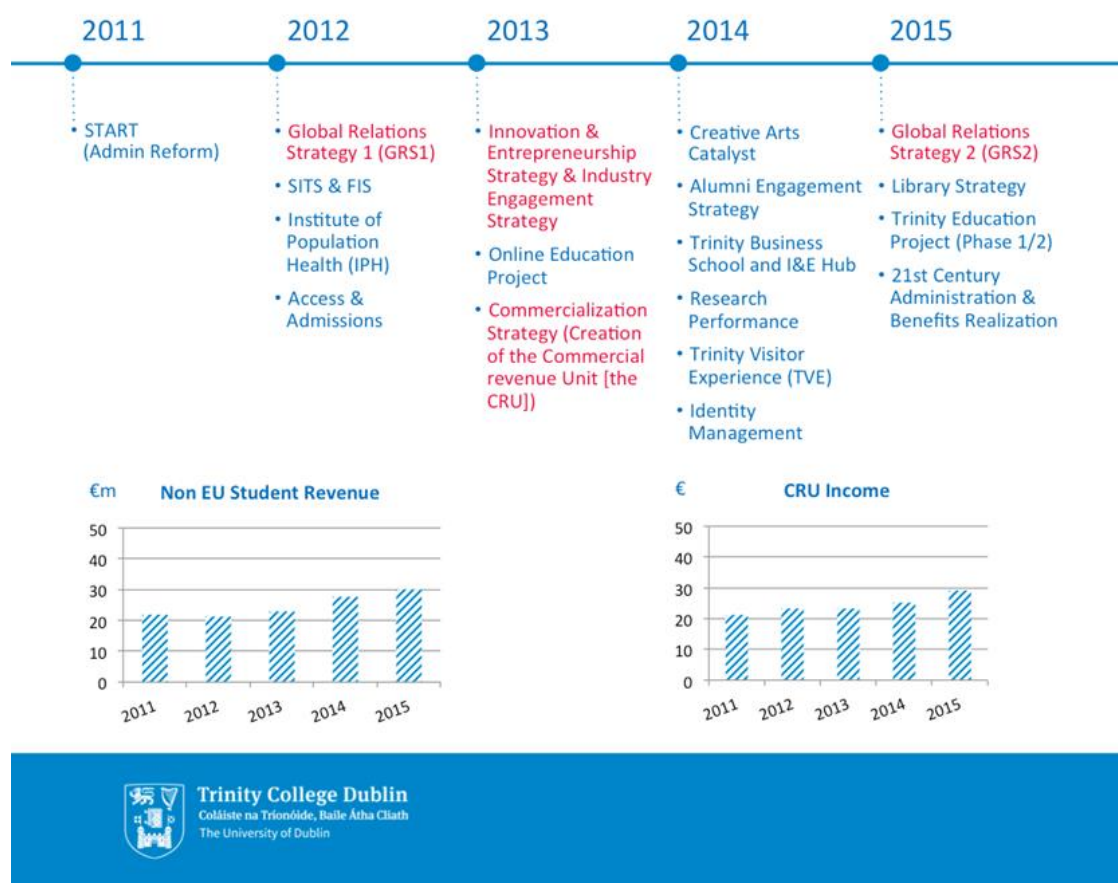
foresight, pragmatism and ambition. It's not a given that Trinity will be one of these. Nothing is pre-ordained.

****ACHIEVEMENTS: WHAT WE SAID WE'D DO AND WHAT WE'VE DONE****

How has Trinity prepared for the changes I've been speaking about:

- Staff and student mobility;
- Global academic partnerships and networks;
- Changing work environments;
- Increasing centrality to economic growth;
- Rising student numbers; and
- Changed models of funding;

Well, we've not been caught napping. We've put in place strategies to create opportunities in these fields. On this slide I've laid out in a timeline, with some of our more significant actions and initiatives over the past five years.



There are too many such initiatives to include them all but this gives a good idea of our wide range.

Let's focus on some key areas. Here's Global Relations:

This was an area in need of urgent attention. When it came to attracting international students and establishing joint degree programmes with peer universities worldwide – well, Trinity wasn't on the map five years ago.

Look where we are today: an increase in numbers of international students of 30% over four years. So now we're on track to meet our target: by 2019 almost 20% of our students will come from outside the EU. This has generated very important new revenues for us, as shown on the bar chart here.

I want to pay tribute to Jane Ohlmeier and Juliette Hussey. As VP Global Relations, they and their team turned the situation around. Not only do we benefit from a more cosmopolitan campus but the growth in revenue is exceptional.

I know not everyone likes looking at graphs, but do take a moment to look at this one: since 2011 a growth of almost €10 million euro from international fees - and this is recurrent revenue.

Now let's turn to Innovation and Entrepreneurship. This is a comprehensive strategy – I don't have time to name all the initiatives. But as an example – last year a hundred contracts were signed with industry, including with household names like Google, Pfizer, Intel and IBM, as well as with innovative SMEs like Sigmoid Pharma and Vitalograph.

And this year we collaborated with UCD to launch the €60 million Atlantic Bridge Fund to invest in spin-out companies.

Now let's look at commercial revenue generation activities because again, this is an area where we've seen very significant growth. Trinity has huge advantages here which other universities can only envy. To put it bluntly: Front Square and the Book of Kells – among the biggest visitor draws in Ireland, and indeed in Europe. By investing in the Trinity Visitor Experience, including opening the Zoological Museum, we've seen huge growth.

Here it is plotted on this graph – again a €10 million euro growth in revenue since 2011 – and, again, this is recurrent revenue. This is our 'Get Out of Jail' card.

Another focus has been on growing philanthropy - last year we received the largest philanthropic grant in Irish history, from Atlantic Philanthropies, to set up the Global Brain Health Institute, GBHI, in partnership with the University of California, San Francisco.

Thanks to revenue from international fees, spin-outs, industry collaborations, visitors and philanthropy, we've been able to offset the decrease in state funding.

What have we done with this increase in non-exchequer revenue? We've invested in our core activities in education and research. Let's take a look:

Education: last month I had the pleasure of welcoming our 40 new Ussher Assistant Professors on their induction day. As we know, one of the greatest casualties of decreased funding has been the worsening staff student ratio in Irish universities. So it's wonderful to have funds to bring forty new professors to the university at the start of their careers.

And this afternoon I came from turning the sod in the Trinity Business School. This flagship School is shortly going to transform that part of Pearse Street, put us on the map for business education, and drive economic growth in Dublin and Ireland. I note that UCD recently announced a massive €65 million euro investment in its Smurfit School of Business. This confirms what we said from the beginning: a successful city needs two world-class business schools. Who believes UCD would have invested in the Smurfit School if we hadn't emerged as competitors? Ireland, and graduates from both universities, are the beneficiaries.

Research: The grant to launch the GBHI came about because of Trinity's leadership in ageing research, itself the result of a decade of investment. TILDA was established in 2006 and has gone from strength to strength. Ageing is a key interdisciplinary research theme for the university and over the past five years we've identified nineteen more themes.

Interdisciplinarity is hard. It's almost like a holy grail for universities. Frequently it's easier in theory than practice. But in Trinity we're getting good at the practice. Institutes like the Long Room Hub and TBSI are achieving results in cross-disciplinary and cross-faculty initiatives. They are showcase institutes – we look forward to establishing more.

Public Engagement. In Trinity we have a mission to “fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society”. Investing in improving access and admissions is one of the ways in which we honour this mission.

As you may have heard, the Oxford College, Lady Margaret Hall, has just launched a pilot scheme for a Foundation Year directly modelled on that of the Trinity Access Programme - and the director of TAP, Cliona Hannon has been seconded to Lady Margaret Hall to oversee the scheme.

Our pilot alternate admissions route to the Leaving Cert and the CAO was launched two years ago. Like the Access Programme, it attests to our commitment to finding ways to attract students with the most aptitude for the education we offer, regardless of background and performance in the Leaving Cert.

All these initiatives are concrete achievements of the staff of this university. Unfortunately there are just too many initiatives to name everyone, as you deserve, but I do want to take this opportunity to thank you all. You have kept this university moving despite massive drops in state funding, salary cuts, and all the rest. The resilience of Irish universities has been remarkable, and it's right to pause to acknowledge all that's been achieved through your hard work and talent.

These achievements are recognised by what we might call ‘independent benchmarks’.

For instance, this summer Trinity became a member of the prestigious Consortium for Advanced Studies Abroad, or CASA – a consortium of nine Ivy League universities who work together to facilitate student mobility worldwide. Trinity is CASA’s first member from outside the United States.

And for the second year running, Pitchbook - the venture capital-focused research firm - placed Trinity as Europe’s best university for educating entrepreneurs.

And then there’s the quantifiable success of our first MOOC, which attracted 50,000 users within its first week, making it one of the most successful MOOCs on the Future Learn Platform;

And of course there are all the distinctive honours to individuals. There are too many to name. But I know that we’re all delighted when, for instance, Shane O’Mara’s book, *Why Torture Doesn’t Work*, gets global coverage. Or when Valeria Nicolosi becomes a five-time European Research Council winner – the only one in Ireland, and one of a very few in Europe.

These are impressive benchmarks by any standards.

At a difficult period in our history, when we could have hunkered down, we instead scaled up our ambition, and put in place strategies for growth and expansion.

Almost a hundred and twenty years ago, in 1899, the then Provost, George Salmon remarked that students attended Trinity (I quote)

“not to be taught advanced mathematics or very high classical scholarship but to get a qualification for the learned professions, and just the moderate amount of knowledge which is necessary for the purpose”.

Now Salmon was a good Provost, but the modesty of his ambition for his students is striking. He sees them as propping up the professions in Ireland – defending the status quo, nothing more.

We’ve come a long way since then. No-one now would say or think of students like that. Linda Hogan, when she was Vice-Provost, had a lovely line:

“we’re ambitious for our students and we want them to be ambitious for themselves.”

That captures the way we think now.

Looking at these achievements on this slide, I think we can all be proud. Of course, that’s not to say that we have got everything right. There are areas where we need to speed up action, such as online education.

And there are things that, looking back, I would have done differently. We

didn't get everything right. This year some very public mistakes were made. As Provost I take responsibility for what goes wrong on my watch.

But I believe that the strategy we have developed is the right one, and that if we have the courage to stick to it we will have real success in the very near future.

We can be proud of what we've achieved. We've built on the traditional strength of our research and education, and we've remained open to new developments. We've helped secure our future by growing our financial independence, so that more than half our revenue – 57 percent – now comes from private non-exchequer sources.

* * *THE NEXT FIVE YEARS * * *

In a globally competitive environment and with the rate of change in higher education this fast, we can't just copy other universities, we have to be developing our own unique strengths. We have to be continually looking to the future: what developments are happening in research and education? How are we positioned to capitalise on them?

Right now, as I speak, inspired policies and initiatives are being planned and implemented across the university. A timeline for the next five years is given on this SLIDE. You can see here we will continue our revenue generating strategies against aggressive targets.



Let's focus briefly on some of the initiatives:

As most of you are aware, we've embarked on an ambitious university-wide project to renew the undergraduate curriculum. The Trinity Education Project, as we're calling it, is about building on our traditional pedagogical strengths and ensuring that we're adapting appropriately to changes in the workplace and society.

The Trinity Education Project is our response to some of the transformations that I spoke of earlier: re-affirming the centrality of education to our mission, and responding to the changing nature of the jobs market and the growth of the digital workplace.

After consultations, evaluations of existing programmes, and research into the best programmes internationally, the Trinity Education Project has agreed a set of graduate attributes to shape the kind of education we offer.

These attributes are centred round four core pillars:

- To think independently
- To communicate effectively
- To grow continuously
- To act responsibly

Students will embed these attributes through academic and co- and extra-curricular activities. They will learn through more diverse styles of assessment, and greater flexibility in combining subjects and changing pathways, with continued emphasis on depth in disciplinary knowledge.

We look forward to the successful delivery of the Project within the next two years.

Another transformative initiative which we're launching this year is the college's first ever comprehensive Philanthropic Campaign.

What makes this campaign 'comprehensive' are the two fundamental aims that have guided all my thinking about it:

- First, we aim to raise philanthropy for initiatives right across the College, and,
- Second, we want to establish processes that will encourage engagement in fundraising into the future – create a culture in Trinity that appreciates the importance of philanthropy to securing our future.

What does it take for a fundraising campaign to succeed? My Campaign Cabinet – a group that includes seven external members - has identified three criteria that projects for the campaign should satisfy. They should:

- Be directly aligned with the College's strategic plan;
- Have an academic champion ready and willing to commit time and energy to it; and
- They should show evidence of work already underway to build a

community of potential philanthropic supporters.

Without these three things, no fundraising effort can succeed. These criteria also indicate how Schools should think about fundraising plans in the future.

In terms of the immediate campaign, it was clear that there were three key philanthropic areas:

First, Major capital projects – including the Trinity Business School and E3. These projects are already substantially underway as a result of significant philanthropy.

Second, The Library: our reputation as a leading global university owes no small debt to our exceptional library. A new Library strategy has been approved highlighting the need for substantial investment for conservation, acquisition and redevelopment.

Third, People: our staff and students are our most important resources. Recognising this, a major strand of the campaign is to raise funding for a series of transformative professorships. Relatedly, we need a massive investment in scholarship funds to attract the best students from home and abroad.

This is a Campaign for Trinity, for the whole university. There is no ‘being in’ or ‘being out’ of the Campaign. It’s the beginning of a new direction that will see this university follow in the footsteps of major US colleges, where philanthropy is in their DNA.

As this country’s leading university, we can make a very strong case for philanthropic support. At the core of that case is our ambition to secure Trinity’s position as Ireland’s university on the world stage. To bring the best of Ireland to the world, and the best of the world to Ireland. This is a message that has resonated with many of the philanthropists that I’ve met in my years as Provost, and it’s one that I know many of you are proud to advance.

*** * * CONCLUSION * * ***

So, at this midpoint of the Provostship and the Strategic Plan, I’m here with this ambitious programme for the next five years, and beyond.

I’m confident that together we’ll achieve success. This confidence comes from a sense of how far we’ve travelled, and how much we’ve done.

Five years ago, if I look back, my inaugural speech struck a somewhat doom laden note.

We were then three years into austerity. We were alarmed at the way things were going. We wanted the government to take note.

And now? Well, the funding situation hasn’t changed. But so much else has changed. That’s because we got creative. The definition of madness, as you

know, is doing the same thing over and over again and expecting a different result. Which Einstein may, or may not, have said.

The decrease in state funding was our Groundhog Day. That film is a brilliant depiction of frustration – and at a certain point, of madness. But if you recall, Bill Murray got himself out of the bind – by acting and thinking differently. It was all up to him. The circumstances around him didn't change. He was the only one who could move the clock on.

That's what's happening with us, here in Trinity. We're finding our way through. I don't say we're there yet. We haven't quite won Andie MacDowell. But there is much to be optimistic about.

This is thanks to the creativity and talent of so many people, across the university. People who saw openings, and with their teams, are pushing through change in their own areas.

Trinity is lucky – it's a reservoir and generator of talent. When you get this many great minds together – pooled from all round the world - you get great ideas.

We're on a strong track. Our efforts haven't gone unnoticed. Let me end by confirming a rumour that you may have heard: yes, we are on the shortlist to join the League of European Research Universities, or LERU.

We will find out in a month, on November 18th, if we're to be admitted to this prestigious and influential group of currently only 21 universities.

That's 21 out of the thousand universities in Europe. If Trinity is admitted, it will be an extraordinary achievement. To be shortlisted is already a significant endorsement of the quality of our scholarship, and of our commitment to fundamental research.

We deserve this endorsement because all our goals and actions – everything of which I've been speaking comes from the same bedrock: our proven excellence in research.

The way we educate is determined by what, and how, we research. Our initiatives in public engagement, our decisive contributions to crucial world challenges – all this comes from our confidence in the strength and quality of our research.

Research and scholarship is at the heart of all we do. What this means is that we are committed to 'the search for truth, no matter where it might lead', as it says in our college statutes.

* * *

Two weeks ago we had the honour of welcoming back to College our graduate, last year's Nobel Prize winner in Medicine, William C. Campbell,. We were naming a lectureship after him – the William C. Campbell Lectureship in Parasite Biology.

He gave this beautiful speech in which he paid graceful tribute to his professor in Trinity, Des Smyth, who first nurtured his interest in the parasitic worms that 25 years later, would lead to his great discovery.

He said that after he left Trinity to do his PhD at the University of Wisconsin, he wrote, in his first letter home, that:

“there was no other university in the world that he would rather have been to than Trinity College.”

We couldn't ask for more than that.

Not from a Nobel laureate.

Not from the freshest of our Freshers.

May we continue to inspire ourselves, and each other, so that we may inspire future generations.

Thank you.

* * *

17 October 2016

Opening of the 10th International Cancer Conference

Stanley Quek Theatre, TBSI, Trinity College

Good morning,

And welcome to the Trinity Biomedical Sciences Institute.

As Provost of this university, it's my pleasure to welcome you all to Trinity College Dublin for the 10th international cancer conference.

I welcome particularly speakers and participants who have travelled from afar to be here – from Stockholm, Boston, Manchester, Utrecht, New York, London, Lyon, Maastricht, Michigan, and Israel.

I welcome also our national participants, from universities and hospitals around Ireland. The programme for this conference is particularly full and our speakers come from various disciplines within health sciences, including epidemiology, immunology, translational medicine, immunotherapy, surgery, genetics, paediatrics, pharmacy, and of course pathology and oncology.

Over the next two days, we will hear many related approaches brought to bear on the theme of 'New Frontiers in Personalised Cancer Care'.

A word on our location: the Trinity Biomedical Sciences Institute, or TBSI, brings together researchers from the Schools of Biochemistry and Immunology, Medicine, Chemistry, Pharmacy and Bioengineering – a combination of disciplines in one building which is unique internationally.

The 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. It's a most appropriate location for this particular conference.

As Orla has said, this Conference has been a regular event since it was established in 1999. Since 2014, it has been held as part of Cancer Week Ireland. The aim of this week is to expand a national conversation about cancer and about how more people are surviving thanks to advances in detection and treatment. The Irish Cancer Society's National Conference for Cancer Survivorship is at the end of the week.

The role of personalised care will be highlighted in the Burkitt Lecture later today. Dr Paul Brennan, Head of the Genetics Section of the International Agency for Research on Cancer in Lyon in France will deliver the lecture, entitled "Cancer Prevention: from Denis Burkitt to the Human Genome Project" and at dinner this evening, Dr Brennan will be awarded the 2016 Burkitt Medal for his work.

Denis Burkitt, known for discovery of Burkitt's lymphoma, was a Trinity graduate and we celebrate his legacy by honouring the achievements of people who have made a substantial mark in the area of cancer.

For the organisation of this conference, I'd like to thank the committee, especially Professor John Reynolds, chair of the committee, and Dr Jacintha O'Sullivan and Professor Orla Sheils. And I'd like to thank the Burkitt Medal committee, with special thanks to Professor Mathias Senge, who chaired this year's selection process.

Tomorrow afternoon, we will end the Conference with a session on 'Academic Cancer Centres'. This is of particular interest and importance to us in Trinity College & St James's Hospital because we're planning on taking our excellent partnership to the next level by establishing a cancer centre – a Cancer Institute – following best international practice, and setting a new standard for cancer care in Ireland. The CEO of St James's and I have approved the creation of a Development Group, the membership of which will be announced in the coming weeks.

The current Trinity/St James's cancer ecosystem is broad and has performed excellently in the external peer review process run by Trinity's Dean of Research – it was among a small number ranked 'A'. Our planned Cancer Institute will be even more focused in terms of research, integration of patient care with research, improvements of the broad education agenda, and access to best cancer practices, as well as leveraging core facilities. We have recently approved five new tenure track posts associated with cancer research, and are concluding the recruitment of a dedicated Professor of Translational Cancer Medicine.

We're really excited about the cancer institute, which you'll hear more about tomorrow.

Part of the importance of this conference and of national cancer week is to raise public awareness of cancer prevention and treatment, and of what patients go through.

While the challenges remain, cancer treatment is also a global success story, because of vast improvements over the past decades in diagnosis and treatment. This is due to the remarkable advances in medical research, but also to the public campaigns which have made people more aware of the contributing causes to cancer, and of the importance of early diagnosis. And of course public fund-raising has made more money available for research.

It's not so long ago that there was stigma attached to cancer. That we're now able to discuss it frankly and openly is thanks to the courage and determination of cancer survivors themselves, of the medical profession, and of all those involved in awareness raising.

So I'm delighted to introduce now one of Ireland's most admired and experienced broadcasters, Tommie Gorman. He is noted for his exclusive

interviews with sometimes-controversial figures and for his in-depth coverage of socio-political issues, particular Northern Ireland and European affairs.

A cancer survivor, he has become an important and comforting voice nationally for those going through treatment. He will talk now about his personal journey – a reinforcing of why your work is so important.

Thank you.

Ladies and Gentlemen, Tommie Gorman.

* * *

19 October 2016

Address to Trinity Alumni in Beijing

St Regis Hotel, Beijing, China

Good evening,

Thank you all for coming. I'm delighted to have this opportunity to meet you – this evening is one of the highlights of my trip to China.

As some of you may be aware, Ireland has been chosen as 'country of honour' at this year's China Education Expo and Annual Conference for International Education. Myself and other presidents of Irish universities are accompanying the Minister for Education, Richard Bruton to participate in the 'Country of Honour' activities.

In addition, together with my team from Trinity, I'm taking this opportunity to build on Trinity's growing education and research links with Chinese universities. So our trip includes:

- Today's visit to Beijing Foreign Studies University, where we signed a student exchange agreement, an agreement to jointly develop a Summer School, and discussed potential collaborative activities in European studies.
- visits to Peking University, where we're interested in collaborating on research into ageing; and to
- Tsinghua University where tomorrow, at their Schwartzman Institute I'll be delivering an address on 'the role of the university in Innovation and Entrepreneurship'; and to
- Tongji University in Shanghai, where we'll be enhancing existing collaborations in Engineering, Environment and Energy.

Another of our priorities on this trip is to connect with Trinity alumni. Wherever I am in the world, I try to meet with Trinity graduates. Trinity now has 110,000 alumni living in 130 countries, most of which have alumni branches – some countries have many branches. So it's not hard to stay in touch.

And of course when you're in Dublin, we always look forward to welcoming you back to campus.

An alumni branch is only as strong as its members. I thank Xusheng Hou for his work on behalf of the Beijing branch.

I'm confident that membership of this branch, as of all our Chinese alumni branches, will continue to rise because Trinity is only at the beginning of its engagement with China. We're putting in place significant academic

collaborations and student exchange agreements with Chinese universities. And back on campus in Dublin we've launched our Centre for Asian

Studies with a Masters in Chinese Studies which integrates disciplines such as History, Linguistics, Politics, Social Policy, Cultural Studies and Translation Studies. [Professor Isabelle Jackson from the Centre is with us here this evening].

Through the new Centre and M.Phil., we're fostering understanding of China in Ireland. And through our engagement on the ground in China, we hope to persuade more Chinese students to study in Trinity, across all our disciplines and faculties.

We hope that you, our cherished alumni in China, will be involved in our initiatives. We look forward to growing the links between China and Ireland, Beijing and Dublin, Trinity and Chinese universities.

* * *

Now, I know how interested you are in hearing about what's going on in Trinity and Dublin. Some of you perhaps left years ago but have maintained contact; others were students only recently. Let me give you a few updates.

The good news is that Ireland is now out of recession and the mood in the country is generally positive. We currently have

- the fastest growth rate in the European Union and
- the fastest employment growth rate in the OECD; and
- Ireland is European headquarters to 9 of the top 10 global software companies, and 9 of the top 10 US technology companies.
- Ireland is also a base for many of the leading pharmaceutical companies.

This is driven by the talent of Irish people and the attractiveness of Ireland as a location to live and work. And also local start-ups and spin-outs play a key role.

Because Trinity is Ireland's leading university and because of our city centre location, right by Dublin Docklands where many of the new tech companies are located, we're particularly well positioned to contribute the research and innovation that fuels growth, as well as educating the skilled graduates who are needed by industry and who create companies themselves.

Let me say a bit more about innovation and entrepreneurship on campus because this is an area where Trinity excels, and it's of particular interest here in China. The theme of Friday's dedicated Forum on Ireland is "Educating the next generation of innovators and entrepreneurs".

This is something we're well qualified to talk about because this year, for the second year running, Trinity was placed as Europe's best university for educating entrepreneurs by the private equity and venture capital-focused

research firm, PitchBook. This evaluation is based on undergraduate alumni who go on to create companies that secure venture capital funding.

Some of these Trinity entrepreneurs - or budding entrepreneurs - may be here in this room. We're very proud to have this accolade because excellence in entrepreneurship is so important, and because we're delighted to have helped release our students' potential.

Those of you who left college within the last few years may have direct experience of our student accelerator programme, LaunchBox. Over 150 undergraduates have gone through LaunchBox in the last four years, 40 jobs have been created through start-ups, and over €3 million of investment has been raised.

Some of the LaunchBox start-ups have received extensive media coverage - like FoodCloud, which helps businesses redistribute surplus food to those in need, and Touchtech, a payment processing venture.

Initiatives and honours like PitchBook and LaunchBox help to raise Trinity's profile worldwide. I know how important that is to you - because Trinity College Dublin is your university. Trinity achievements reflect well on you.

I want to reassure you that the whole college community - that's staff, students and alumni - are committed to making Trinity a powerhouse for the 21st century. I don't have time to go through all our actions and initiatives, but they go across the university.

Whatever your interests and skills - be they in science and technology, creative arts, social justice, health sciences, sustainability, engineering - whatever your focus, the university is strategizing and implementing in your field. I can be confident of this because Trinity is a multidisciplinary university, strongly globally connected, dedicated to public engagement, and proactive across a wide range of policy areas.

You are part of this community and we hope that you remain strongly involved. Alumni do so much to strengthen the university. For instance alumni helped to set up LaunchBox, and have been essential to the Philanthropic Campaign which we're launching this year - the first comprehensive fund-raising campaign in Trinity's history.

And alumni branches around the world help with internships and mentoring. Here in Beijing, Xusheng Hou and another Trinity alumnus, Kuan Yang, are participating in this year's International Welcome Programme and they're mentoring Trinity postgrads, enrolled in the MPhil in Chinese Studies, who are studying for the year at Peking University.

I thank Xusheng and Kuan most warmly. Your support is invaluable. For our students, particularly those who are new to this country and city, to have your guidance makes all the difference.

I hope that anyone else present who may be interesting in mentoring will

get in touch with Xusheng or with the Trinity Development and Alumni. Your expertise is invaluable, and from your point of view, meeting Trinity students at the start of their careers is, I think, an interesting and rewarding way to stay in touch.

I hope that, throughout your lives, you will always make time to return to campus, and that your spirits always lift when you come through Front Arch to Front Square.

And I hope that you'll always be happy to approach the university – be it a School, Department or a College Society – with ideas related to your field of work, or your interests.

We are all in this together. Your success enhances the college, as does the college's success enhance you. Our connection is for life, and indeed beyond.

I thank you for showing your solidarity by being here tonight. I wish you a great evening and I look forward to meeting and speaking with as many of you as possible.

Thank you.



M.Phil. in Chinese Studies students and Provost Patrick Prendergast

* * *

20 October 2016

“Innovation, Entrepreneurship and the Role of the University”

Schwarzman College, Tsinghua University, Beijing, China

Good afternoon,

It's a great pleasure to be here, and have this opportunity to talk on the role of the University in Innovation and Entrepreneurship.

I thank the Schwarzman College for this invitation. As some of you are aware, my country, Ireland, has been chosen as 'country of honour' at this year's China Education Expo and Annual Conference for International Education. I'm here for the week, with other presidents of Irish universities and with our Minister for Education and Skills, on a visit which includes participation at the Education Forum tomorrow and visits to Chinese universities.

My university, Trinity College Dublin, the University of Dublin, has strong links with Tsinghua University – indeed I've just come from a signing where we renewed the student exchange agreements between our universities.

In Trinity, we're also keen supporters of the Schwarzman Scholars programme – we've encouraged our students to apply and, this year, ran promotional activities to raise awareness of the programme.

Trinity also hosts the prestigious US campus entrepreneurship programme, Blackstone LaunchPad, which was launched in Trinity last academic year. Blackstone LaunchPad, which has enjoyed huge success in the United States, aims to equip students with an entrepreneurial mindset.

Here is a slide of the opening in Trinity College Dublin.
I'll be talking further about this programme in the course of my speech.

* * *

My talk today focuses on the role of the University in Innovation and Entrepreneurship.

In the 21st century, this is an essential sphere for universities. All universities would benefit from an innovation and entrepreneurship strategy, which enables them to put in place policies to:

- Collaborate with industry;
- Create campus companies, or spin-outs and attract spin-ins; and

Blackstone LaunchPad



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

Opening with Mr Schwartzman, 2015



Location: Berkeley Library



Trinity College Dublin, The University of Dublin

- Embed innovation and entrepreneurship training in their undergraduate and graduate programmes.

If universities don't strategize for this; if they're not proactive about finding ways to encourage and facilitate innovation and entrepreneurship across the university, then it won't happen. And this is an area where universities can't afford to fall behind. Innovation is intrinsic to the mission in research and education.

Let me explain why I'm confident about stating this:

First, I should clarify: of course university research has always contributed to innovation, but the link was not obvious. To give an example: In 2015 one of our graduates, William C Campbell won the Nobel Prize in Medicine. The wonderfully long gestation period of his research has also proved inspirational. He began studying parasitic worms as a Trinity student in 1950, then we forward twenty-five years to his great discovery of a drug to kill these worms, and another forty years to his Nobel Prize.

It has been a source of inspiration to learn of the human ingenuity and dedication which led to a scientific breakthrough, and that it takes time.

A few decades ago, this innovation process began to speed up. Change was spearheaded in the United States, where university research began feeding directly into the economy, and initiatives were put in place for academic

researchers to collaborate with industry and to speed up the time to reach the market. The importance of ‘technology transfer’ and ‘applied research’ began to take hold – these are now household words.

Where the United States led, the rest of the world followed, and today innovation is often seen as one of the three pillars of university activity, together with research and education. Personally, I don’t like the ‘three pillar’ analogy because I don’t see innovation as something separate: I see it as permeating both education and research.

The research that a university does determines how it will innovate, and the way that a university educates determines how entrepreneurial its graduates will be. Education, research, and innovation are inseparable.

From a university’s point of view, it’s energizing and inspiring to be doing the research and educating the graduates that drive social and economic development. It means that we are central, not only to job creation and technology invention, but to confronting complex global challenges like climate change, energy provision and inequality.

Universities can help to change and improve the world. That’s a tremendous power and a tremendous responsibility.

* * *

Today, I’ll be using the example of my university, Trinity College Dublin – because it’s the one that I know best, and because we are global leaders in innovation and entrepreneurship.

This year, and for the second year running, Trinity emerged as the best university in Europe for educating entrepreneurs, according to the independent private equity and venture capital-focused research firm, PitchBook, which evaluates undergraduate alumni who go on to found companies that receive first-round venture capital backing.

PitchBook found that Trinity has produced more entrepreneurs than any other university in Europe. Between 2010 and 2016 Trinity produced 114 entrepreneurs and 116 companies. Trinity graduates collectively raised \$2.2 Bn in venture funding in the last 10 years. It needs to be said not all the Trinity entrepreneurs developed their companies in Dublin – this is a worldwide activity.

Trinity is the only European university in the global Top 50. So when it comes to educating for entrepreneurship, how is it done?

Before answering this in terms of specific initiatives which Trinity has put into place, I’d like to look at the broader context: What kind of environment fosters discovery, invention, and willingness to take risks? What circumstances produce the best campus innovation and entrepreneurship?

Trinity – A European Innovation Leader



#PitchBook
TOP 10 EU & ROW

EUROPE UNDERGRAD

		entrepreneur ct	company count	capital raised (\$M)
1	Trinity College	114	106	\$655
2	Oxford	72	68	\$983
3	U. of Manchester	71	70	\$431
4	U. College Dublin	70	62	\$275
5	Cambridge	69	65	\$419
6	LSE London Sc. Econ.	54	53	\$1,018
7	Copenhagen B. Sc.	54	49	\$1,318
8	Imperial College	49	48	\$412
9	U. of Nottingham	41	36	\$233
10	U. of Warwick	39	36	\$153

DATA: PITCHBOOK

BOXEVER



INTERCOM

MoneyHero.com.hk
We compare, you save



Graduate companies that collectively raised over \$150 million within the last year.

Trinity graduates raised \$2.2Bn in venture funding in the last 10 years.

Trinity College Dublin, The University of Dublin

When I speak about innovation, by the way, I mean across the board. Often we tend to equate innovation with new technologies but that's limiting. Innovation isn't particular to technology – there's cultural innovation, medical innovation, social innovation, policy innovation and I'm not here to say which one is more important. They're all essential, and frequently societies which are good at one, get good at the others.

A university will innovate in those areas in which it researches and teaches. Trinity College Dublin, like Tsinghua University, is multidisciplinary. It follows that we innovate across all our faculties and schools.

For innovation and entrepreneurship to happen in a university, the environment has to be conducive. Let's take a look at what's needed:

First, universities have to operating within the **right regulatory environment** for innovation to happen. Innovation is both a public and a private sector activity and all the players involved - government, industry, individuals, enterprises, and universities - have to interact to create opportunities. When this is working well, we talk about a high-functioning innovation ecosystem.

University Innovation & Entrepreneurship

1. Regulatory environment

1

2. Globally connected

1

- “Bringing the best of Ireland to the world, and the best of the world to Ireland”

2

3. Interdisciplinary

3

4. Strategies, Incentives, Policies, & Procedures

Trinity College Dublin, The University of Dublin

Of course, universities only have limited control over the strength, or otherwise, of the innovation ecosystem. Putting in place the right regulatory environment is largely a matter for government. The most universities can do is to petition, and make the case for good regulation.

Second, because we’re all now part of a global economy, universities have to be **globally connected** in terms of their staff and student bodies and their education and research programmes. In Trinity we say “Bringing the best of Ireland to the world, and the best of the world to Ireland”

This is a fast-growing area – already universities are embarking on joint degree programmes with peer institutes, some are establishing joint campuses, and I predict, we’ll shortly see universities merging across national borders. Universities which don’t put in place global academic networks and partnerships will lose competitiveness and their innovation will suffer.

Third, universities have to encourage **interdisciplinarity**. The most exciting research today often happens at the interface between disciplines, so interdisciplinarity is key to innovation. As an example: as a student Mark Zuckerberg studied computer science and psychology. He was in Harvard, where they are good at interdisciplinarity so he was making connections between those two fields, and the result was Facebook, the world’s most popular social media site, which today has almost 2 billion active users.

Fourth, universities have to put in place **strategies, incentives, policies and procedures** which favour innovation and entrepreneurship. These don't just happen. Even if a university is situated in a high-functioning innovation ecosystem, and is strongly globally connected and focuses on interdisciplinarity – you can't assume that staff and students will automatically become innovative and entrepreneurial.

Even if the environment is favourable it's not enough – the right incentives and procedures have to be in place. Universities need to be proactive about facilitating industry link-ups and campus company formation, and they need to create opportunities for students to grow and demonstrate their entrepreneurship.

* * *

So, in my opinion, a university needs to pay attention to these four vital areas. If not it will fall down in innovation and entrepreneurship.

It will not surprise you to hear – if you've been following this far – that Trinity does very well in all these four areas! And that's the secret of our success. Let me elaborate.

First, the right regulatory environment and a high-functioning innovation ecosystem:

Ireland currently enjoy the fastest growth rate in the European Union and the fastest employment growth rate in the OECD; and it is European headquarters to nine of the top ten global software companies, and nine of the top ten US technology companies. It's also a base for many of the leading pharmaceutical companies, and local SMEs, start-ups and spin-outs are now contributing strongly to growth. The World Bank lists Dublin as one of the top 10 places in the world to do business.

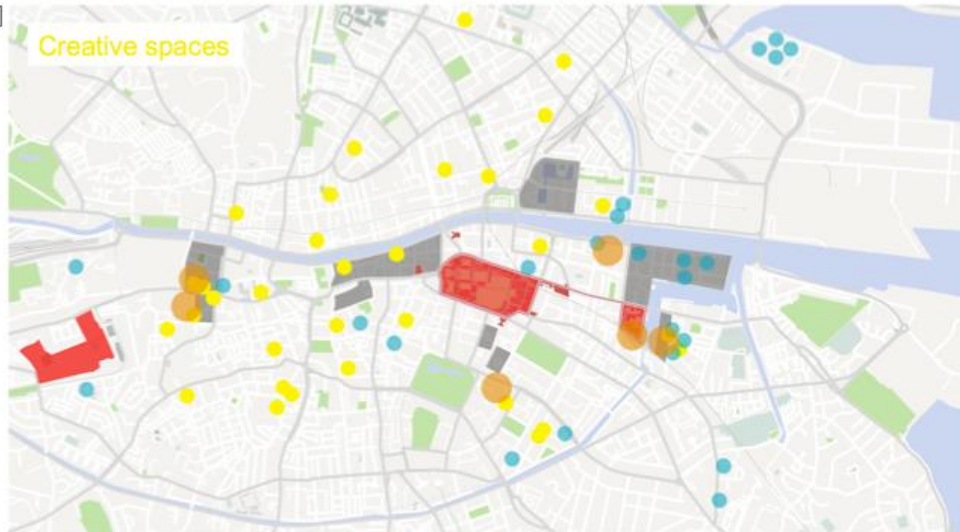
So Irish universities are lucky: we have the industry we need for collaborations on our doorstep.

Among Irish universities, Trinity is particularly well-situated and we've done particularly well. We are a city-centre university and the innovation ecosystem flourishes around us.

Let me show you this slide which illustrates this well. Here, in red, is Trinity in the heart of Dublin city. Here [\[click\]](#) are the headquarters of multinational companies clustered around us; here [\[click\]](#) are the start-up clusters, many of them are in the new-developed area, the Dublin Docklands, and here [\[click\]](#) are the creative industries, which include museums, galleries, and theatres.

Dublin's Creative Incubator

5



Innovation and Entrepreneurship Strategy: Creating impact and value from research
Trinity College Dublin, The University of Dublin

5

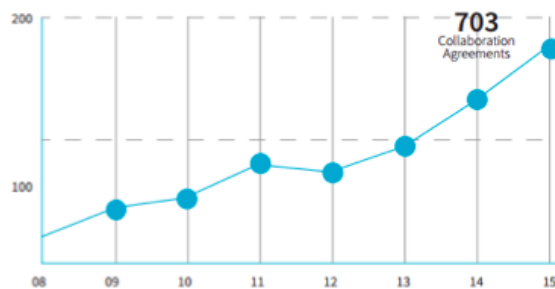
Having multinationals, creative and tech industries located well within walking distance to our university means constant interaction and support. So over the past eight years, we've signed over 700 collaboration agreements with industry – as shown here.

Growing industry partnerships

Collaboration Agreements
Trinity reached **703 collaboration agreements** between 2008-2016



Industry Collaborations 2008-2015



Trinity College Dublin, The University of Dublin

Second, Global Relations.

This is an area in which we've been highly proactive. In 2012 we launched our **Global Relations Strategy**, which lays out specific actions to:

- increase our numbers of international staff and students,
- strengthen research collaborations and student exchanges,
- launch strategic partnerships with peer universities, and
- connect with our 110,000 alumni living in 130 countries globally.

We've had great success with all this: in just four years we increased our numbers of international students by 30 percent, so are now on track to meet our target of having 18 percent of students coming from outside the EU by 2019. This includes of course, Chinese students, whom we're delighted to welcome to campus.

We've also greatly boosted our student exchange programmes and our international research collaborations, and this year we're embarking on joint degree programmes with Singapore Institute of Technology, Vietnam National University Ho Chi Minh, and were in advanced discussions with Columbia University in New York.

Third, Interdisciplinarity.

Trinity is well-positioned for interdisciplinarity because, like Tsinghua, we are a multidisciplinary university. We have 24 Schools across three faculties in arts, humanities and social sciences; Engineering, maths and science; and health sciences. Drawing on disciplinary strength, in the past decade we've opened interdisciplinary research institutes, and we've organised our research into nineteen interdisciplinary themes, including nanoscience, telecommunications, and creative technologies.

Ageing is one such theme – it brings together researchers from epidemiology, geriatric medicine, demography, social policy, psychology, economics, nursing, physiotherapy, occupational therapy and technology-related sciences. We're now recognised as world leaders in ageing research – and last year we received the largest philanthropic grant in Irish history, \$140m, from Atlantic Philanthropies, to set up the Global Brain Health Institute, GBHI, in partnership with the University of California, San Francisco.

Fourth, strategizing and planning for innovation and entrepreneurship.

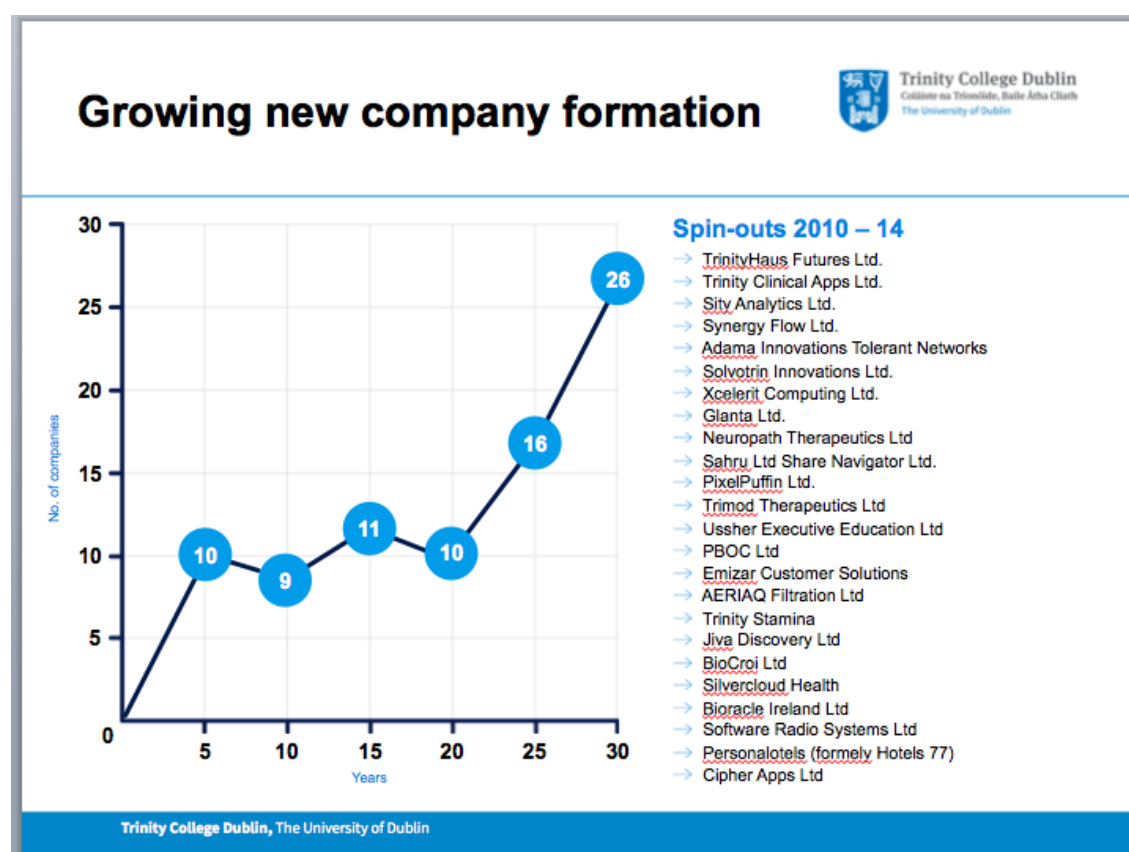
Our initiatives here have been so comprehensive that I don't have time to go into all of them. Let me focus on two key areas: the creation of campus companies, or spin-outs, and educating for entrepreneurship.

I always point to our history with spin-outs as an example of why it's essential to strategize.

Between 1986 and 2008, Trinity averaged just **one** campus company a year. We decided this wasn't good enough and so our Technology Transfer Office revised the procedure for the approval of campus company formation. This had frankly staggering impact. We went from creating one campus company a year, to creating **seven** companies a year.

In 2013, to continue this growth pattern, we established a new **Office of Corporate Partnership and Knowledge Exchange**, which brings under one roof all the functions necessary to support research collaboration and commercialisation. The new Office ensures that all pathways enabling knowledge transfer to industry are open and supported.

This slide shows the great leap that happened after 2008 and the leap we expect to happen as of 2020, as a result of our new Office.



* * *

Now let me turn to educating for entrepreneurship. This is an area of traditional strength thanks to the Trinity Education, which has always been about developing independence of thought and critical thinking.

We've always stressed the importance of learning outside the classroom. We have the oldest surviving undergraduate student society in the world – the Hist debating society, established in 1770.

If you go to the Hist debates, it's clear the benefit our students get from participation in this society: they're learning to communicate, articulate their thoughts, think on their feet, and answer arguments. Our other student clubs and societies – be they in drama, music, politics, or sport – hone skills like leadership, discipline, and team-playing, which are absolutely essential for career-building, including entrepreneurship.

Our innovators and entrepreneurs are a product of the Trinity Education which developed their skills and encouraged them to explore freely 'the search for truth, wherever it might lead', as it says in our College statutes.

However, we're not resting on our laurels. We're proud of our education but not complacent because nothing is static – if you're not constantly improving, then you're falling behind. So we've embarked on an ambitious university-wide project to renew the undergraduate curriculum.

The Trinity Education Project, as we're calling it, is about building on our traditional pedagogical strengths and ensuring that we're adapting appropriately to changes in the workplace and society.

Today's graduates have to be prepared to manage complex career challenges. The old idea of a profession and job for life is evolving into something more flexible and diverse. Being able to adapt to the digital workplace and acquiring entrepreneurial skills are increasingly important.

After consultations among faculty, students, and employers. And evaluations of existing programmes, and research into the best programmes internationally, the Trinity Education Project has agreed a set of graduate attributes which will shape the kind of education we offer.

They are given diagrammatically on these slides

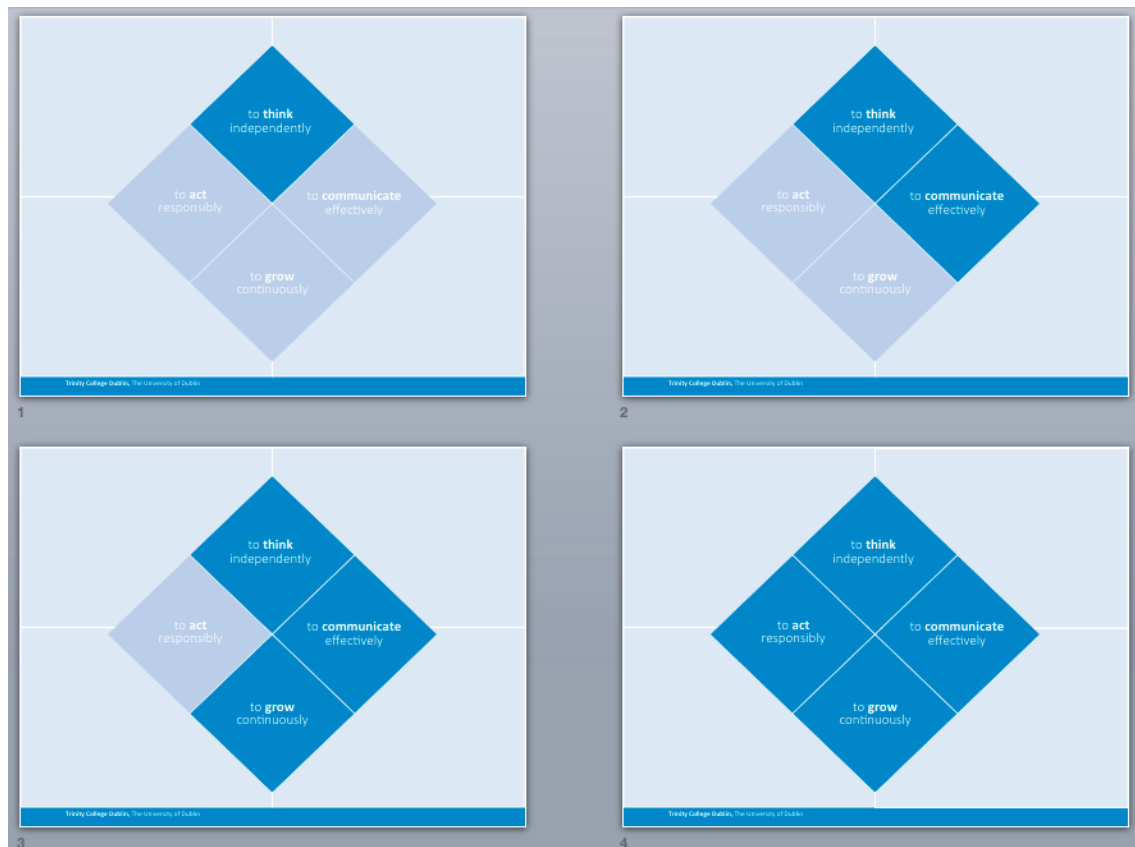
These attributes are centred round four core pillars:

- To think independently
- To communicate effectively
- To grow continuously
- To act responsibly

An emergent attribute might be: Willingness to take Risk or Willingness to fail'. Coming from 'to think independently' and 'to grow continuously'.

I'm very proud that Trinity students aren't afraid to fail. It was a Trinity graduate, Samuel Beckett, who coined the famous line: *'Ever tried. Ever failed. No matter. Try again. Fail again. Fail better.'*

He understood this. He was 47 and had endured decades of failure before he found an audience for his highly experimental plays and novels and went on to win the Nobel Prize for Literature.



There is no innovation and entrepreneurship without risk. Students who are afraid to fail won't go on to set up companies. We need to create an environment where students understand that nothing ventured, nothing gained. It's better to try and fail, then never to try at all.

We will embed these graduate attributes through academic and co- and extra-curricular activities, more diverse styles of assessment, and greater flexibility in combining subjects and changing pathways, with continued emphasis on depth in disciplinary knowledge.

We look forward to the successful delivery of the Project within the next two years.

In addition, we've put in place specific initiatives to directly develop entrepreneurship. These include our undergraduate accelerator **LaunchBox**, which provides students with seed funding, office space, and mentoring and is now a year-long programme.

LaunchBox has been hugely successful. Within a year of its formation, it entered the prestigious University Business Incubator index as a 'Top Challenger', placed just outside the world's 'Top 25' from 800 incubator schemes assessed globally.

LaunchBox – GMB



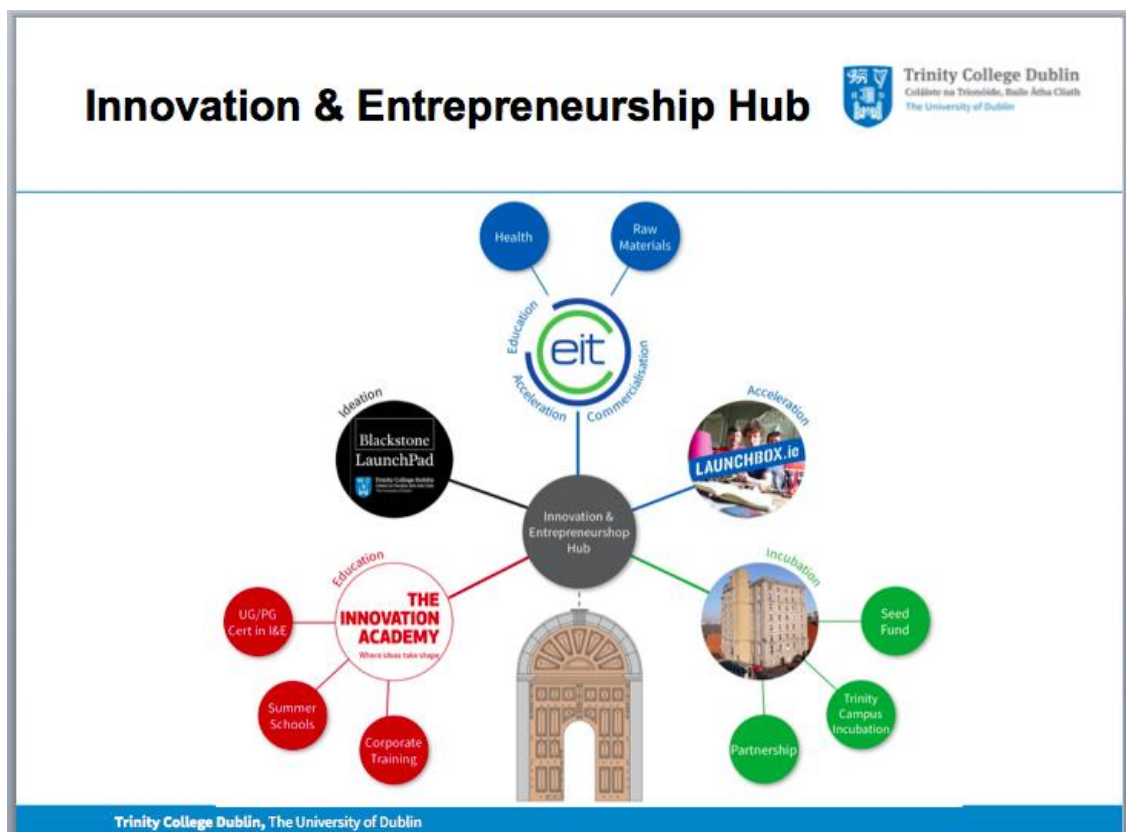
Trinity College Dublin, The University of Dublin

Now in its fourth year, LaunchBox has incubated over 150 student-entrepreneurs, created 40 jobs through start-ups, and raised over €3 million in investment. Some of the start-ups have been hugely successful and have received extensive media coverage, including the social enterprise FoodCloud, which helps businesses redistribute surplus food to those in need, and TouchTech, a payment processing venture and online authentication venture now working with VISA, and Artomatix which develops tools for digital media creation,

LaunchBox is for undergraduates. For our PhD students, we've established the Innovation Academy This seeks 'to develop a new kind of PhD graduate, expert in their discipline, with a thorough understanding of how innovation can convert knowledge and ideas into products, services and policies for economic, social and cultural benefit'. PhD students are linked up across disciplines and across three Irish universities to collaborate, brainstorm and avail of advice from mentors and experts.

Complementing LaunchBox and the Innovation Academy, is Blackstone LaunchPad, which I mentioned earlier.

This slide shows the interaction between our different accelerators, and the two Knowledge Innovation Communities, or KICs, which are funded through the European Institute of Innovation and Technology and brought together under the Innovation and Entrepreneurship Hub.



And finally, last week building commenced on our new **Trinity Business School** which is to be co-located with an **Innovation and Entrepreneurship**

Hub. This hub will be the entity over all the innovation training activities given on the slide.

* * *

So these are some of the things we've been doing and I apologize for all this information! It is a lot to take in. But I wanted to get across the kind of actions we've taken to enable Trinity to emerge as Europe's best university for producing entrepreneurs.

It's a matter of pride that we achieved so much over the past five years during an economic downturn. I'm hopeful that in the improved climate, we will go from strength to strength.

I hope that some of what I've been saying has proved useful to those interested in the role of universities in innovation and entrepreneurship.

Let me close with two points:

First, innovation is the art of the new – indeed it incorporates the Latin word 'nova', which means new. Innovation is a moving target. While I can point to Trinity as proof that global connectivity, interdisciplinarity, and educating in critical and independent thinking produces innovation and entrepreneurship. I can't say categorically that other initiatives and ways of doing things won't work. This is a new, dynamic field – that's what's so exciting – and we shouldn't be afraid to try things out.

Second, the opportunities here are so large and so important, that we have to think big. Yes, it's important that our graduates are creating jobs, and that our researchers are developing useful products. But there are global challenges we cannot avoid.

The world today is facing fundamental challenges including water shortage, energy provision, climate change, poverty, migration, inequality, the ageing population, conflict resolution.

These are what I call 'Global Research Questions'. A Global Research Question addresses fundamental challenges to people's resources or security, and it's an issue that has emerged across the globe, at scale, and cannot be solved by a single discipline or within a single country.

I feel universities have a vital part to play: we have the global networks, and we have the research and expertise to make a decisive impact.

* * *

In conclusion, the work we've done in Trinity helps the economy of Ireland and of Europe; but more, it positions us – as a globally connected,

entrepreneurial and interdisciplinary university - to play our part in solving problems that affect all humanity and that cannot be solved by a single discipline, a single institute, or a single country.

I look forward to working with you and with other peer universities – and to all of us fulfilling our potential and addressing the global challenges that shape humanity's future.

Thank you.

* * *

21 October 2016

“Creative Minds for a Smart and Sustainable Innovation Ecosystem”

Sino-Irish Higher Education Forum, Beijing, China

Thank you Mr Chairman, and good afternoon everyone.

My take-home message is that innovation and entrepreneurship should embed themselves into the research and education mission of a university. I'll talk about specific initiatives which my university, Trinity College Dublin, has put in place to grow entrepreneurship.

Innovation and Entrepreneurship can't be strategized for in isolation. The whole university must focus towards embedding a culture of innovation and entrepreneurship, and this must be intrinsic to its mission in education and research.

If a university prioritises and focuses narrowly;

- if a university presumes that innovation only happens in the business and technology space and concentrates on business, science and engineering students;
- if a university focuses on facilitating academic-industry partnerships but neglects the undergraduate curriculum – then that university will not be successful in embedding a culture of innovation and entrepreneurship.

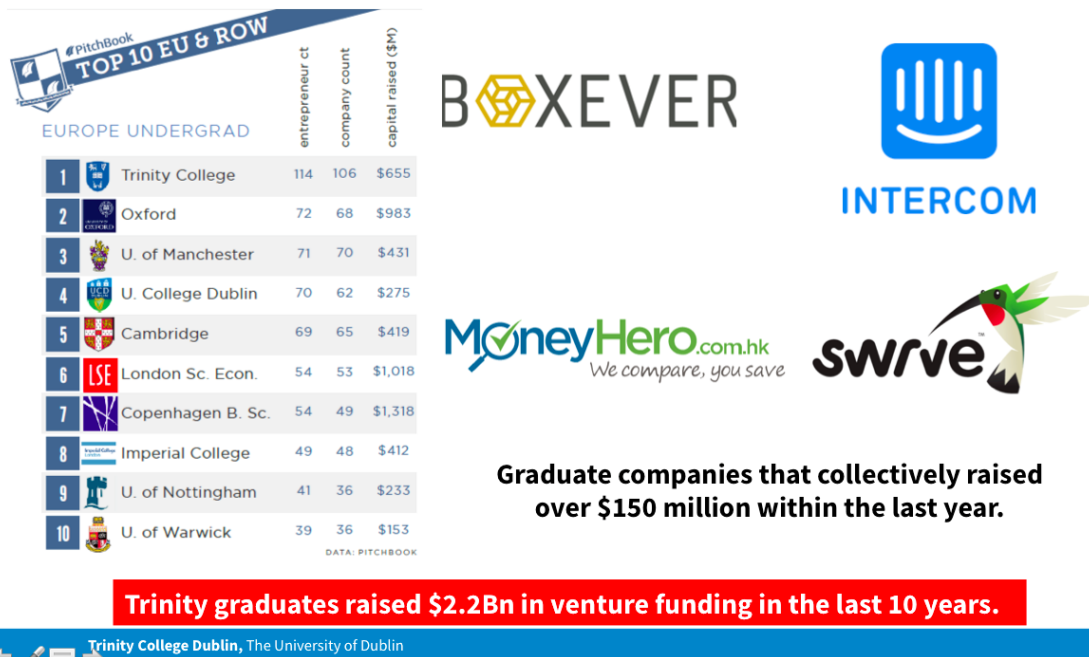
Innovation isn't particular to science and technology – there's cultural innovation, medical innovation, policy innovation, social innovation, and they're all essential and interconnected. All students and all disciplines have potential for transformative ideas.

To embed a culture of innovation and entrepreneurship, universities have to strategize in all fields and activities - in education, research, public engagement, and global relations.

* * *

This year, and for the second year running, Trinity emerged as the best university in Europe for educating entrepreneurs, according to the independent private equity and venture capital-focused research firm, PitchBook, which evaluates undergraduate alumni who go on to found companies that receive first-round venture capital backing.

Trinity – A European Innovation Leader



PitchBook found that Trinity has produced more entrepreneurs than any other university in Europe. Trinity is the only European university in the global Top 50. Between 2010 and 2015 Trinity produced 114 entrepreneurs and 116 companies. By comparison, in second place [Oxford University](#) produced 72 entrepreneurs and 68 companies.

In the global top 50, all the universities are in North America, except for one in Ireland, Trinity, and three in Israel.

Innovation is both a public and a private sector activity and all the players involved - government, industry, individuals, enterprises, and higher education institutions – have to be able to interact in the right regulatory environment.

Irish universities are fortunate to be within a good innovation ecosystem. This point has been made already so I won't labour it. The World Bank lists Dublin as one of the top 10 places in the world to do business. Our government deserves credit for helping create the situation where Irish universities have the industry we need for collaborations at our doorsteps.

But that's only the first step. Universities also have to create the right culture for innovation and entrepreneurship.

What have we done in Trinity? Well, as I've stressed, we've been comprehensive in our initiatives. We've strategized across the university.

We've understood that, for instance, universities need global networks and partnerships because we're all now part of a global economy. So we've put huge effort into this in Trinity, and that's been critical to our success in innovation and entrepreneurship.

Similarly with research; the most exciting research today happens at the interface between disciplines - interdisciplinarity is key to innovation. In Trinity, we've established interdisciplinary research institutes and we've organised our research into interdisciplinary themes, such as 'ageing', 'creative technologies' and 'sustainable planet'.

Similarly with education. It's not enough to put in place a great student business accelerator programme – you have to ensure that the curriculum is geared towards cultivating skills and mindsets like independence, risk-taking, and leadership. In Trinity, we've embarked on an ambitious initiative to renew the undergraduate curriculum.

The Trinity Education Project, as we're calling it, is about building on our traditional pedagogical strengths and ensuring that we're adapting appropriately to changes in the workplace and society.

We've agreed a set of graduate attributes, centred around four core pillars:

- To think independently
- To communicate effectively
- To grow continuously
- To act responsibly

We will deliver these graduate attributes through the academic curriculum and co and extra-curricular activities, more diverse styles of assessment, and greater flexibility in combining subjects and changing pathways.

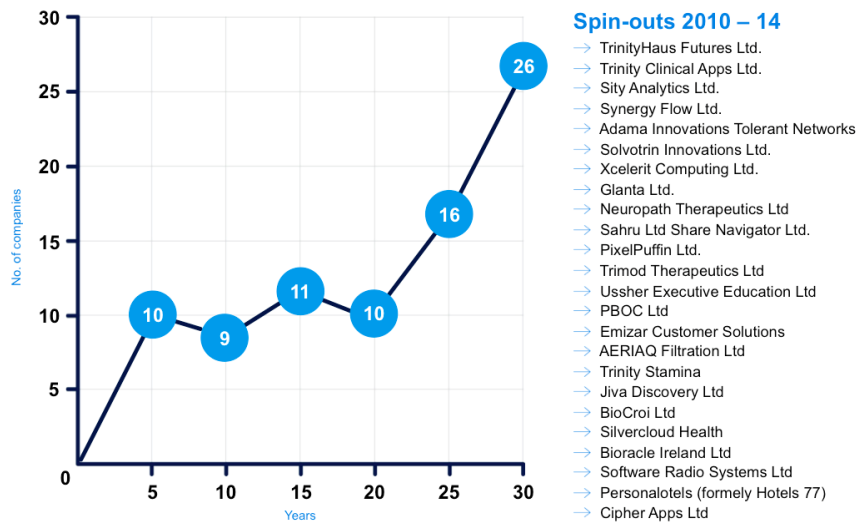
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I'll end now with two specific initiatives we've introduced to encourage entrepreneurship. They are working brilliantly because they aren't isolated - they emerge from a comprehensive mission which inspires our whole community of staff, students and alumni.

To facilitate staff innovation, we revised the procedure for the approval of campus company formation in 2008. This had staggering impact: we went from creating one company a year to creating **seven** companies a year.

Following on this, in 2013, we established a new Office of Corporate Partnership and Knowledge Exchange, which brings under one roof all the functions necessary to support research collaboration and commercialisation.

Growing new company formation

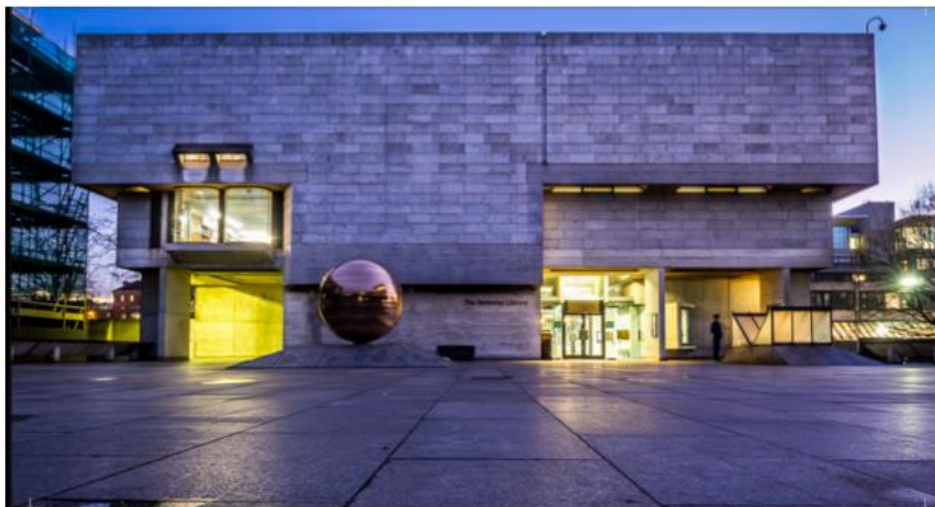


Trinity College Dublin, The University of Dublin

This slide shows the great leap that happened after 2008 and the leap we expect to happen as a result of our new Office. By 2030 we expect to be averaging 25 companies a year.

Secondly, for student entrepreneurship we have three initiatives in place: Blackstone LaunchPad, the Innovation Academy for postgrads, and LaunchBox for undergraduates.

Blackstone LaunchPad – Berkeley Library



Trinity College Dublin, The University of Dublin

My colleague, Dr Browne from Galway, has already spoken about Blackstone, so I won't add to this, except to say that it's already having results in Trinity: more than 80 student startups have registered and 15 have progressed to early stage funding.



The Innovation Academy is an inter-institutional initiative across three Irish universities, which helps PhD students to convert their research expertise into products, services and policies for economic, social and cultural benefit.



Finally, LaunchBox is, to date, our most successful accelerator programme. It provides students with seed funding, office space, and mentoring and is now a year-long programme.

Now in its fourth year, LaunchBox has incubated over 150 student-entrepreneurs, created 40 jobs through start-ups, and raised over €3 million in investment. Some of the start-ups have been very successful and have received extensive media coverage, including the social enterprise FoodCloud, which helps businesses redistribute surplus food to those in need; a payment processing venture and online authentication venture, TouchTech, which is now working with VISA; and Artomatix which develops tools for digital media creation.

* * *

Through these initiatives we will continue to educate entrepreneurs and to innovate. That's necessary for job creation and driving growth, and even more importantly, it's essential if we are to confront complex global challenges like climate change, energy provision and inequality.

We often say to our students that, with a university education, they can change the world. Through our activities in Innovation and Entrepreneurship we give them the tools to do just that.

Thank you.

* * *

24 October 2016

Launch of “The Bold Collegian - A Tribute to Trevor West”

Senior Common Room, Trinity College

Good evening,

It's my great pleasure to welcome you to the Senior Common Room on this occasion to remember our cherished colleague, Trevor West, and to launch this wonderful book on his life, achievements, and interests.

Like I guess almost everyone who passed through Trinity in the fifty years from 1956 to 2004 – I have a warm recall of Trevor West. I didn't know him as well as many of you here did. My sport as an undergraduate was the martial arts and, although Trevor was interested in all sports, this wouldn't have commanded his attention as cricket or rugby did. And he was Junior Dean before my undergraduate years began, and was on the Board before I was myself appointed there. But he taught Pure Mathematics to us Junior Sophister Engineers in 1985-86. I remember him filling the blackboard with long equations, Bessel functions and the like... and scaring the hell out of us...

And of course, I saw him about on campus, as we all did, and I greatly enjoyed any encounter with Trevor, and knew him as a quintessential Trinity man. Like that other Junior Dean and historian of Trinity, R.B. McDowell, Trevor seemed to embody all that was best and most distinctive about this university that is so dear to our hearts.

When I arrived here to study engineering in 1983, he had already been on the staff for almost two decades, and had an international reputation as a mathematician which both impressed and intimidated – he even gave his name to an equation, the elegantly named ‘West decomposition’, which was recently the subject of a peer-reviewed paper, forty years after Trevor first described it.

By 1983 he had been a senator for over ten years, and would go on to write the essential book on sport in Trinity, and no-one was better qualified to write it than Trevor. Just to see him was to feel connected to the great traditions of this place – yes, its social and sporting traditions, but for me, most of all, its singular and unremitting commitment to academic excellence and independence of mind, which Trevor so embodied.

To speak to him and come into the radius of his warmth, intelligence, directness and humour, was to be reminded of the ideal of the engaged citizen, which he exemplified.

I knew that Trevor was a Renaissance man, but I didn't know 'til I had the pleasure of reading this book the remarkable breadth of his interests and achievements: academia, politics, sport, administration, history and, of course, friendship. It seems that everything he touched he illuminated.

I knew that he was interdisciplinary before that word was coined – a mathematician, he wrote a biography of Horace Plunkett greatly admired by historians. And I knew he was a highly effective senator, but I was only dimly aware of the effort he put into building good relations with Northern Unionists at a critical period; and until I read Mary Robinson's introduction here, I hadn't realised what a master he was of electoral systems and the mechanics of vote-getting.

The Chancellor uses the words 'energetic', 'businesslike' and 'methodical' in her description of him as her election agent, and these are in fact just the skills one might expect a degree in mathematics to cultivate. He demonstrates that the skills imparted by a Trinity Education can have application well beyond the discipline.

To read this book is to be constantly amazed at how much Trevor took on – a moment of great surprise came on p.75, in Paul Coulson's contribution, when I learnt that Trevor, with Paul, was responsible for revamping the Trinity Ball. In the late Sixties the Ball was apparently hopelessly elitist and expensive, well beyond the means of most students, and a loss-making venture to boot. So Trevor and Paul slashed the price of tickets to a quarter of their previous level and the Ball quickly became a sell-out. In this way two things were achieved: a democratic Ball accessible to all, and income for Trevor's beloved DUCAC.

And then on p. 159, I read Tom Mitchell's account of his time as Provost and learnt how instrumental Trevor was in dealing with one of the most serious challenges that Tom faced in the course of his provostship: the events leading up to the Universities Bill of 1997. Trevor proved an indispensable intermediary between the Board and the College and to quote Tom "undoubtedly helped avoid a major division within the College."

Reading all this – learning that Trevor was responsible for the form of the Trinity Ball as we know it today and for avoiding division at a critical time – I realised that Trevor was Trinity's *deus ex machina*. [Dayus ex Makina] The whole course of this college would have been different without him – not only the course of College sport, but of campus life, of university governance even.

He played an extraordinary part in the academic, student, administrative and senatorial life of the University. I'm very glad that he has been rewarded and commemorated with this wonderful book.

It's been my pleasure as Provost, and previously as Professor, to read and launch a number of such festschrifts and commemorative books. This one stands out for the breadth and warmth of the contributions. What comes across in all the essays – be they on his excellence as a mathematician or

his contribution to the Senate or his time as Cambridge postgrad – is Trevor’s gift for friendship, and his palpable goodness and decency.

I congratulate the editors, Mary Leland and Maura Lee West, Trevor’s widow, for a beautiful job.

Anyone reading this will be sorry, like me, not to have known Trevor in the way that the contributors did. Anyone on the College Board must be very sorry not to be availing of his unique gifts – which may be described as wanting to do the right thing and knowing how to get that done – gifts that are always and at all times, badly needed. May we all follow in his example.

* * *

It’s now my pleasure to introduce to launch this book, one of Ireland’s most successful businessmen, Paul Coulson, chairman of the Ardagh Group, a graduate of this university, and one of Trevor’s favourite students, who later became a great friend.

Ladies and Gentlemen, Paul Coulson.



(L to R) An Taoiseach Enda Kenny, Provost Patrick Prendergast, Mrs Maura Lee West, and Tom Mitchell (former Provost)

* * *

26 October 2016

**Introduction of Prof Ann Dowling, FREng, to deliver
“Diversity and Inclusion: a value proposition for
Engineering”**

Edmund Burke Theatre, Trinity College

Good evening,

You're all very welcome to the Edmund Burke Theatre in Trinity College for this unique occasion. It gives me great pleasure, on the College's behalf, to welcome Professor Ann Dowling, President of the Royal Academy of Engineering and Professor of Mechanical Engineering and Deputy Vice-Chancellor of the University of Cambridge.

She will talk this evening on diversity and inclusion in Engineering with focus on the lessons learnt from the Royal Academy of Engineering's diversity and inclusion programme which has recently completed its first phase.

Today's lecture – the third in the Distinguished Speaker series - marks the tenth anniversary of WiSER, the Centre for Women in Science and Engineering Research. I'm sure I don't need to explain to this audience why WiSER was so necessary: women are under-represented in the STEM subjects, and particularly in Engineering, in Ireland and around the world. This is a gender equality issue and a recruitment issue because there is a shortage of qualified engineers in Ireland and internationally – and we really can't afford to be ignoring half the talent pool.

WiSER works on a number of different levels: from engaging with women academics in College, to driving good practice for gender equality at institutional level, to collaborating with other organisations both nationally and internationally on gender equality initiatives.

WiSER, and our other initiatives to address gender equality in the university, have achieved success. There's been a significant increase in the number of women holding senior officer positions in the College, and the percentage of women associate professors across the university has risen from 26% in 2006 to 41% in 2016, while that of women chair professors has increased from 13% to 22%.

It's great to see improvement but these figures are still far too low, obviously – and in the Faculty of Engineering, Mathematics and Science they are lower still – so Trinity is actively working to improve them.

WiSER has led the University's successful application for an Athena SWAN

Bronze Award, as well as three School awards. Athena SWAN is a universally recognised and valued award against which we can benchmark ourselves.

Trinity is also a key partner in a new EU project - INGDIVS – Increasing Gender Diversity in STEM - which will work directly with secondary schools to increase the numbers of girls choosing to study engineering by allowing them to ‘match’ themselves to existing students and successful graduates.

These initiatives are about more than ‘fixing the numbers’ – they represent a means of changing and improving the culture.

Diversity and inclusion are central to a culture of innovation. If you’re always doing the same things in the same way with the same kinds of people, you don’t get ground-breaking innovation.

In the College’s current Strategic Plan, we make this point. We write (and I quote):

“Commitments to equality and diversity are values on which Trinity’s excellence relies. To this end we are committed to creating an inclusive, diverse and pluralist college community and a positive environment in which all can participate, and all are recognized fully for their contributions.”

With this evening’s lecture, we address the fundamental issue of diversity and inclusion, and in the person of Professor Dowling we celebrate a valuable role model in Engineering.

Professor Dowling has climbed to the apex of her profession – last year she was appointed to the Order of Merit by the Queen. She has excelled in a discipline, Mechanical Engineering, primarily in the fields of combustion, acoustics and vibration and her research is aimed, in particular, at low-emission combustion and quiet vehicles. For this work, and her leadership in engineering generally, she was awarded a Doctor in Science degree *honoris causa* by this university in 2008. We are honoured to welcome her here this evening.

For organising this evening’s talk, I thank our Professor Emeritus, and Pro Chancellor, Jane Grimson, herself a role model and trailblazer for women in engineering, and I thank Caroline Spillane, Director General of Engineers Ireland and, from the Royal Irish Academy, Yvonne Graham.

Our Chancellor, Mary Robinson – the first female chancellor of this University since its foundation - has spoken frequently on the issue of gender inequality, and she put the issue starkly in context when she said: “In a society where the rights and potential of women are constrained, no man can be truly free. He may have power, but he will not have freedom.”

For the sake of equality, for the sake of growth and competitiveness, for the

sake of freedom, we will continue to work to remove constraints and to make the university a model of the inclusivity and plurality which we hope to see across society as a whole.

Ladies and Gentlemen, I now invite Professor Ann Dowling to the podium.



Prof. Jane Grimson, Pro-Chancellor, Prof. Dame Ann Dowling, FREng, Dr Patrick Prendergast, Provost of Trinity College Dublin, Prof. Eileen Drew and Caroline Spillane, Director General of Engineers Ireland

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28 October 2016

Climathon

Foster Place, Trinity College

Good morning,

Welcome to the Innovation Academy at Foster Place for the second global Climathon, and the first one to happen in Ireland.

This is a truly important and exciting event, taking place in 59 cities around the world, and spanning 36 countries. It has identified three challenges in relation to transport, renewable energy and public lighting. The jury will choose solutions to these challenges, which will have potential to be further co-developed to positively impact the sustainability of Dublin city and region.

Many partners are involved in bringing Climathon to Dublin: Sustainable Nation, Climate-KIC, Dublin Airport Authority, Smart Dublin, Trinity College Dublin (which is providing the location), and the IOT company Relayr which is providing hardware and software resources.

So this is very much a partner effort, and I congratulate everyone involved. I'm personally delighted to be here, both as Provost of Trinity and as board member of the European Institute of Innovation and Technology, or EIT, which is the independent EU body responsible for the Knowledge and Innovation Communities, or KICs – and thus for Climate-KIC, which brings us today's event.

Nothing like the KICs has been attempted in Europe before, or indeed anywhere in the world. They bring together partners from the three sectors necessary for innovation – that's the business community, research and technology, and higher education – with the aim of developing innovative products and services, starting new businesses, and training the next generation of entrepreneurs.

There are five KICs currently underway: in climate change, ICT, Sustainable Energy, Raw Materials, and Healthy Living and Active Ageing. These are all areas vital to quality of life on earth, which also have huge potential for innovation.

EIT has a total budget of €2.7 billion and is Europe's biggest funding programme. It's a far-reaching, game-changing means of improving Europe's capacity to translate ideas into successful technologies and services.

Something radical was needed here because despite Europe's vast potential, it's a fact that the markers of the contemporary age - laptops, tablets,

smartphones, social networking – are not being generated in Europe.

And leaving aside the question of economic competitiveness, it's also a fact that, as a planet, we won't solve global challenges like climate change, energy provision and the ageing population unless we can collectively harness our talent for innovation and technology.

It's been hugely exciting to serve as an EIT board member and it's been exciting to see Trinity's involvement. Trinity is a key partner in the last two KICs launched – Raw Materials and Healthy Living, which bring together more than 150 partners across twenty EU member states.

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Today we are looking to find solutions to urban challenges. Cities currently generate 70 percent of global CO₂ emissions, and they consume two thirds of the world's energy. These challenges are set to increase - the percentage of the world's population living in cities is projected to rise from 54 percent currently to 67 percent by 2050.

No one country, or one sector is going to find a solution. Ireland can't do it alone, universities can't, governments can't, and neither can industry. We have to come together, and we know this: last year different groups convened in Paris for COP21, out of which Climathon emerged.

But cross-sectoral and international collaboration on climate and energy challenges is still something new. And, let's be frank, we have a long way to go. We have to get much, much better at this. It's a learning process and the curve needs to be steep. Not to strike a doom-laden note but we have to act now to meet these challenges.

We can do it. As a species we've proved over again our ingenuity and remarkable ability to reach for the stars - literally. We need to focus, collaborate, and inject urgency.

We need to work at local, national and international level. I welcome Climathon, which is all these things: a local event, involving local partners, taking place simultaneously across the world.

In Trinity we're fully committed to playing our part. We've greenlighted a new institute: the Engineering, Energy and Environment Institute, or E3, as we're calling it.

Some of you will have heard about E3. We've been working seriously towards this for the past few years. We now have significant funding in place and we have a location – the E3 Research Institute will be built at Grand Dock basin in our Technology and Enterprise campus.

E3 is our response, as an institution, to the great challenge of our age – climate change and sustainability – and it will bring to bear all our strengths.

We know that you don't get true change by doing the same things in the same way so with E3 we're trying something radical – to alter the way we, as humans, interact with the planet.

Can we direct our technologies to sustain, rather than deplete, our natural capital? Can we create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the good of life on earth? Can we use technology and engineering to strengthen the resilience of our natural capital? These are the aims of E3.

E3 – like Climate-KIC, like Climathon – is about finding the opportunity in necessity. We *have* to do this - the future of our planet depends on it - but we also *want* to do it because it's a wonderful opportunity to grow competitiveness, boost innovation and discover vital new technologies.

I congratulate all involved. I wish all participants luck. I look forward to the solutions that will come out of Dublin – and 58 other cities – today. Solutions that will hugely benefit the winning companies – and will also benefit the planet and humankind.

Thank you.

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10 November 2016

Lunch address to “Space to Breathe” students

Dining Room, Provost’s House

Good afternoon,

It’s a real pleasure to welcome you all here to the Provost’s House. I’m delighted to see this rich diversity of students – Trinity students, students from other Irish universities, north and south, and students from Israel and Palestine.

I hope that our visitors to this island are enjoying a wonderful trip. I’m sure that you are – I have great confidence in our college chaplain, Julian Hamilton, who is the coordinator on this side. On behalf of Trinity College, I’d like to thank him and the coordinator in Israel, Yonathan Baron, and in Palestine, Antwan Saca. It means a lot to our university to be hosting this lunch today.

It’s a momentous time to be meeting you all – yesterday proved again that polls can get it wrong and electorates can produce unexpected results! We’re all still absorbing the news. For the moment we all need ‘space to breathe’ – if I may borrow that apt phrase!

We must wait and see. Yesterday, the president-elect struck a unifying and conciliatory note, at odds with his campaign rhetoric. Here in Trinity we adhere to the values and principles of the inspirational programme which brings us together today: values of community, and respecting diversity, and constructive dialogue, and breaking down barriers, and solidarity towards fellow global citizens.

These are the values which helped bring peace to Northern Ireland after thirty years of conflict; and they’re the values which are the bedrock of this multidisciplinary university where 17,000 students hail from over 100 countries around the world; and where all are encouraged to express their individuality, their faith and their values – and to have respect for the faith and values of others.

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When I took office as Provost five years ago, I made a solemn declaration to be “prudent and vigilant in conducting the affairs of the College” and to “promote concord and amity among the members of our community”.

It’s the same declaration that all previous Provost have made. It was first set into the Latin statutes when Trinity was founded in 1592.

For over 400 years we have adhered to these values. It can't always have been easy – this country has experienced significant political and religious divisions over the centuries.

Our campus was even occupied as a garrison twice – once during the religious wars in the 17th century – on that occasion all the professors fled – and again in 1916, during the Rising that was a prelude to Irish independence.

But we came through. Ours is a tale of resilience, and of triumph over adversity. And in an ever more uncertain world, it's important to recall this, and to take strength from it.

For example, if you look at Trinity's 170 student clubs and societies, they include societies representing different political parties and different ethnic and religious groups – the Chinese Society, the Christina Union, the Korean Society, the Socialist Workers Society, the Afro-Caribbean Society, the Jewish Society, the Muslim Students Association. All these societies are outward-looking. They aren't closed shops for members. Each one of them has as its stated aim: "to facilitate a forum for education" and "to contribute to greater understanding".

I'm very proud of this spirit of 'concord and amity', which our professors teach and which our students enact. This is the source of Trinity's strength and of our resilience through the centuries.

It's in this spirit that Trinity's ecumenical chaplaincy set up this programme, Space to Breathe.

And it's in this spirit that everyone here in this room has come together. Some of you have made great journeys to be here – not only geographically, but spiritually and intellectually. Your courage is inspirational.

I hope our visitors have had the chance to explore the campus in full – from the Book of Kells to the Science Gallery. And I hope that enjoy being in this house, which has been the home of every Provost since it was first built in 1759.

Upstairs in the Saloon you'll find a Portrait of Elizabeth the First of England who founded this university by royal charter in 1592. And next door you'll see some wonderful paintings by probably Ireland's greatest painter, Jack B. Yeats. The Irish students among you will probably have seen Yeats' paintings in the National Gallery, and other museums. I'm biased, but I think ours are as good. It's certainly a privilege to have them on our walls.

The College is proud to have this house which is one of the finest examples of Irish Georgian in the country, and we're delighted to be able to invite small groups, such as yours, to see this gem of 18th century Irish culture.

I know that you will take home many impressions of Ireland from this trip, and I hope that the friendships being formed between you will endure and provide support in the future.

‘Space to Breathe’ is, for the moment, a small programme and one facing, of course, large issues. But I’ll end with the words of a Trinity graduate, the great political thinker Edmund Burke:

“Nobody made a greater mistake than he who did nothing, because he could do only a little.”

Each of us can only do a little, but if enough of us do a little, it becomes enough. I thank and congratulate all of you who, at this young age, have already started doing the little that can change the world.

Thank you.



Provost Dr Patrick Prendergast and College Chaplain Rev. Dr. Julian Hamilton, with the Israeli, Palestinian, and Irish students on the "Space to Breathe" programme

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14 November 2016

Launch of Trinity Research in Social Sciences (TRiSS)

Arts Block, 6th Floor, Trinity College

Thank you, Eleanor,

And good evening everyone. It's a pleasure to welcome you here for the launch of TRiSS, which I'm confident will soon be known within College, and outside, by its acronym, just as TBSI and CRANN are.

I'm confident of this because Trinity's research in social science is world-class and already generates headlines – last week for instance the national longitudinal study, *Growing up in Ireland*, was again in the media for the launch of the ESRI's report on childcare and early education.

And a few weeks ago the report, 'Housing for Older People', was widely discussed. It was co-written by Ronan Lyons of our Department of Economics and Lorcan Sirr of DIT.

And when it comes to students, it's significant that the most famous of all our undergraduate start-ups, FoodCloud, a social enterprise which facilitates donating food to charity, is the brainchild of a law student, Iseult Ward, who was profiled as a 'Next Generation Leader' in *Time* magazine last year.

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TRiSS will be a flagship institute and a coordinator of our ground-breaking research in Business, Economics, Education, Law, Psychology, Political Science, Language and Communication Studies; Social policy, Social Work, Sociology; and Religion and Ecumenics.

TRiSS will help build on our long-standing reputation in these disciplines. They are disciplines in which many of our most remarkable graduates and academics have excelled:

- former Presidents of Ireland Mary Robinson and Mary McAleese;
- Law professor Kadar Asmal;
- Chief Justice Susan Denham;
- Governor of the Central Bank, Philip Lane; and
- EU ambassador to the United States, David O'Sullivan, who last month I had the pleasure of hearing give a stunning talk to the Hist on Europe's migration crisis.

The importance of researching migration and the other issues on which TRiSS is focussed – poverty, inequality, ethics, gender politics, minority

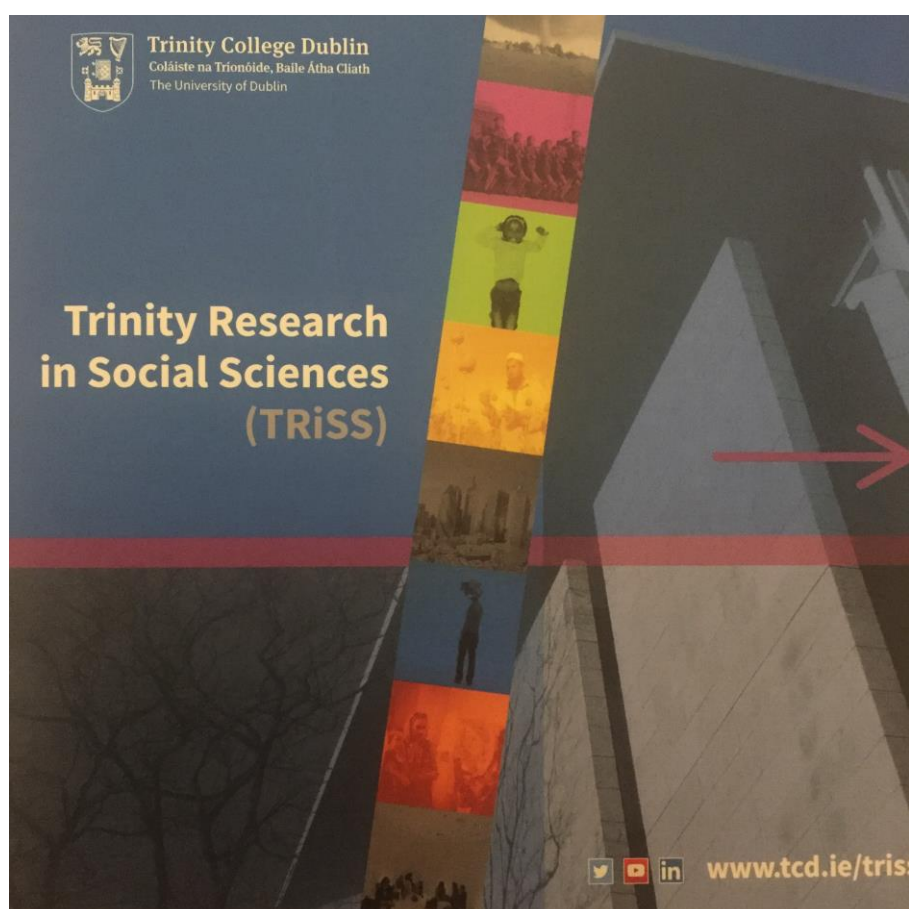
rights, conflict resolution – can hardly be overstated.

After last week, and indeed the year we've had in all its revelations about our societies, I don't need to stress this. We need to get a more thorough-going understanding of human behaviour and of societal dynamics – and we need to show courage and empathy in searching for solutions to human problems. The research being carried out at TRiSS is indispensable to this.

The social sciences are critical to Trinity's standing and reputation globally. As I've said, our excellence in these disciplines goes back centuries. Edmund Burke's undergraduate studies in philosophy informed his later greatness as a political theorist. I wasn't surprised to see Burke quoted in the *New York Times* the day after the US election – in fact his quote made the headline: 'When the Decent Drapery of Life is Rudely Torn Off'.

It's typical that in circumstances of political turmoil, people reach for Burke.

The Social Sciences are central to our mission in education and research. But because of the broad spectrum of social science research in Trinity, there is wide spatial dispersion of researchers across a large number of schools and disciplines. It was felt that the College needed a single unifying focus for all social science research. TRiSS provides this focus.



Bringing the social sciences together within TRiSS will:

- increase output and academic impact;
- increase collaboration within the social sciences and with other disciplines both inside and outside Trinity; and
- increase engagement with the wider community of policymakers, stakeholders and the media.

The Social Sciences are already highly interdisciplinary and inter-institutional – for instance, the Longitudinal studies, TILDA and Growing Up in Ireland, bring social scientists together with health scientists and computer scientists. And, as another example, researchers here are partnering with Daft.ie for EU funded research in energy consumption – a BER rating will now be posted on rental and property for sale, together with an estimate of the cost of electricity and gas bills for the year. Our social scientists already work strongly with government and policy-makers. TRiSS will build on this, increasing collaboration, coordinating research, and ensuring that it has impact.

I congratulate Dr Eleanor Denney. I know that, as TRiSS's first director, she will give it the leadership and direction it needs.

It's now my pleasure to invite, to officially launch this Centre, the Secretary-General of the Department of Public Expenditure and Reform, Robert Watt.

It's an honour for us that the Secretary-General is here to mark this occasion and to launch TRiSS. He is an economist, with experience in both the public and private sectors, who has worked in a range of roles within the Department of Finance as well, previously, as a consultant. In his capacity as Secretary-General, he is leading a major public sector reform programme in areas such as procurement, shared services and digitalisation and civil service renewal. He has also lectured on our Masters programme in Economic Policy and has a particular understanding of the importance of impactful research.

Ladies and Gentlemen, please welcome Robert Watt to the floor.



(L to R) Dr Oran Doyle, Dr Eleanor Denny, Provost Patrick Prendergast, Mr Robert Watt (Secretary-General of the Department of Public Expenditure and Reform), Prof Gail McElroy, & Prof Trevor Spratt

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18 November 2016

Live Announcement from LERU

Dining Hall, Trinity College

Minister, Your Excellencies,

Colleagues, Ladies and Gentlemen,

Good afternoon and welcome to Trinity College. It's fantastic to see so many of you here – from the government, and EU embassies and the European Commission, and from the media and other Irish universities, and of course Trinity staff and students. You're all most welcome.

We're waiting to hear from LERU. And now I have to admit ... I've brought you here on somewhat false pretences. Because I haven't yet got confirmation that Trinity is LERU's newest member. Like the rest of you, I'm waiting to hear. I've spent a lot of time on this over the past year, so yes, I'm hopeful and confident. But I haven't actually got final confirmation. I wanted to get it here with you, so that we can all share in the suspense and the euphoria of the moment.

It's a bit of high-risk strategy. Let's hope it doesn't backfire! So now I'm going to have a live Facetime link with Kurt Deketelaere, Secretary-General of LERU. He's currently in Heidelberg....{Facetime with Kurt}
Okay, we're in!

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- 1) Trinity College Dublin is now LERU's 22nd member. We join the universities of Zurich, Amsterdam, Leiden, Oxford, Heidelberg, Helsinki, Paris-Sud, Cambridge, Utrecht and others. We're now part of a network:
- 2) whose total research budget exceeds 5 billion euro;
- 3) which counts 230 Nobel Prize winners and Field Medalists among its staff and students;
- 4) which is a key advocate and lobbyist for the promotion of basic and fundamental frontier research in Europe's universities; and
- 5) a key influencer of European research policy.
- 6) Becoming a member of this important group is a tremendous achievement. Of course, Trinity deserves it - our measurable research

has significant impact. But, to tell the truth, it has taken a lot of work to get on LERU's radar.



- 7) I first spoke to Kurt 2 years ago. I began to get across to him then the scale, reach and impact of Trinity's research. Getting into LERU wasn't a goal we could put in the Strategic Plan because there was no certainty about the outcome. But that's not to say we didn't strategize proactively around it.
- 8) We knew that getting into LERU would depend on developing a strong relationship with the LERU people in Brussels, and of course proving the excellence of our research. As it happens, LERU, once they decided to consider Trinity as a potential member, swung into action. They have their own metrics which are very comprehensive and rigorous.
- 9) At one point, I phoned Kurt to ask if we should send on research impact evaluations. He told me it wasn't necessary – he said, "Patrick, we've more information on you than you have on yourself".

- 10) LERU makes no assumptions – they do their own analysis of publications, citations, funding rates, industry collaborations, graduate employability - all the permutations. They are a rigorous, independent ranking system. Their endorsement is significant.
- 11) What will it mean to be a member of LERU, aside from the prestige? It means that we will help shape the EU's research policy. We can now lobby directly to Horizon 2020, and the European Research Council. And we can make our voice heard on the future direction of research in Europe.
- 12) This is essential. Europe needs to take a strong, cohesive, integrated voice in creating its research direction. This isn't something that any one university, or country, can achieve alone. A coordinated expert input will achieve the most for our students, graduates and societies.
- 13) Membership of LERU will enhance Trinity - that goes without saying. But Trinity will also bring a lot to LERU. European growth and competitiveness is not as strong as it could, or should, be. And the liberal values which underpin the European Union are under threat.
- 14) To combat this, we have to remain committed to our values, but we also have to recognise that there are things we could be doing differently to spread opportunity, and to reconnect with citizens who feel disenfranchised.
- 15) LERU is interested in how Trinity maintained research success in an environment of austerity. They're interested in our achievements with philanthropy, and our success with spin-outs and educating entrepreneurial graduates. For many European universities, these are new fields that they want to learn about. LERU is open to new approaches, and they understand the value of having different models of universities.

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- 16) I want to take this opportunity to thank the staff whose phenomenal research has produced this great result.
- 17) Through difficult years of cutbacks and austerity, you continued to push the frontiers of knowledge. Your research consistently appeared with the most reputable journals and publishers. And there was hardly a month where your breakthroughs did not make headlines in mainstream media. Because of your commitment and brilliance, we've been able to punch above our weight. The current university, and future generations, owe you a huge debt of gratitude.

- 18) I'd also like to thank the government, represented here today by the Minister, for its foresight in maintaining funding streams through the recession. Science Foundation Ireland and the Irish Research Council are central to Irish universities' research success. Enterprise Ireland has been enabling industry collaborations. Trinity is proud to be a public university and we recognise that a significant slice of our funding, some 40 percent, comes from the state through the HEA.
- 19) Last year, you'll recall, Ireland enjoyed great success with European Research Council and with the European Institute of Innovation and Technology, the EIT. This success came about because universities and government agencies adopted a partnership approach, working cohesively together, sharing knowledge and pooling expertise.
- 20) This is the way to achieve success, and our membership of LERU will multiply what can be achieved. Trinity getting into LERU is a boon for the whole country, not only for us here on this campus.
- 21) This country is on a mission to be a knowledge economy and a higher education hub. A low corporate tax base is not going to be enough to sustain us. We know Ireland has much more than that: skilled people, educated graduates with the independence of mind and creativity to drive the industries of the future.
- 22) This is what we must concentrate on. We should put every Euro we possibly can into education across the board - from apprenticeships to PhDs, from vocational to CPD and post-doctorates.
- 23) "Trinity in LERU" sends out a message about the strength of higher education in Ireland. We look forward to raising the profile of Irish universities not only in Europe but around the world. LERU liaises with other university networks with similar objectives, including the Association of American Universities, the Group of Eight in Australia, the C9 in China, and the Association of East Asian Research Universities.
- 24) In the year we've all had, it's nice to be able to deliver some good news. Modest good news, on the scale of things. But I'm glad that among the 4,000 universities in Europe, Trinity is now one of just 23 at the very top table.
- 25) It's our proud boast that Trinity brings Ireland to the world, and the world to Ireland. Membership of LERU helps us deliver on this. We look forward to working with our fellow members and our partners here to develop a research policy, which delivers for Ireland, Europe and the world.
- 26) Thank you.

27) [Introduce Minister]

28) [Introduce Dr Anne Looney]

It now gives me great pleasure to invite the interim Chief Executive of the Higher Education Authority, Dr Anne Looney to speak. In her current role in the HEA, Anne is only too aware of the reality of third level funding issues and the necessity for research income.

Anne was the Chief Executive of the National Council for Curriculum and Assessment in Ireland for 15 years. She has published on curriculum and assessment, school ethos, civic, moral and religious education and education policy. She has worked with the OECD and with the EU on projects relating to assessment, key competencies and new and emerging technologies.



Minister for Education and Skills, Mr Richard Bruton &
Provost Patrick Prendergast

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21 November 2016

College Awareness Week

Speech at St Dominic's Secondary School, Ballyfermot

Good morning,

It's great to be here. Thank you so much for inviting me. It's a privilege to be meeting students at this stage, in your final school years, when you're deciding what you want to do next. You're facing really big decisions: will you go on to for more education? How will you develop your skills to enter the job market and have successful careers? If so, what are you interested in doing? How do you find out what you would be good at, what you would enjoy, and how do you get on track?

I want to help you with these decisions. Of course, I'd be delighted if lots of you were interested in coming to my university, Trinity. But I do understand that that is not everyone's plan. But in any case, I'm delighted at this opportunity to meet you and I'd like to draw on my experience to help you do what's right for you.

It's important for you, as individuals, that you make the right decision. And it's also important your community, and for your country. Talent like yours needs to find its way to express itself, and a city and a country are only as good as the people in them. If you're happy and developing your skills and your talents, then you benefit, and your family and friends benefit, and the whole community benefits. And the whole country benefits! Now that's what we want to achieve.

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Let me tell you a bit about myself. I've been head of Trinity College Dublin for the last five years. I love this job because I get to make a difference for our students who are full of intelligence and enthusiasm.

And I get to work with really talented professors and researchers who are making extraordinary discoveries all the time – discoveries that lead to cures for diseases, and better technologies, and solutions for people in need, and stronger laws, and protection for the environment, as well as the creation of exciting books, films, and music.

In Trinity for instance, researchers in our faculty of health sciences developed the nicotine patch to help people stop smoking. It was patented round the world in 1990 – since then it has saved countless lives. And researchers in our School of Computer Science helped advance computer graphics by developing lighting simulation, real-time physically-based

animation, and crowd simulation, which is used in computer games.

And Trinity was where two American postgrad students doing a Masters in Anglo-Irish literature met. Studying Beckett and Joyce, they began thinking of new ways to tell stories. They collaborated and went on to write Game of Thrones.

So I work in a wonderful environment. And I'm grateful for that every day, particularly because I didn't come from a college-going background.

I'm from Oulart, which is a village in Country Wexford. I'm the eldest of six children. My father was a haulier – which is to say, he had a truck transport company. It was a good business, but his education finished after 2 years in secondary school. My mother didn't go to university either, but she did the Leaving Cert and trained as a Nurse in Dublin. And none of their brothers and sisters went to on to third level. Or any of our neighbours. So growing up I didn't have a lot of role models of people who'd been to university.

My parents were ambitious for us kids, as yours are for you, and I went to a good school, like this one. But in those days, schools in Ireland were streamed. You sat an entrance exam, aged eleven or twelve, and depending how you did, you went into the A stream, which was the highest, or the D stream which was lowest. I didn't do well in my entrance exam – I guess I was a slow starter – so I was placed in the C stream, which was the second lowest. And not much was expected of me, academically, other than I do my best, of course.

As it happens, I found my feet and managed to do well in the Junior Cert. So then the school wanted me to move up to the A stream, but I didn't want to go, because I'd made friends in my class. You know the feeling. I was lucky. The school allowed me stay in the C stream, but to do some subjects, like honours maths, with the B stream - so I got the best of all worlds.

I don't think it's a good idea to stream students at the age of 11. I don't think you can decide on the basis of an exam at that age, whether the child is going to be someone who is interested in studying and in developing further. So I'm glad this doesn't happen in schools so much any more. And I'm glad that in my case the school took a flexible approach, and my future wasn't determined by how I performed at the age of eleven.

The teachers at my school – like the teachers here – encouraged us to keep our options open. They told us to have confidence in ourselves, to think about what we were good at, and what we were interested in, and to find out how we could take our talents and interests to the next stage.

Of course, at your age, you're interested in lots of things. And you might be good at different subjects. And it can be hard to choose. You like reading and writing, but you also like graphic design. You like maths, but you also love

sport. Which should you concentrate on?

And of course, there are lots of jobs and skills that you mightn't have heard of, or considered yet. These are things that you might be really good at, if they were brought to your attention.

To give an example: I know of a girl who wasn't clear what she wanted to do after school. So the careers advisor asked what she was interested in. The girl said that she loved Sherlock Holmes and that she herself was good at noticing things and seeking answers. Like, if it was a dry day, and someone had wet mud on their shoes, she'd notice and find out why. The careers advisor said she should look into studying forensics, which is the scientific method used to detect crimes. The girl had never heard of forensics. But that's what she's doing now.

Another girl I know of was working in a record company, which was grand. Then, when she was about 26, she broke her leg. As part of the recovery process, she had to do physiotherapy – small exercises and movements to help strengthen her muscles and realign her bones. She got really interested in the whole process. So she decided to go back to college to re-train as a physiotherapist. She hadn't chosen this career straight from school because she didn't even know it was there to choose.

There are lots of examples like this. The world is so large and diverse; there are so many opportunities, so many weird and wonderful things you could be doing that will challenge you and enchant you. You just have to find out what they are.

I'm an example of this myself: at home I liked figuring out how things were made – dis-assembling objects, and putting them back together, stuff like that. I really liked hanging out in my father's garage and figuring out all the machinery there. Like a lots of kids, I thought of following my Dad into his business.

But in school, the careers advisor, after chatting to me for a bit, said he felt I'd enjoy studying engineering. Of course, I knew what engineering was – it's not such a specialised subject as forensics – but I didn't really know any engineers, and I might not have considered studying it if this teacher hadn't suggested it to me and given me confidence that it was something I could be good at.

This teacher also suggested I go to Trinity. At the time, that was an unusual university for someone from my school and area to go to. Those of my friends who were going to college, were choosing UCD or colleges in Waterford or Carlow.

I had confidence in the teacher, so I took the plunge: I went to Trinity. I think I knew one other person there, and I didn't know him well. Yes, it was

daunting in the beginning. You're a boy up from the country and all the other students seem to know each other from school. You feel lost and lonely. And you're studying a new subject, which is very challenging. It seems that everyone else is on top of things, and you're being left behind.

But then you start to follow the lecturer a bit better and you begin to get the hang of things; and you realise that everyone is in the same boat as you. They're not smarter; they're also finding things new and challenging. And you realise there are other people on your course who don't know anyone, and would like to be friends.

And you join the student clubs and societies, which are designed for you to meet people. I made so many friends through the Karate Club. I'll talk a bit more about Trinity's clubs and societies in a moment, because they're part of what makes the college experience so special, but let me just say: I do have an understanding of how difficult it is to step into an unfamiliar environment.

You've just spent many years with the same class, the same group of girls, you've made strong friendships, you're in a familiar environment. Of course, the thought of going where you don't know people, to study something new, is terrifying!

But you're not alone: lots of people feel this terror. They arrive in college like I did, on their own. And our international students come from China, the United States, India, France, lots of countries, and often they've never even been in Ireland before.

But the college system is designed for you to meet people. So if you work the system, you'll make friends. The system is also designed for you to become expert in your study area. If you go to lectures and tutorials, and do the course work, you'll understand what it's all about.

And there are supports available for you. There are financial supports, and also social, intellectual and community supports. Your teachers will tell you about these. In Trinity we have an access programme for students who don't come from traditional college-going backgrounds.

I'm very proud of this Access Programme, which we call TAP for Trinity Access Programme. It's now quite famous round the world and is copied by other universities. That's because TAP provides a nurturing environment and has proven success in supporting students through college.

The aim is to familiarise you with the environment and help you understand how to get the best out of college.

Most universities in Ireland have a programme like TAP, and our message is clear: if you're someone who likes learning things, who wants to develop

skills, and who is interested in having a great career, then you are a candidate for further education and training, and do not let fear put you off!

You have nothing to fear but fear itself, as a great American president said. It's normal to be afraid but don't let fear rule you. Have confidence in yourselves and have confidence in what you can bring to whatever college you choose to attend. We want your intelligence, your enthusiasm, and your originality. Your college of choice will do everything it can to support you and put you on track for a great life and career.

* * *

So if you're interested, the first step is to apply, and to study and do well enough to be in with a chance. What happens when you get to college?

Every college is different. But let me tell you about Trinity.

Our aim in Trinity is, first, that you have a great time during your four years. Lots of people refer to their college years as the best years of their life. It's this wonderful period: you have so much more freedom than you did at school, and you don't yet have the responsibilities of a job or family.

You can use these years to explore who you are, what you're really interested in. You're learning things which are so intellectually stimulating, your brain feels on fire! And you have the potential for a great social life.

Trinity has 120 societies and 50 sports clubs. These are really diverse and different: there's the Photography Society, Comedy Soc, Aikido, Basketball, the LGBT Society, the Fashion Society, Surfing and Bodyboarding, the Zoological Society, Camogie, Soccer – you name it, there's a club or society for it. And if there isn't one that reflects your particular interest, you can start one up.

Getting involved in a club or society is a great way to meet people, and to develop your skills and interests.

That's really important because our aim in Trinity, beyond giving you a great four years, is to prepare you for your future careers in the workplace, and as citizens in society.

We want you to leave college with the knowledge and skills, not just to get a job, but to build a career. And we want you to develop a sense of responsibility, not only towards yourselves and your families, but towards your communities, and your regions, and indeed, the planet.

Ideally, as adults, you will have interesting jobs that use your talents, you will engage with your communities, you will enjoy wide networks of friends and colleagues, and you will use your positions to help others and to promote

activities like sport, culture, charity, and civic values.

I think you've been given a brilliant example of community solidarity here in this school. Your teachers really care about you. They want the best for you. They organise all kinds of activities for you. They feel good when you do well. Your parents and teachers and community groups work together to make this a great school. That's what community is about, and that's the spirit we hope to develop in Trinity.

We want to ensure that you have the skills that employers prize –the ability to think for yourselves and to communicate well, a sense of responsibility, and willingness to take on leadership roles.

In Trinity we develop these skills through the course work: What you study is designed to make you think, and to prepare you for working in dynamic situations.

And we develop them through 'extra-curricular activities', which means things like volunteering and charity work, and writing for student magazines, and organising events, and fund-raising, and mentoring other students, and starting your own business.

These are all things that our students do regularly. Those who get involved in lots of activities, as well as studying, leave after the four years very well prepared to take up the challenge of life.

Now I've been talking about Trinity because that's what I know. But, it goes without saying that Trinity isn't necessarily the right place for everyone. We're all different and society needs diverse skills and talents. Each of us has to find out what will best suit our needs.

But I will say – the world today values knowledge and expertise. Whatever you're working at, you will have to get good at it, or someone else will do it better, and your services won't be needed.

Here in school, you're being given an excellent general education, a grounding in lots of subjects. When you leave school is when you start specialising. Whatever you choose to do, you will need further learning and skills development.

It may be in a university like Trinity, or it may not be. But do visualise a career for yourself. Where do you want to be in five years' time? In ten years? How will you get there? Who might help you get there? Imagine yourself doing the thing you want to do: what kind of people will you be working with? What kind of environment will you be in? Will you be traveling with your job? What will you be wearing? Take yourself to your chosen careers in your mind – visualisation is a powerful tool.

Above all, be confident, believe in yourselves, and remember, you don't have time to waste, but you do have time to choose. Your lives don't have to be defined by your choices in the next few years, just as mine weren't defined by my poor performance in an exam when I was eleven.

That girl I mentioned didn't start studying physiotherapy till she was 27. That wasn't a problem. Working in the record company, she developed skills like communication and management, which proved useful in her new career. Most importantly, being good at her first job gave her confidence that she could take up a new challenge.

So keep your horizons open. As long as you're learning things, and making plans, then you're developing. Knowledge and experience is never wasted.

* * *

Now, I've been talking a lot about what Trinity can do for you. I want to end by talking about what you can do for Trinity.

In Trinity, thanks to our Access Programme, TAP, we now have a much more diverse student body than we did twenty and thirty years ago. We have students coming from round the world, and from all over Ireland, and from all different schools. This is really important to us.

Maybe it's because I came from a non-traditional background myself, but I don't want to be head of a university which keeps getting the same kind of students from the same kind of schools. If you do that, you just get the same ways of thinking, you get conformity. And conformity, orthodoxy, conventionality – that's not what we want in a great university. That doesn't make for ground-breaking discoveries, it doesn't lead to change in society for the better.

Universities produce the thinkers and the research to change society - developing new medicines, inventing new technologies, creating new art forms, saving the planet. But universities can't do this unless we're educating original, radical minds. If we're not educating disruptive thinkers, we won't get new discoveries.

It's pretty hard to get original, radical, disruptive thinkers if everyone on campus comes from the same background. The way to achieve this is through diversity: students coming from different countries, schools, regions, backgrounds.

Just last month RTE aired a three-part documentary on Trinity. Maybe you saw it on TV. Or those of you who are interested can check it out on RTE Player. It's called "Inside Trinity".

This documentary focusses on a few different students and professors. The

student who really stands out is Lynn Ruane. She stands out for a few reasons: she's the head of the Students' Union, which means she's elected by the students to look after their interests, and that's always an important post, but Lynn is particularly stand-out because she left school at fifteen.

It's unusual enough that she found her way back to higher education in her twenties, but to be elected as Students' Union President is exceptional, and then this year, she made history: she became the first Trinity student ever to be elected to the Senate, Seanad Eireann, which is the upper house of the Oireachtas.

In Trinity we get to elect three people to the senate, but until Lynn these people were always professors. For a student to get elected is unprecedented.

So Lynn isn't just an amazing student given her background. She's an exceptional student in any circumstances. And she's had a wonderful effect on the whole college. She's a real crusader for social and political rights. Last year, she organised an Activist Festival on campus, inviting a range of social partners to work with students on really important issues like housing, migration, minority rights, and climate change.

I think the last Trinity student who was as passionate and committed as Lynn was Mary Robinson, who was also elected to the Seanad, although not until she was a professor. And then, of course, she became president of Ireland. Which it wouldn't surprise me if Lynn did.

Of course, we can't all be Lynn! But, believe me, if you have the desire to work and study and communicate and change things, then you are badly needed and you will be much appreciated in Trinity.

For this reason, I'm so impressed and I'm so grateful to this school, which in a relatively short space of time has been turned around - going from a place of strong achievement. I have to congratulate your Principal, Mary Daly, and your vice-Principal, Sarah Green, who is a Trinity graduate, which makes me very proud. And your teachers and your parents, and the school founders, the Dominican Sisters. And local community groups, and the school business partners, Allianz in Parkwest and DPS Engineering, both of them I understand have provided mentoring and support for senior students.

Just mentioning all these people and groups gives a sense of what's involved to bring about success in this school. Like all the best initiatives, this is a community project.

I'm grateful because thanks to this initiative, my university and other Irish colleges are getting excellent students. The more high-performing schools there are in the country, the better the quality of students coming to university.

In universities, we pride ourselves on giving an excellent education and preparing our students well. But we know, of course, that the education and preparation starts much earlier. Without good schools, universities can't survive.

I congratulate you all. I thank you all. And I look forward to seeing some of you coming as students to Trinity College Dublin in the next few years.

Thank you.



Provost Patrick Prendergast with pupils at St Dominic's Secondary School, Ballyfermot

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23 November 2016

Launch of Career LEAP Programme

Trinity College Chapel

Thank you, Carmel,

Good evening, everyone, and welcome I add my own warm welcome to the Chapel of Trinity College Dublin for this great event.

And I thank Mr Paschal Donohoe T.D., Minister for Public Expenditure and Reform for his address to you.

Trinity is honoured to be involved with the Career LEAP Programme and to be hosting this launch. Like everyone involved in making Career LEAP a success, we in Trinity are delighted with the achievements of the pilot project, which has exceeded expectations in terms of learning and engagement for all participants.

The success of the pilot and the positivity it has generated are very evident today, with this great turn-out from government, academia, business and the local community.

We're here to congratulate those being awarded. All of you, in your different ways, as participants, mentors or trainers, have made LEAP a success. Your talent and commitment is inspiring.

And we're here to further the development of this programme, so that more young people can be helped build their careers, and so that we can embed learning from this pilot into the programme for next year.

[As Carmel has said, and as other speakers will enlarge on] Career LEAP is unique among such programmes because it engages academia, business and the local community, and because it's mutualistic – which is to say that all participants benefit. It's not about one group instructing another. Everyone gains valuable knowledge and everyone's mindset is challenged and changed by participation in this programme.

Let me speak from the Trinity perspective, and Career LEAP's impact on us: in Trinity we have enshrined three missions in our current Strategic Plan:

- First "to encompass a diverse student community and to provide a distinctive education";
- Second "to undertake research at the frontiers of disciplines"; and
- Third, "to fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society"

These three missions are strongly connected: we believe that through ground-breaking research and a distinctive education, we can advance the cause of a just society.

Our Strategic Plan specifies goals to further our missions. These goals include:

- Embedding a culture of volunteering, public service and engagement among staff and students;
- Developing and enhancing the College's relationships with the communities that live alongside us here in Dublin city centre; and
- Engaging the local community with the academic activity of the university.

Career LEAP helps us honour these goals: we're working with neighbouring community and neighbouring businesses; and the programme is built on serious academic research.

In contrast to other community studies, the approach taken in Career LEAP involves the research team in all aspects of the study from inception. And it's the first such study in Ireland to report its findings in international peer reviewed literature and to make its discoveries available to a wider audience.

The serious academic research underpinning this programme is part of what has made it such a success. It has generated a sense of excitement and progress. Certainly for Trinity researchers, but I believe also for business and community participants, there is a sense of being part of something new, innovative, and ground-breaking, which will have application beyond this pilot.

It's wonderful to think that this experiment, tried here in Dublin city, will go further and benefit others.

I congratulate the City of Dublin Education and Training Board, the main funder of the study, and the Department of Children and Youth Affairs. Also the participating businesses and community groups. And Carmel O'Sullivan as the PI on this study, and her team. In Trinity, we're very proud of Carmel and her team, whose research and creativity so enhances this university.

My final congratulations to the business mentors and trainers who are being awarded today, and to the eleven young people who are the focus of the programme. Your willingness to get involved made this study possible; your talent and commitment made it a success.

Thank you.



(L to R) Leon Bannerman; Hassan Hussein; Professor Carmel O'Sullivan, Career LEAP Principal Investigator; Eric Fay; Leon Fay; Paschal Donohoe TD, Minister of Public Expenditure and Reform; Dr Patrick Prendergast, Provost of Trinity College Dublin; Damien Ho, Bibi Rahima, Aisling French, Gavin Hennessy, Carlos Donovan

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24 November 2016

Dublin Institute of Advanced Studies Public Lecture
“The Physics of Climate Change”, by Tim Palmer

Edmund Burke Theatre, Trinity College

Good evening,

Welcome everybody to Trinity for this public lecture with the most interesting title ‘The Physics of Climate Change: What we know and what we are uncertain about’.

Every second year, the Dublin Institute of Advanced Studies holds a public lecture in Trinity - with lectures in UCD on alternate years. The Dublin Institute of Advanced Studies has three constituent schools – in Celtic Studies, Theoretical Physics and Cosmic Physics. If those three seem like an unusual mix, they hearken back to the dual interests of the Institute’s founder, Eamon de Valera, in science and the Irish language.

The Dublin Institute of Advanced Studies was founded in 1940 and modelled on an institute in Princeton. At the time, Ireland didn’t enjoy significant wealth, and some criticised De Valera, then Taoiseach, for using scarce resources for what they saw as an esoteric and unnecessary initiative. But De Valera, who was a mathematician, understood the importance of promoting cutting edge science research. And he wanted to create an institute prestigious enough to attract Erwin Schrödinger to Ireland.

Schrödinger was a Nobel Prize winner, discoverer of the Schrödinger equation for wave mechanics. He had been dismissed from the University of Graz in Austria after the Anschluss in 1938 because of his opposition to Nazism.

While in Dublin, Schrodinger helped establish this institute as a world-class research centre, and in 1943 he gave a public lecture entitled “What is Life?” This has claims to being one of the most significant lectures ever delivered in our capital city: it featured in *Time* magazine and was cited by Doctors Crick and Watson as an inspiration for their unravelling of the structure of DNA.

Every lecture hosted by the Dublin Institute of Advanced Studies recalls this pivotal lecture. In 2013, to celebrate the seventieth anniversary of the lecture, Trinity invited Dr Craig Ventner to give a keynote lecture of the same title: “What is Life?”

Tonight we celebrate De Valera’s vision which has helped put Dublin ‘on the map’ for physics. We note that even in times of austerity, like the early 1940s, it pays to invest in cutting-edge disciplines and research, and it pays to attract world-class minds.

When it's a question of quality and excellence, you do what it takes because excellence breeds excellence and leaves an enduring legacy.

The Dublin Institute of Advanced Studies remains a key Irish research institute which plays a crucial role in disseminating science knowledge to the public, and has partnered with other institutions on important initiatives. For instance, it's one of the partners in the new SFI-funded Centre for Research in Applied Geosciences, or iCrag.

Tonight's lecture is a great example, in itself, of DIAS's interdisciplinary and inter-institutional approach. The lecture is part of a research project between Professor Maria Baghramian of the School of Philosophy in UCD and Professor Luke Drury, our chair tonight, who is Andrews Professor of Astronomy here in Trinity and Director of DIAS's School of Cosmic Physics.

Their interdisciplinary project, called 'When Experts Disagree', is funded by the Irish Research Council. And from this 'expert disagreement' between UCD Philosophy and DIAS Cosmic Physics, we draw the benefit of this seminal lecture by Professor Tim Palmer: *'The Physics of Climate Change: What we Know and What we are Uncertain About'*.

I imagine that Tim Palmer needs little introduction to this audience: he is a Royal Society Research Professor of climate physics at the University of Oxford, and is best known for the application of ideas in chaos theory to weather and climate prediction. He has developed techniques for forecasting variations in the predictability of weather and climate. These techniques are now standard in operational weather and climate prediction around the world, and are central for reliable decision making for many commercial and humanitarian applications.

Professor Palmer's PhD was in general relativity theory at the University of Oxford. As well as Oxford, he has worked at the UK Met Office, the University of Washington and at the European Centre for Medium Range Weather Forecasts in Reading. He has won the top prizes of the European and American Meteorological Societies and the Institute of Physics's Dirac Prize for theoretical physics.

He has contributed to all assessment reports of the Intergovernmental Panel on Climate Change, and has coordinated two EU climate prediction projects. It's a tribute to Professor Palmer to see so many of you here tonight, including distinguished names in Irish research and science. It goes without saying that the expertise of Professor Palmer is ever more critical in the light of recent fears of a possible US departure from the Paris Agreement on Climate Change.

I'll let Professor Palmer address this. On behalf of Trinity College Dublin, allow me to welcome him most warmly, and to congratulate DIAS on

continuing in its great tradition: organising a most timely and fascinating lecture.

Ladies and Gentlemen, Professor Tim Palmer.

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24 November 2016

Launch of 2016/2017 Grattan Scholars Programme

Provost's House, Trinity College

Good evening,

And welcome, all, to the Saloon in the Provost's House to celebrate the fifth year of the Grattan Scholars Programme and to welcome three new Grattan scholars.

This Programme is an initiative of the School of Social Sciences and Philosophy, which combines the departments of Philosophy, Economics, Political Science, and Sociology. These disciplines deal with the political, economic, social, and moral problems which confront us all.

Trinity is committed to serving the public good, and this School is at the forefront of that mission. It's renowned for its public lectures, including this year a Brexit debate in the run-up to the UK vote, as well as the annual Henry Grattan Lecture, which was delivered in May by the former governor of the Central Bank, Patrick Honohan, at the Irish embassy in London.

This is a special year, and month, for the Social Sciences in Trinity: just ten days ago we launched a new research centre, Trinity Research in Social Sciences, which we're calling TRiSS.

Such is the high profile of Social Sciences in Trinity that I'm confident that the new centre will soon be known within College, and outside, by its acronym, just as TBSI is, and CRANN is.

TRiSS will be a flagship institute and a coordinator of our ground-breaking research in multiple disciplines across the faculty of Arts, Humanities, and Social Sciences, including Business, Economics, Education, Law, Psychology, Political Science, Language and Communication Studies and Social Policy and Social Work.

Because of the broad spectrum of social science research in Trinity, and the wide spatial dispersion of researchers across Schools and departments, it was felt that the College needed a single unifying focus for all social science research.

TRiSS provides this focus and it will be the umbrella institute for Trinity's research into global challenges such as migration, poverty, inequality, ethics, gender politics, minority rights, financial globalisation, and conflict resolution.

Our Grattan Scholars will, of course, contribute hugely to TRiSS. This year marks the graduation of our two inaugural Grattan Scholars, Christina Kinghan and Sara Mitchell. I well recall welcoming Christina and Sara to the Programme, back in 2012. It's tremendous that they are now graduating and that from our initial intake of two, we now have fourteen Grattan Scholars in Trinity.

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In naming these scholarships for Henry Grattan, we commemorate Trinity's long, distinguished tradition of research in the social sciences. Grattan is the only Trinity alumnus – and indeed the only Irish politician – and indeed one of the few people in the world - to enjoy the accolade of having a phase of parliamentary history named for him. (I say 'few' but actually I can't think of any others).

'Grattan's parliament' operated, as you know, from 1782 to 1800, just outside these walls - in College Green, in what was then the Irish parliament and is now the Bank of Ireland. It was called after Grattan because it was his oratory and leadership that won legislative independence from Westminster - although this was short-lived because within eighteen years the parliament had voted itself out of existence, despite Grattan's best efforts.

Grattan extended the definition of the political 'nation' to include Catholics. He expressed his views with clarity and passion, after honing his famous oratorical skills in our college debating society, the Hist. He was a superb communicator who took on the big political and social issues of the day. These scholarships are well-named. A fine portrait of him, in the red uniform of an Irish Volunteer, hangs in the Dining Hall.

Our Grattan Scholars typify all that is best in Trinity research and education, the very attributes and commitment that enabled this university to get into LERU, the distinguished League of European Research Universities, just last week.

Speaking after me, Professor Gail McElroy will list some of the achievements of our Grattan Scholars, who have already been recognised and awarded for the quality of their research and teaching. They are a truly international group, hailing from Ireland, Germany, Poland, the USA, India, Ukraine, and France.

Many people within the College have helped greatly with the success of this programme. In particular I'd like to thank Professor John O'Hagan who has been the academic driving force behind the Grattan Scholars programme over the last five years. The programme has benefitted hugely from his vision, enthusiasm and commitment.

The kind of expert research conducted by the Grattan Scholars requires

dedication, skill and resources. To support such essential high quality research in a climate where public funding to universities is dropping, Trinity increasingly relies on innovative funding methods. We've been most fortunate with this programme, which has been established with the generous support of Trinity's alumni and friends, including the UK Trust for TCD and The US Fund.

On behalf of the College, I'd like to thank particularly three supporters who have made the time to be here today:

- Rupert Pennant-Rea,
- Declan Sheehan and
- Annrai O'Toole.

Your support has enabled this programme; we're most grateful.

In the year we're having, in all its revelations about our societies, I don't I think need to stress the importance of studying social sciences. We need to get a more thorough-going understanding of human behaviour and of societal dynamics – and we need to show courage and empathy in searching for solutions to human problems. We look forward to playing our part in Trinity.

And now, to introduce our three newest Grattan scholars, and to tell us a bit more about the programme, I will hand you Professor Gail McElroy, the Head of School of Social Sciences and Philosophy.

Thank you.



Provost Patrick Prendergast (centre) with Grattan Scholars

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29 November 2016

Introduction of the President at the ‘Ideas are not Crimes’ Scholars at Risk (SAR) Network

Trinity Long Room Hub, Trinity College

Good morning,

And welcome everyone to Trinity Long Room Hub Arts and Humanities Research Institute for this important event.

It’s my privilege, on behalf of the College, to welcome, to deliver the opening address, the President of Ireland, Michael D. Higgins.

President Higgins was elected by the people of Ireland in 2011 and has now served six years of his seven-year term as Head of State. He is a poet, author and academic who worked as a University lecturer in political science and sociology in University College Galway before embarking on a political career which saw him elected to both Dáil Eireann and the Seanad.

He was T.D. for Galway West for 25 years, serving as President of the Labour Party for eight of those years, and as a much admired Minister for the Arts, Culture and the Gaeltacht for four of them.

We welcome him today with the honour due to his office, and also as a noted campaigner for human rights. He has written of conflict and advocated for human rights in many parts of the world, including in Nicaragua, Chile, Cambodia, El Salvador, Iraq and Somalia. In recognition of his work for peace with justice, he became the first recipient of the Seán MacBride Peace Prize of the International Peace Bureau in Helsinki in 1992. This prize is awarded annually to a person or organisation that has done outstanding work for peace, disarmament and/or human rights.

On the issues under discussion today – academic freedom, university values and the alarming increase in dangers facing scholars – his is a voice that must be listened to, and heeded.

Ladies and Gentlemen, please welcome the President of Ireland, An t-Uachtaráin, Michael D. Higgins.

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30th November 2016

Launch: *Frozen in Time, the Fagel Collection in the Library of TCD*

The Long Room, Trinity College

Chancellor, Pro-Chancellor, Colleagues, Distinguished Guests, Ladies and Gentlemen,

Welcome to the Long Room in Trinity College Dublin for the launch of this wonderful book.

The whole story of the Fagel Collection – how it was amassed, how it left the Netherlands, how it came to Trinity, how it’s been used and catalogued over the past two hundred years – is of huge and absorbing interest.

Many of the essays in this book deal with the Dutch Golden Age, the revolutionary period in Europe, the modernising drive in Trinity, and the other circumstances around the collection and its arrival in Ireland.

What comes across, very strongly, is just what an extraordinary acquisition this was. How did Trinity College Dublin come to acquire one of the most important private libraries in Europe?

I’ll leave this to Professor Tim Jackson, the book’s editor, and Andrew Pettegree to tell you more. Let me just say, on behalf of the university, we owe a huge debt of gratitude to Trinity’s Librarian at the time, Dr Jacky Barrett, whom, Charles Benson tells us in the introduction, “was possessed of considerable vision and energy”. By adding the 20,000 volumes of the Fagel Collection to the Library, he increased its stock by a massive 40 percent!

We also owe a debt to the governors of the Erasmus Smith schools in Ireland for their decision to use “surplus money belonging to the charity to purchase the collection for Trinity College”, particularly to one of the governors, John Foster, Speaker of the Irish House of Commons and a Trinity graduate, who conveyed the offer of the collection to Fagel.

Thanks to their decisive action, Trinity has this remarkable collection of books, maps, pamphlets - “the riches of Dutch, French, and English publications on politics, religion, economics, and the sciences, including natural history and travel” as William A. Kelly describes it in his essay.

This Collection had a strong, definable identity within the Library from the start. We know this because of a famous description which the Young Irelander, John Mitchel, gave of his first sight of the eccentric poet, James Clarence Mangan, who was employed in this Library as an assistant in the 1840s. Let me read this description:

The first time the present biographer saw Clarence Mangan, it was in this wise – Being in [Trinity] College library, and having occasion for a book in that gloomy apartment of the institution called the ‘Fagel Library’, which is in the innermost recess of the stately building, an acquaintance pointed out to me a man perched on the top of the ladder, with the whispered information that the man was Clarence Mangan. It was an un-earthly and ghostly figure, in a brown garment; the same garment (to all appearance) which lasted till the day of his death. The blanched hair was totally unkempt; the corpse-like features still as marble; a large book was in his arms, and all his soul was in the book.

This description lets us know that the so-called Fagel Library was familiar to mid-19th century Dubliners.

But hundred years later, in 1957, the distinguished Dutch Librarian, Leendert Brummel, was writing of the Fagel Collection: ‘So completely has it vanished, that it is hardly known that the library of Trinity College houses this collection.’

We are rectifying this situation. Recent initiatives to catalogue, contextualise and publicise the collection include

- the work being done on the Fagel Map Collection by Micheál Ó Siochrá and his group,
- the recent scoping exercise on the whole Collection carried out by Ingmar Vroomen,
- the recent work on the pamphlets by Andrew Pettegree and Arthur Der Weduwen – and of course
- this book that we launch today.

I congratulate the editor, the contributors, and the publisher, Lilliput, on this really handsome, informative and attractive book, which will do much to bring the Fagel Collection to the attention of a wider scholarly and bibliophile public. I thank the Long Room Hub, Trinity Alumni and Development and the embassies of the Netherlands and of Belgium for their generous support. I’m delighted that the connection with the Netherlands and Belgium remains strong.

* * *

With unique collections come responsibilities – responsibilities for the preservation of rare material, and for ensuring accessibility through cataloguing and digitization, and for promoting study through scholarships and fellowships. No-one underestimates these challenges in the current funding climate.

Here in this volume we see the commitment of scholars to establishing evidence of the collection’s importance.

It's vital that support for further investigation into the Fagel Collection endures, so that the many resources that lie within it continue to be uncovered.

Thank you.

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02 December 2016

Introduction of Professor Ian Robertson's *Festschrift* speech

Lloyd Building, Trinity College

Good afternoon,

It's great to be here with you today, and I thank the organisers, Ruth Byrne, Redmond O'Connell and Paul Dockree, for giving me this chance to welcome visiting speakers on behalf of the College, and for enabling me to recognise Ian's enormous contribution to Trinity.

This *Festschrift* has showcased the wide range and importance of Ian's research, and it's been wonderful to welcome speakers from ten institutions across four countries and two continents. This geographical spread gets across the global impact of Ian's research.

And now we look forward to one of the highlights of the *Festschrift*, Ian's own talk, which has the wonderful title of 'The Love Song of J Alfred Righthemisphere'. Ahead of this, I'd like to take a moment to evaluate what Ian has achieved for Trinity and for his discipline.

Ian's arrival in Trinity seventeen years ago, in 1999, was suitably momentous. He came to us from the Cambridge MRC Cognition and Brain Sciences Unit – you've heard from two speakers from this Unit yesterday and today – and on his arrival here he brought in, with Shane O'Mara, the 28 million grant euro that allowed the creation of the Trinity Institute of Neuroscience, including the Lloyd building where we are today.

The Institute of Neuroscience brings together about 50 academics from various schools across all three faculties - including psychology, psychiatry, physiology, genetics, biochemistry and computer science, working on the brain, 'from molecules to mind'. It's among the most interdisciplinary of Trinity's institutes, being cross-faculty as well as cross-disciplinary, and it is Ireland's only dedicated institute of neuroscience.

Ian was outstanding as the Institute's first director, helping to establish it nationally and globally. He was also, and concurrently, Head of School in Psychology for the first five years when he came to Trinity, and for the last three years – so he spent eight of his seventeen years here as Head of School. And has been instrumental in shaping the School's direction in this new millennium.

Since his arrival, the School has doubled in size in academic staff – and this at a time of austerity and cutbacks. It now counts about 25 academic staff

and twenty post-docs with core strengths in cognitive neuroscience, and in developmental psychology and health psychology research.

Ian is the first psychologist in Ireland to be elected a member of the Royal Irish Academy, and during his time in Trinity he has been at the forefront of research in his field, securing major research grants and publishing in leading international journals.

His three books published while in Trinity - *The Mind's Eye* in 2003, *The Winner Effect* in 2013, and *The Stress Test* just this year – have enjoyed great success, not only in peer-reviewed journals but in mainstream reviews. The Booker prize winner, DBC Pierre, wrote of *The Stress Test* that “it has all the rewards of a good novel”, while the psychologist and bestselling author, Oliver James, lauded the “compelling stories combined with cutting edge science” in *The Winner Effect*.

All academics seek that sweet spot of peer review and public interest but not all achieve it. Ian deserves his acclaim because he has always sought to communicate to a wide audience. In his seventeen years in Dublin he has been the public face of psychology in Ireland and elsewhere, engaging with outreach, mounting exhibitions in the Science Gallery, and appearing frequently on radio – always seeking to share his research, and to bring to the fore questions which touch all of us at some stage of our lives, questions on human mind and behaviour, on attention and memory, on brain injury and rehabilitation.

As universities look to increasingly engage society in their research and as they become global competitors for great talent, academics are increasingly being asked to extend their skills beyond the traditional requirements in research and teaching.

Today's academics have to develop skills like entrepreneurship, founding campus companies and linking with industry, and organising international conferences, and managing boards, and strategizing on the university's direction, and competing for research grants, and establishing international research collaborations, and engaging in outreach.

Ian exemplifies this new breed of academic. Indeed, he makes it all look easy, which it isn't. So it will come as no surprise to learn that as well as all the achievements I've mentioned, he also served as Trinity's Dean of Research between 2004 and 2007. In this capacity, he emphasized Trinity's interdisciplinarity as a way we could punch above our research weight, and he championed the strategic plan then under development.

He was instrumental in putting this university on the research path that has led to recognised excellence, including last month, selection for the prestigious League of European Research Universities, LERU.

Shaping Trinity's research direction also involved linking up with industry. Ian is currently a lead PI on the TCIN-GlaxoSmithKlein Neurodegeneration Programme, and on the Technology Research for Independent Living programme, which brings together Intel personnel with researchers from Irish universities and hospitals to develop technologies to enhance health and independence for older people.

Now he is retiring from the School of Psychology. His parting achievement is remarkable: last year he secured, with Brian Lawlor, €138 million euro from Atlantic Philanthropies to establish the Global Brain Health Institute, the GBHI, as a joint initiative between Trinity and the University of California, San Francisco.

The GBHI will help to tackle the looming dementia epidemic and to improve care worldwide.

Trinity's share of the grant is the biggest philanthropic gift in Irish state history. Ian was instrumental in this. And we're delighted that he will be maintaining his link with Trinity since he will be continuing to work as co-Director of the GBHI, here in the Institute of Neuroscience.

Academics of Ian's distinction and attainment and energy don't exactly retire any more. Instead of signifying retirement 'festschrift' should mark the move to the next phase. We know that Ian will remain as active and engaged and as hellbent on discovery as he has always been. On behalf of Trinity, it's my pleasure to thank him most warmly for his almost two decades of tireless, dynamic work on behalf of the College. He is a shining light and a role model for all.

And now I won't keep you any longer from the man himself. Ladies and Gentlemen, to speak on 'The Love Song of J Alfred Righthemisphere', please welcome Professor Ian Robertson.



Ian Robertson singing at the end of his lecture, courtesy of the Provost!

* * *

09 December 2016

Winter Commencements Dinner

The 1592, Trinity College

Chancellor, Pro-Chancellor, Visitor to the College, Distinguished Guests,
Honorary Graduates,

Today we have paid tribute to four exceptional individuals by bestowing on them our highest honours.

It's among the privileges of universities that we have this formal, traditional, and recognised means of rewarding achievement. Since the Middle Ages, universities have granted degrees '*honoris causa*' on individuals anywhere in the world who are judged of merit. And in this university only a few exceptional individuals are honoured annually.

Granting these honours reminds us that a university's primary purpose is to enhance the public good by educating the thinkers, doers, artists, and reformers that society needs, as well as yielding the research which improves our way of being in the world.

We welcome these four distinguished individuals, each a champion in his or her field, to the Trinity community – a community which goes from strength to strength.

* * *

This has been a significant few months for this College – just a few weeks ago we received the great news that we've been invited to join the League of European Research Universities, or LERU. This is wonderful recognition of the quality of the research being carried out here, and I'd like to thank all staff, postgrads, and postdocs for their contribution.

In the last few months we have also ramped up our preparations for Trinity's first ever Philanthropic Campaign. As this country's leading university, we can make a strong case for philanthropic support.

Through the Philanthropic Campaign, we will undertake major capital projects; we will invest in people; and we will secure the future of our world-famous Library. I look forward to bringing you more news of the Campaign as it evolves.

The Campaign is for all Trinity, the whole university in all its multidisciplinarity. The four individuals whom we honour today represent themselves a range of disciplines. Between them, our four honorees have illuminated the fields of engineering, business, film, education, political

science, and nursing and midwifery.

Ladies and Gentlemen, it's my pleasure now to say few words about each of our four new honorary graduates.

* * *

ERIC KINSELLA is an electrical engineer and a graduate member of the Institution of Electrical Engineers in London. A Trinity graduate, he holds an MSc from this University. He joined the Jones Group plc and, in 1992, led a management buy-out. He subsequently founded Jones Engineering Group Ltd, where he is majority shareholder and executive chairman. This Group, based in Dublin, provides mechanical, electrical and instrumentation solutions for clients throughout Europe and the Middle East and has so far worked on over 3,000 projects with a value in excess of €10 billion. The Jones Engineering Group prides itself on the quality of their employees, and investment in people has been one of the keys to the success of the company. The company has won awards at the Skills Olympics on two separate occasions.

Eric Kinsella is among the most generous and committed of Trinity's alumni. A member of the Provost's Council, he is listed on Trinity's "Benefactors through the Centuries" Roll of Honour. Two years ago, together with his wife, Barbara, he opened a 24 hour student study space, the Kinsella Hall, in the Ussher Library, which enables 'marathon' research and study periods. At the same time he endowed scholarships for Trinity engineers, which will have a significant impact on the education of engineering leaders in Ireland and elsewhere.

He is a role model for our students in both terms of engineering success, and of civic and social responsibility.

Ladies and Gentlemen, Dr Eric Kinsella.

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DAVID PUTTNAM produced some of the world's best-loved films, which have won ten Oscars, 25 Baftas and the Palme d'Or at Cannes. These films, which include *Chariots of Fire*, *Bugsy Malone*, *Midnight Express*, *The Killing Fields* and *The Mission*, are often tales of triumph over adversity and are notable for their wonderful musical scores.

Lord Puttnam was awarded a C.B.E. in 1983, a knighthood in 1995, and was appointed to the House of Lords in 1997. In 2006 he was made Commander des Arts et des Lettres in France. He retired from film production in 1998 to focus on public policy work relating to education, the environment, and the creative and communications industries. He was founding Chair of NESTA, the National Endowment for Science, Technology and the Arts, and of the UK

National Teaching Awards and the UK General Teaching Council. He is a former Chancellor of two universities: the University of Sunderland and The Open University. He is currently an Ambassador for UNICEF and the World Wildlife Fund.

Having made his home in West Cork, Lord Puttnam has been of huge service to this country. He is the chair of Atticus Education and adjunct professor of Film Studies and Digital Humanities at University College Cork. Renowned for his pioneering work in education and technology, he currently acts as Ireland's Digital Champion. In Trinity we owe him a particular debt - as an advisor to the Trinity Access 21 project, he has promoted the project at the highest levels, nationally and internationally. His contribution to developing access to learning has been immense.

Ladies and Gentlemen, Dr David Puttnam.

* * *

LOUISE RICHARDSON is world renowned as an expert on terrorism and counter-terrorism, and as an educationalist. On 1 January 2016 she became Vice-Chancellor of the University of Oxford; previously she was Principal and Vice-Chancellor of the University of St Andrews, during which time she served on Scotland's Council of Economic Advisers.

A native of Tramore, she studied history here in Trinity before gaining her PhD at Harvard University where she spent twenty years on the faculty of the Harvard Government Department and latterly as Executive Dean of the Radcliffe Institute for Advanced Study.

She has published extensively – the *New York Times* described her book *What Terrorists Want* as “the essential primer on terrorism and how to tackle it”. The importance of this research in today's world and her distinction as the first woman to lead St Andrews and Oxford have seen her take on a strong public role. She has addressed policy makers, the military, intelligence, and business communities on terrorism and counter-terrorism, and has testified before the United States Senate. Her awards include the Sumner Prize for work towards the prevention of war and the establishment of universal peace.

In 2016 she was elected to the Academy of Social Sciences in the UK, and to the American Academy of Arts and Sciences. She currently serves on the boards of the Carnegie Corporation of New York, the Booker Prize Foundation, and numerous other charities.

In Trinity, we're extremely proud of her achievements, and appreciative of her continued support and interest in our college initiatives.
Ladies and Gentlemen, Dr Louise Richardson

* * *

DAME PETA TAAFFE is one of Ireland's leading and most influential midwives and nurses, and is a pioneer in bringing better midwifery and maternal and child care to Bethlehem and the West Bank.

As the first Chief Nursing Officer with the Department of Health, from 1997 to 2001, arguably the most influential nursing post in the country, she had a transformative influence on the nursing and midwifery professions in Ireland, including the policy decision to introduce degree entry education to nursing and midwifery. In particular, in her role as Director of Nursing in St James' Hospital, she promoted the introduction of the four-year BSc degree for nursing in this University, and pioneered the introduction of the first Advanced Nurse Practitioner role in Ireland in the Emergency Department.

She is on the board of trustees of the Holy Family Hospital Bethlehem, which is funded by the Order of Malta. This hospital has transformed services for pregnant women in Bethlehem and across the entire West Bank. Peta Taaffe's involvement has led to the establishment of a direct entry degree in midwifery in Bethlehem University, which has been crucial in addressing the previously chronic shortage of midwives. She has been awarded the Dame Grand Cross of Honour and Devotion of the Order of Malta and was the elected Hospitaller until 2013.

In Trinity, we owe her a great debt for her role in establishing what is one of our most flourishing and successful Schools. Her work, nationally and internationally, has been transformative for women and neonatal care.

Ladies and Gentlemen, Dame Peta Taaffe.

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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. I congratulate each and every one of our distinguished and distinctive new honorary graduates. We are privileged to have you join the roll of Honorary Doctors of the University of Dublin.

Before I call on Louise Richardson to respond. The first Toast of the evening will be to the Honorary Graduates so I would ask all except the honorary graduates please rise:

To the Honorary Graduates.

I now invite Professor Louise Richardson to reply.



Back Row (L to R) Dr Eric Kinsella, Provost Patrick Prendergast, Lord David Putnam; Front Row (L to R) Dame Peta Taaffe, Chancellor Mary Robinson, and Dr Louise Richardson

* * *

13 December 2016

European Research Council (ERC) Starting Grant applicants' breakfast

O'Reilly Building, Trinity College

- Welcome. Delighted to see everyone here for the ERC Starting Grant applicants' breakfast. Thank you all for coming. I'm personally delighted to have this opportunity to meet the ERC applicants, hailing from nine Schools and from all three faculties. I want to thank you for applying. A huge amount of work goes into an application, I know. Trinity is most appreciative.
- The European Research Council provides some of the most attractive research funding in the world, and funds frontier research that is the pillar of future discovery and innovation across Europe. Trinity places a strong emphasis on the ERC to fund our research, and to attract the best minds into the university to lead its future development. The ERC plays, and will continue to play, a significant role in helping Trinity reach its target drawn down of €125 million over the lifetime of the Horizon 2020 funding programme.
- Trinity has a strong record in the ERC. Since the start of the ERC in 2007 we have been awarded 32 ERC PI grants. Total income to Trinity since 2007 is almost €50 million. We currently hold 22 active ERC grants worth almost €30 million. Over the past two years Trinity has won some 50 percent of the ERC grants in Ireland, and as an institution we have a success rate double that of the EU average (*approx. 25% for TCD compared to approx. 12% for EU*).

Since the start of Horizon 2020 Trinity has won 16 ERC PI awards, and we have a target of 35 awards over the lifetime of Horizon 2020.

- Reaching this ambitious target is dependent, of course, on the excellence and commitment of researchers; from seasoned ERC grant winners - such as Valeria Nicosi, a five-times ERC winner – down to the Starting Grant applicants here today who are setting out on their ERC journey.
- The College is very grateful for your commitment and we will do everything we can to help you. I thank the staff in the Research Development Office, who have already worked closely with the applicants, as well staff in the Contracts Office and Financial Services Division who will work with researchers if and when your proposals are successfully funded. Staff from all these offices are here today ...

- We wanted to give you all this opportunity to meet ahead of, hopefully, working together when the grants come through.
- In conclusion, I thank everyone for their commitment and you're all very welcome to the first ERC Starting Grant Breakfast. We hope to make this an annual event, because the ERC is absolutely crucial to our success as a university. Last month, as you know, we got the great news that Trinity is invited to join the League of European Research Universities (LERU). We are now one of only 23 universities in LERU. That's down, in great part, to our success in the ERC which, with your help, we will consolidate and build on.
- It's now my pleasure to invite John Boland, Dean of Research to address you further.

* * *

13 December 2016

Dublin Chamber Council Christmas Reception

Saloon, Provost's House, Trinity College

Good evening,

Welcome, all, to the Saloon in the Provost's House at number one Grafton Street. It's great to see you here. I'm delighted to be hosting this Christmas reception for the Chamber.

Here, on the wall, are some of the 'guardians' of the College, if you like. This is, of course, Elizabeth the First, who granted a charter for this university to be founded in 1592. She was petitioned to do this by a cross-section of influential citizens – the 16th century versions of yourselves, who understood, as we do, the crucial importance to the city of founding a university.



And this portrait here is Provost Francis Andrews who built the Provost's House in 1759. Apparently the initial intention was to build student rooms,

but he decided to use the money to build this house instead – which he got away with because it's probably the finest example of Early Georgian architecture in Dublin. We're very glad, now, to have it for receptions like this.



So, we come to the end of a momentous year in Dublin, Ireland, and the world. So momentous, indeed, that the national upset at the beginning of the year – a hung Dáil – has now receded in memory against the much larger perturbations from the UK and the US.

In Trinity, as with the rest of Dublin Chambers' council members, we are sizing up for Brexit – which is not easy as none of us really have any idea what shape it will take. But certainly Trinity will be directly affected.

Catherine Day, the former secretary general of the European Commission, put it well when she was addressing members of the Oireachtas on Friday*.

* <http://www.irishexaminer.com/ireland/brexit-may-hit-college-funding-434422.html>

She said that Brexit may make things tougher for Irish universities because “the pressure on the UK to be competitive will be much more, and that will make them more aggressive”.

She agrees that “Brexit presents a major opportunity to market Ireland as the only English-speaking destination for non-EU students, but we need to be able to assure investors of the quality of our graduates”.

This comes back, of course, to the ranking of our universities, an issue also picked up by Adrian Weckler in the Sunday Independent*, who noted that multinationals are “irrevocably attached to countries with good universities”. They need to be where “the best emerging brains are”. He calls on policy-makers to prioritise “an ambitious third-level ecosystem”.

That’s certainly crucial for Dublin and Ireland. In Trinity, we’re highly ambitious and our success has been striking, particularly within the context of the unsatisfactory and as yet unresolved funding situation.

You may have heard that this year, for the second year running, Pitchbook - the private equity and venture capital-focused research firm - placed Trinity as Europe’s best university for educating entrepreneurs. We are the only university in Europe to be counted among the world’s top 50 when it comes to educating graduates who create companies that secure first-round venture capital funding.

This spectacular achievement comes as a result of targeted initiatives for staff and students, such as LaunchBox, aimed at boosting undergraduate entrepreneurship, and the Atlantic Bridge Fund, launched this year to invest in early stage companies emerging from third-level research.

We will build further on this success through our new flagship Trinity Business School, which will open shortly, transforming that part of Pearse Street, putting us on the map for business education, and driving economic growth in Dublin and Ireland. A successful city needs world-class business schools – and I use the plural, there is plenty of room for two in a world of borderless higher education.

In Trinity we want to be able to consolidate and augment all our initiatives in education and research. We know that we can count on your support, as you can count on ours. As members of Dublin Chamber, we all have the same aim - to drive growth in Dublin and Ireland - and I think we’re all in agreement on how this is best done - investment in people, ideas, and innovation.

We look forward to working with you to confront the challenges and maximise the opportunities ahead.

* <http://www.independent.ie/business/irish/the-sting-of-irish-colleges-mediocrity-35283929.html>

Thank you, and a very Merry Christmas.

And now the President of Dublin Chamber, and a Trinity graduate, Mr Derry Gray.

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15 December 2016

Corporate Services Division – the 2016 Journey and into the Future

The Atrium, Trinity College

Thank you, Geraldine,

And it's great to be here. The corporate services division, or CSD, is the backbone of the university – or, a better medical analogy perhaps, it's the central nervous system. It integrates and coordinates the activity of the whole university. As staff and students, we are all reliant on a high-functioning CSD. We could not operate without it, and we have got a very strong sense of that today the contribution of the team leaders.

Adrian, Tony, David, Paul, Alison, Kate and John have taken us through achievements and initiatives in: commercial revenue, diversity and inclusion, capital projects, estates and facilities, student services, human resources, and IT services.

Collectively they have given us a sense of the essential supports sustaining Trinity, enabling its smooth running, and constantly seeking to enhance and improve – aiming for instance, at:

- a better gender balance,
- more student mentors,
- a reduction in energy consumption,
- a tobacco-free campus,
- better disability access,
- more commercial revenue,
- digital transformation

All this is drawing on best international practice.

We can be extremely proud of the many achievements of the CSD, and of the awards which recognise these achievements – such as Athena SWAN, An Taisce's Green Flag, the Workplace Equality Index Award – as mentioned by the Team Leaders.

Such national and international awards are hugely important. They send out a clear message of our priorities and our willingness to take action to deliver on these priorities. For excellent students and staff looking to take the decision of where to bring their talents, such awards may well be decisive.

Of course, the work of the CSD goes well beyond specific awards, and some of the most important work is not such as attracts awarding bodies.

But at every stage of the college day, from logging on, to using the pool, to

admiring the trees, to picking up a child from the nursery, to liaising with colleagues – at all stages, we're reminded of the essential work that enables this college to run so well.

And in my mid-term address last month, I made special mention of the CRU, the commercial revenue unit, because the huge increase in profits is funding our academic mission. In the current funding climate, this has been life-saving – and that's not putting it too strongly.

So, on behalf of everyone, I would like to thank and congratulate the whole team, and all involved. Your achievements are necessary, significant and inspiring.

I thank Geraldine, our Chief Operating Officer, who is showing wonderful leadership. I have been very impressed by the Statement of Strategy, which is directly aligned with Trinity's strategic goals, and which has been clear and concrete about expected outcomes.

The approach, so evident today, of involving the whole Trinity community – staff and students – in improving all the domains of CSD is the right one. This sense of collegiality goes back to the university's earliest and best traditions. We are indeed all a team, and all in this together. As a beneficiary of our excellent CSD strategy, I'm grateful. As a participant and user of these services, I look forward to working towards continued enhancement and betterment.

Thank you.

* * *

21 December 2016

Alumni Homecoming 2016

Dining Hall, Trinity College

Alumni and Friends,

Welcome back to Trinity - from all corners of the world where you've travelled from.

We're delighted to see you here at this evocative time, when the Christmas Tree is installed in Front Square, and carols are sung in the chapel at candle-light, as they have been for hundreds of years.

All round the country, families and communities are welcoming home friends and relatives. In Trinity, alumni are family. This makes our family very large – over 110,000 at last count, too many to assemble in one place.

This evening we welcome a number of different alumni groups - in particular, the Class of 91, Natural Sciences and the Class of 96, Dentistry. And we're delighted to be joined by members of the Connaughton-Deeny Family, because on 11th November five members of this family were awarded Masters Degrees in the same Commencements ceremony, a unique achievement in Trinity's history!

It's been my pleasure to have attended, this year, alumni dinners and receptions all round the world – in

- San Francisco,
- LA,
- Sao Paolo,
- New York,
- Seoul,
- Tokyo,
- London,
- Beijing, and
- Shanghai

Just naming these cities gives some idea of Trinity's reach. We now have over 108 volunteer alumni groups around the world, including over 75 branches.

It's always a pleasure to meet with Trinity graduates, wherever I am. This annual Homecoming party is particularly special, and I know how important it is for all of you to reconnect with each other, back on campus - I recall myself coming back to Trinity from stints abroad at just this time of year.

* * *

The relationship between graduates and the alma mater is lifelong. Trinity could not function in the way it does, and could not enjoy the global reputation that it does, without the remarkable support of our alumni.

You help the College in so many ways:

- By attending events like this one;
- By donating to support projects like the Trinity Access Programme, cancer research, and the new Trinity School of Business;
- And by acting as mentors to our students; as patrons to our clubs and societies; and as organisers of alumni branches and affinity groups like Trinity Business Alumni and Dublin University Women Graduates Association.

We're immensely grateful for your willingness to give of your time, expertise, and financial support. I know that you do this from love of Trinity, from warm memories of your student days here, and from pride at belonging to a world-class university, which goes from strength to strength.

It's been, as ever, a busy and successful year for the College. I won't go into all our activities – we'd be here all night – but if you're interested, do take a look at the Provost's Annual Review, which is now online, as well as in hard-copy. It lays out, very attractively, some of the key activities of the past year in education, research, innovation, entrepreneurship, access, global relations, and public engagement – all those areas which are intrinsic to our mission.

This year we're in celebratory mood because, as you may have heard, last month we became the 22nd member of LERU, the League of European Research Universities, a prestigious network which includes the universities of Zurich, Oxford, Heidelberg, Helsinki, Paris-Sud, Cambridge, and others.

We're now part of a network:

- whose total research budget exceeds 5 billion euro;
- which is a key advocate for the promotion of basic research, and a key influencer of European research policy; and
- which counts 230 Nobel Prize winners and Field Medalists among its staff and graduates, including of course Trinity's newest Nobel for medicine, William C. Campbell whose award ceremony in Sweden I was privileged to attend.

Membership of LERU confirms our leadership in research. And when it comes to access programmes and combatting disadvantage, we're also in a leadership position. Some of you may have seen the *Economist* article earlier this month about how the Trinity Access Programme, TAP, is collaborating with an Oxford College, Lady Margaret Hall, to bring the TAP Foundation Year to Oxford.

In this year, which has left many concerned that liberal values like tolerance,

cooperation, and inclusivity are under threat, the issue of educational access has become ever more important. To function well, democracies must nourish citizens who feel 'buy-in' to the state and have confidence that their potential will be realised and their talents developed.

We're proud to be a template for success in access, and we're grateful to our alumni who, over the years, have been significant supporters of TAP – who have sought to share with others the immense opportunity of a Trinity Education.

This is an exciting time for Trinity. I encourage you all to stay in touch and get involved and be part of the next phase.

Let me conclude by thanking you all for being here tonight, and wishing everyone a Merry Christmas, and a happy and healthy 2017.



Provost speaking at the Christmas Alumni homecoming in the Dining Hall

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12 January 2017

CDIO European Regional Meeting 2017

Dining Hall, Trinity College

Good evening,

I won't disturb you long but I wanted to take this opportunity to welcome you all formally to Trinity College Dublin. Some of you I met earlier when I participated in the afternoon panel discussion; others I look forward to meeting tonight. You're all most welcome. Trinity is delighted to be hosting this conference and to be welcoming speakers and participants from all round Europe, and from the United States.

As you know, the CDIO network exists to promote a design-led philosophy of engineering/technology education. This year it celebrates its 13th anniversary and from an original four schools of engineering, the CDIO initiative has been adopted by well over 100 schools worldwide, within aerospace, applied physics, electrical engineering and mechanical engineering.

As an organization, CDIO is hugely impactful. Through conferences, courses, seminars, publications and workshops, CDIO constantly advances its mission and supports curriculum training in participating members with a constant focus on gearing engineering education to real-world problems and developing skills through teamwork and active and experiential learning.

As an engineer myself, I'm delighted with CDIO's success. Engineers are solutions-oriented – that's how we define ourselves. And that means being open to new ways of doing things and to learning from other disciplines – just as CDIO preaches.

If you opened the Irish Times today, you might have seen glowing reports of an engineering project addressing real-world problems. As part of the EU's Horizon 2020 fund for 5G technology, a research team here in Trinity has been awarded over half a million euro to explore ways of achieving faster wireless internet speeds. The team is led by Professor Luiz Da Silva, Professor of Telecommunications at our school of engineering and principal investigator at CONNECT, a multi-institute research centre headquartered here in Trinity.

The project will support the EU's ambitious connectivity plan which aims to offer download speeds of at least 100 Mbps to all households and make 5G commercially available in all EU Countries by 2020. As Luiz has said, faster speeds are essential to meet the growing popularity of internet television and on-demand video. This project is allowing his team – which includes PhDs and post-docs – to test experimentally ideas which they have previously

examined with theoretical simulations.

The project is illustrative of our general approach here in Trinity, which is about bringing researchers together in cross-disciplinary teams to focus on real-world problems. This year, for instance, we secured €6 million in Horizon 2020 funding for a new postdoctoral programme, EDGE, which will support research at the interface of three strategically important areas of ICT: advanced materials, telecommunications networks and digital content technology. EDGE will attract leading ICT researchers to Ireland and will provide excellent cross-disciplinary training to all involved. In turn this will strengthen Ireland's and Europe's ability to create high-quality jobs.

For centuries now, engineers have been at the forefront of job creation and societal improvement, from civil engineering in the 19th century to bioengineering in the 21st. Our profession has remained relevant and forward-thinking thanks to our focus on real-world demands.

Today that focus is strengthened by a new urgency around the environment and sustainability. Climate change, species eradication, population growth, water shortages, energy provision - these are issues that have emerged across the globe, at scale, and cannot be solved by a single discipline or within a single country.

We recognise the vital role that engineers will play in finding solutions. Our rationale as engineers is to find new ways to confront problems. We - and even more so, our students - are at the forefront of addressing great global challenges.

In Trinity, as many here are aware, we're planning to open, in the next few years, a new institute - E3, the Engineering, Energy, and Environment Institute.

E3 will be a major engagement between Engineering and Natural Sciences, and will draw in Computer Science and Business, as well as our research institutes in nanotechnology, material sciences and biomedical sciences. It will link with our many partners in industry and social enterprise.

With E3 we're trying something radical - to alter the way we, as humans, interact with the planet. Can we direct our technologies to sustain, rather than deplete, our natural capital? Can we create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the good of life on earth?

E3's aims are not modest! Because of this, it is currently Trinity's most exciting initiative - not only for the faculty of science and engineering, but for the whole university.

E3 was born out of the same proactive, solutions-orientated mindset as CDIO, and out of the same commitment to the next generation. We commit to help our students develop their vast potential – so that they can build brilliant careers for themselves, create jobs and opportunities, and work together to safeguard our futures.

Let us do all we can to achieve this.

Thank you.

* * *

24 January 2017

TCD SU Council

TBSI Stanley Quek Theatre, Trinity College

Good evening,

It's a pleasure to be here and thank you for inviting me. Meetings and contact like this are essential for the success of the university. Of course, we do have student representation on the College Board, which meets monthly, but it's important to go beyond this and to find other opportunities for us to discuss, frankly, how to best advance the interests of all in the university.

So I'm delighted to have this opportunity of meeting class reps and other students, and the chance to thank you for your dedication to this university and to improving the student experience. I understand you'll have a lot of questions to put to me – as I have to you – and I look forward to our discussion. Let me just kick off by setting out what I feel are the substantive issues for 2017.

* * *

Ours is a multi-faceted, multi-disciplinary university, so of course there are many diverse issues which concern us – for example

- studying abroad,
- fossil fuel divestment,
- the Green campus,
- a smoke-free campus,
- DUCAC and CSC,
- LaunchBox,
- the Tutor system,
- TAP,
- student residences.....

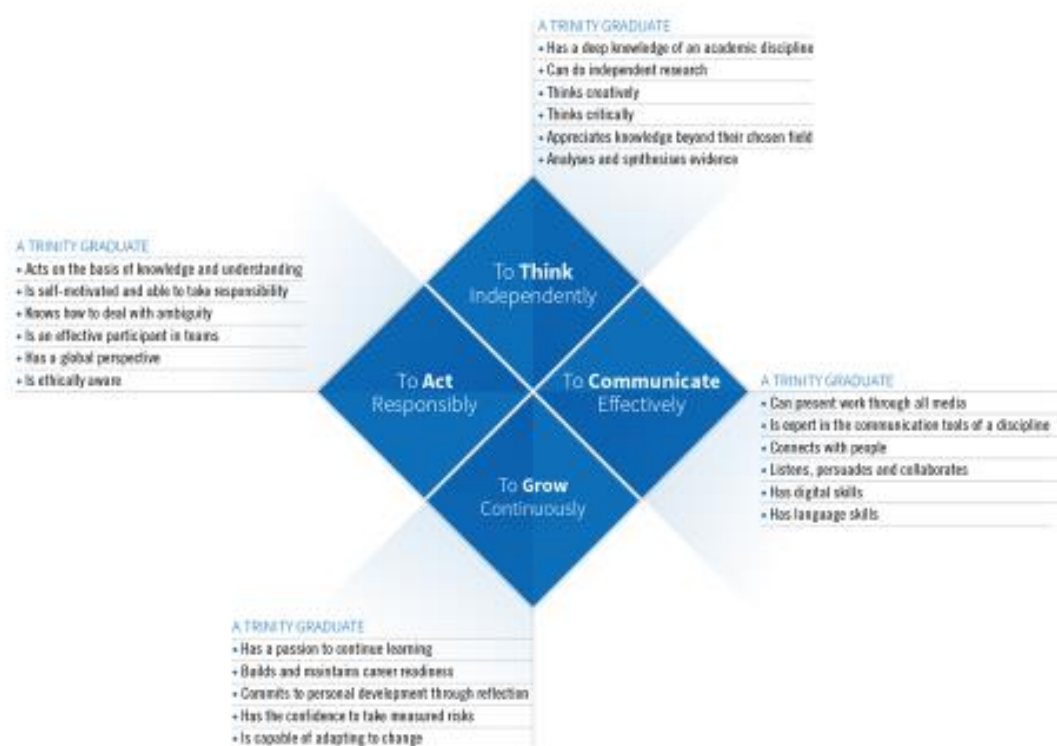
I'm sure some, or all, of these will be raised in our discussion today, but let's start off by painting the bigger picture - looking at those issues which are going to affect each and every student in Trinity, regardless of what they're studying.

This is a good time to be meeting because the **Trinity Education Project** is now well underway.

You will, I hope, have heard something about this. It's an ambitious university-wide project to renew and refresh the undergraduate curriculum. It's about building on our traditional pedagogical strengths and ensuring that we're adapting appropriately to changes in higher education and in the workplace and society.

Developments - like the internationalization of higher education and associated student mobility through exchanges, semesterization, improved modes of assessment and assessment-as-learning, blended learning, and the digital workplace - mean that the education we offer also has to develop. We want to equip you to manage complex challenges in an ever-changing environment – that means adapting both the curriculum and your learning outside the classroom.

After consultations, evaluations of existing programmes, and research into the best programmes internationally, the Trinity Education Project has agreed a set of graduate attributes which will shape the kind of education we offer. These attributes are centred round four core pillars – here they are on a diagram:



- To think independently
- To communicate effectively
- To develop continuously
- To act responsibly

We look forward to embedding these attributes through academic and co- and extra-curricular activities. You will learn through more diverse styles of assessment, and greater flexibility in combining subjects and changing pathways, with continued emphasis on depth in disciplinary knowledge.

The successful delivery of the Trinity Education Project will take until next year. It will be overseen by a number of working groups, with representation from across the College community, including of course from students, who have been instrumental in shaping the Project from the start.

This is one of our central College initiatives. I appreciate that it may seem somewhat abstract to you, of less immediate concern than, say, student residences or internships, but the Project speaks to our understanding of the new pressures facing you, and our willingness to help you shape your future.

Without constant attention to, and focus on, our core mission in education and research, Trinity would not be Ireland's, and one of Europe's, leading universities.

This brings me to the next substantive issue, which is of course the intractable, interminable, Groundhog issue of financing. Five years after taking office as Provost I didn't want to be still talking about this. But the argument hasn't shifted because the government has yet to make decisions on how to finance universities.

I don't want to be rehearsing all the same arguments. I'm sure you know my position and that you understand the issues involved. So I just want to make three points:

First, all around the world – not only in Ireland – state expenditure to universities is decreasing. The global tendency suggests that we're moving from the 20th century system of high state support for universities to one based on non-exchequer, private funding – more like the system, in fact, that Trinity operated under for its first 300 years: fees, philanthropy and commercial activities.

This is situation we may have to live with, whether we welcome it or not. We should continue to put pressure on government – as I've always done – but even if the grant is greatly increased, we are still going to need non-exchequer, private funding in order to remain competitive.

That's the new reality – and my second point is that Trinity has been highly proactive about growing alternate revenue streams. We've focussed on commercial activities, visitor numbers, philanthropy, industry collaborations, spin-out companies, and international students. In all these, we've had significant success.

And this year we're launching a Philanthropic Campaign, the first in the College's history.

All the revenue we raise goes back into research and education. Your education. Which brings me to my last point: we're all in this together as a college. We may have our differences about how to fund the university but we're coming from the same place. We agree that a decline in the standard of our education and research isn't an option. And I think we're all coming to acceptance that we need to look beyond government, though of course that will continue to be an important part of the funding model.

We need to find the model that works for us. Let's learn by example from best international practice - also by negative example; we want to avoid the model adopted by certain countries. The funding model we put in place has to work for all and we need to get it right from the outset. This will be a priority for 2017 as it's been for every year since I took office. Let's hope this is the year the country comes together to get it right.

So these are the broad issues facing us: the Trinity Education Project, about which I'm very confident - we will get this right; and the funding issue, about which I'm also confident, although some of it is out of our hands.

Let me end on an unequivocally good note: I'm delighted to tell you that we've just received planning permission for Oisín House, to build student residences there. As you know, this was refused last year. We made amendments to our proposal and it's now been green-lighted. This is great news because - I don't need to tell you - the issue of student residences in a city or rising rents is a vital one.

Oisín House will be a large, high-end student residency, with 250 different units, or apartments. Here's how it will look.



Trinity College Dublin, The University of Dublin

Now - enough of my viewpoint. Let me open out the discussion, and focus on your concerns.

* * *

26 January 2017

Eco-Urbanites Symposium

Neill Theatre, Long Room Hub, Trinity College

Your Excellency Ambassador Miyoshi, Distinguished Guests, Colleagues,
Ladies and Gentlemen,

You're all very welcome to the Long Room Hub in Trinity College Dublin for the launch of the Eco-Urbanites Symposium. Tomorrow we will enjoy a full day, with speakers from a variety of disciplines – including architecture, sociology, social geography, computing, environmental planning, education, and demographics – they will all be talking about how to manage the growth of the modern city.

This symposium is an initiative of Trinity's Centre for Asian Studies, which opened just 15 months ago. I congratulate the Centre, and its head, Lorna Carson, who had the idea for this symposium motivated by her research into the multilingual city. Japan is a leader in urban studies, and we are honoured to welcome distinguished speakers from the Universities of Tokyo and Kyoto, and from the Asia Pacific Institute of Research in Osaka.

We are most grateful to the Japan Foundation, which has financially supported this symposium. The Ambassador of Japan to Ireland, Her Excellency Mari Miyoshi, has been a great help and support throughout. We are delighted to welcome her here this evening, together with the Deputy Head of Mission, Midori Yamamitsu.

As many of you are aware, this year we celebrate the 60th anniversary of the establishment of diplomatic relations between Ireland and Japan. Since 1957, our two countries have enjoyed ever more cordial relations.

Ireland's first ambassador to Japan, Robin Fogarty, was a Trinity graduate who helped expand trade relations in the 1970s. And Trinity has been at the forefront of nurturing relations with Japan, particularly in the last few years, when we have built up significant research and education collaborations in science, health sciences, engineering, and arts and humanities.

As early as 1991, we signed a memorandum of Understanding with Senshu University in Japan, and in the last decade we have established research and education collaborations with the world-leading universities of Tokyo, Osaka and Kyoto.

And in October 2015, as I've mentioned, we opened our Centre for Asian Studies, which brings together Trinity's existing capacities in Japanese, Korean, and Chinese Studies in a multi-disciplinary structure. The Centre

focuses on contemporary society and culture, language learning, and diaspora and comparative studies. At present we offer courses in Mandarin Chinese, Korean, and Japanese – all these are fully subscribed, which is an indication of the popularity of Asian studies among our students.

Our Japanese Student Society has 200 members – all enthusiasts for Japanese culture.

Last summer I had the great pleasure of making my first official visit to Japan as Provost. It was a wonderful visit, thanks to the help and support that I received from Enterprise Ireland, the Irish Embassy in Tokyo and from Ambassador Miyoshi here in Dublin.

In Japan I took the opportunity to visit our partner universities of Tokyo, Osaka and Kyoto. It was a great chance to get the measure of our research collaborations. I particularly recall talking to the President of Tokyo Tech about one of Trinity's most exciting initiatives planned for the next few years, our new Engineering, Energy and Environment Building, E3, and visiting their Environmental Energy Innovation Building.

With E3 we're trying something radical – to alter the way we, as humans, interact with the planet. Can we direct our technologies to sustain, rather than deplete, our natural capital? Can we create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the good of life on earth?

Japan is a world leader in smart technologies; I am confident that there was huge potential for further collaboration around E3 - in particular there are highly relevant cross-overs between Trinity and Japanese universities and industry in the fields of nanoscience and advanced manufacturing.

The research done in E3 will have obvious applications to urban studies. Indeed some of the papers tomorrow are looking at energy and mobility management, at urban agriculture and the food supply, and at smart city technologies. Globally we will need to put our energy, environment and engineering experts at the service of our cities – and we will need to do this internationally and at scale. Sustainability isn't something that can be dealt with by a single discipline or a single country.

So I welcome this symposium and I look forward to future collaborations, building on E3 and on existing partnerships with Japanese universities.

As some of you know, Trinity is holding another symposium on Japanese Studies at the end of the year, and in March we're hosting Manga Hoskosai Manga, a Japan Foundation travelling exhibition exploring the relationship between modern Japanese manga comics and the sketches of the famous artist, Hokusai.

With these events, we celebrate sixty years of diplomatic relations between Japan and Ireland. Our good relations are built on trade, and on cultural and research collaborations. As tomorrow's symposium will show, global knowledge, and global cooperation on vital issues, is served by good relations between our countries.

I thank you all for being here. It's now my pleasure to welcome to address you, the Ambassador of Japan to Ireland, Her Excellency Mari Miyoshi.



Ambassador Miyoshi of Japan, Provost Patrick
Prendergast, and Dr Lorna Carson

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27 January 2017

Ramsgrange Community School

New Ross, County Wexford

Good afternoon,

It's great to be here. Thank you for inviting me. It's always wonderful to be in Wexford, where I was born and grew up, and where many of my family live.

And it's always a privilege to meet students at this stage, in your final school years, when you're deciding what you want to do next. You're facing really big decisions: will you go on to further education? How will you develop your skills to enter the job market and build successful careers? And how do you find out what you'd be good at, and what you'd enjoy doing?

I want to help with these questions. Of course, I'd be delighted if lots of you were interested in coming to my university, Trinity. But I do understand that isn't everyone's plan. Either way, I'd like to draw on my experience to help you do what's right for you.

It's important for you, as individuals, that you make the right decision. And it's also important for your community, and the country. Talent like yours must express itself. A country is only as good as its people. If you're happy and developing your talents, then you benefit, and your family and friends benefit, and the whole community benefits. And the whole country benefits! And that's what we want to achieve.

* * *

Let me tell you a bit about myself. I've been head of Trinity College Dublin for over five years. I love this job because I get to make a difference for our students who are full of intelligence and enthusiasm.

And I get to work with really talented professors and researchers who are making extraordinary discoveries all the time – cures for diseases, and better technologies, and solutions for people in need, and stronger laws, and protection for the environment, as well as creating exciting books, films, and music.

In Trinity for instance, some of our scientists developed the nicotine patch to help people stop smoking. It has saved countless lives. And our computer scientists helped bring computer games to the next level – through developing lighting simulation, real-time physically-based animation and crowd simulation.

And Trinity was where two American postgrad students met. Studying Beckett and Joyce, they began thinking of new ways to tell stories. They collaborated and went on to write *Game of Thrones*.

So I work in a wonderful environment. And I'm grateful for that every day, particularly because I didn't come from a college-going background.

I'm from Oulart, which is a village 9 miles from Enniscorthy. I'm the eldest of six children. My father was a haulier – which is to say, he had a transport business. It was a good business, but his education finished after two years in secondary school. My mother didn't go to university either, but she did the Leaving Cert and trained as a nurse. None of their brothers and sisters went to college. Or any of our neighbours. So growing up I didn't have a lot of role models for going to university.

My parents were ambitious for us kids, as yours are for you, and I went to a good school, like this one. But in those days, schools in Ireland were streamed. You sat an entrance exam, aged eleven or twelve, and depending how you did, you went into the A stream, which was the highest, or the D stream which was lowest. I didn't do well in my entrance exam – I guess I was a slow starter – so I was placed in the C stream, the second lowest. And not much was expected of me, academically, other than I do my best, of course.

As it happens, I found my feet and did well in the Junior Cert. So then the school wanted to move me up a stream, but I didn't want to go, because I'd made good friends in my class. I was lucky: the school allowed me stay in the C stream, but do some subjects, like honours maths, with the B stream - so I got the best of all worlds.

I'm glad my school took a flexible approach, and that my future wasn't determined by how I performed at age eleven.

Teachers at my school – like your teachers here – encouraged us to have confidence in ourselves, to think about what we were good at, and to find out how to take our interests to the next stage.

Of course, at your age, you're interested in lots of things. And you might be good at different subjects. And it can be hard to choose. You like reading and writing, but you also like music. You like chemistry, but you also love sport. Which should you concentrate on?

And of course, there are lots of jobs and skills that you mightn't have heard of, or considered yet - things you might be good at, if they were brought to your attention.

I'm an example of this myself: at school I liked figuring out how things were made – dis-assembling objects, and putting them back together. I really liked hanging out in my father's yard with all the machinery, and I thought of following him into the business.

But in school, the careers advisor teacher said he felt I'd enjoy studying engineering. I didn't really know any engineers, and I mightn't have considered it if he hadn't encouraged me.

This teacher also suggested I go to Trinity College. At the time, that was an unusual university for someone from my school and area to go to. UCD or Waterford or Carlow were the more usual choices.

I trusted the teacher, so I took the plunge: I went to Trinity. I think I knew two other people there, and I didn't know them well. Yes, it was daunting. You're a lad up from the country and all the other students seem to know each other from school. You feel lost and lonely. You're studying a new subject, and everyone seems better at it than you.

But then you start to follow the lecturer and you begin to get the hang of things; and you realise that everyone is in the same boat. They're not smarter; they're also finding things new and challenging. And they don't know many people either – they'd like to be friends.

And you join the student clubs and societies, which are designed for you to meet people. I made many friends through the Karate Club. I'll talk a bit more about Trinity's clubs and societies in a moment, because they're part of what makes college so special, but let me just say: I do have an understanding of how difficult it is to step into an unfamiliar environment.

You've just spent years with the same class, you've made strong friendships, you're in a familiar environment. Of course, the thought of going where you don't know people, to study something new, is terrifying!

But you're not alone: lots of people feel this terror. They arrive in college like I did, on their own. International students come from China, the US, India, France; often they've never been in Ireland before.

But the college system is designed for you to meet people. And it's designed for you to become expert in your study area. If you go to lectures and tutorials, and do the course work, you'll understand what it's all about.

And there are supports available for you. Financial supports, and also social, intellectual, and community supports. Your teachers will tell you about these. In Trinity we have an access programme, which we call TAP, for students who don't come from traditional college-going backgrounds.

TAP is now quite famous round the world because it provides such a nurturing environment and has proved success in helping people complete their college degrees.

Most universities in Ireland have a programme like TAP, and our message is clear: if you're someone who likes learning and wants to develop, and is interested in having a great career, then you're a candidate for further education, and do not let fear put you off!

You have nothing to fear but fear itself, as a great American president said. It's normal to be afraid but don't let fear rule you. Have confidence in yourselves and in what you can bring to your college of choice. We want your intelligence, enthusiasm, and originality. We will do everything we can to support you and put you on track for a great life and career.

* * *

So if you're interested, the first step is to apply, and to study and do well enough to be in with a chance. What happens when you get to college?

Every college is different. But let me tell you about Trinity. Our aim is to develop your talents – in the lecture-room and the library, and outside. We want you to leave college with the knowledge and skills not just to get a job, but to build a career. And we want to prepare you for responsible citizenship.

In Trinity we pride ourselves on graduates who have learnt to think for themselves, communicate well, act responsibly, and to take on leadership roles.

We develop these attributes through the course work, and through extra-curricular activities like volunteering and charity work, event organising, fund-raising, and starting your own business.

Our student clubs and societies are a great way to get involved and to meet people. Trinity has 120 societies and 50 sports clubs. These are really diverse: there's the Photography Society, Comedy Soc, Aikido, the LGBT Society, Surfing, the Zoological Society, Camogie, Soccer – you name it, there's a club or society for it. And if there isn't one that reflects your particular interest, you can start one up.

If you attend lectures, follow your coursework, and get involved with extra-curricular activities, you will naturally develop your skills and talents. That's what the Trinity Education is designed for. You will leave after four years with more ability, more confidence, and more friends than you would have believed possible.

Now I've been talking about Trinity because that's what I know. But, it goes without saying that Trinity isn't necessarily right for everyone. We're all different, and society needs a diversity of skills. Each of us has to find out what's best for us.

But I will say – the world today values knowledge and expertise. So whatever you're working at, you will have to get good at it, or someone else will do it better, and you won't be needed.

Here in school, you're being given an excellent grounding in lots of subjects. When you leave school is when you start specialising and prioritising.

Visualise a career for yourselves. Where do you want to be in five years' time? In ten years? How will you get there? Who might help you? What kind of people will you be working with? What kind of environment will you be in? Will you be traveling with your job? Take yourselves to your chosen careers in your minds – visualisation is a powerful tool.

Above all, be confident, believe in yourselves, and remember, you don't have time to waste, but you do have time to choose. Your lives don't have to be defined by your choices in the next few years, just as mine weren't defined by my poor performance in an exam when I was eleven.

Some students change courses after a few months in college. Others graduate, do a job for a while, and then decide to re-train. Right into their 30s and 40s and 50s, people retrain, go back to college, and change careers. And that works fine – because we live in an adaptable world, and experience is never wasted.

As long as you're learning new things, and making plans, then you're developing.

* * *

Now, I've been talking about what Trinity can do for you. I want to end by talking about what you can do for Trinity.

In Trinity, we have a diverse student body with students coming from different backgrounds, different schools, and different regions and countries. This is really important to us.

Maybe it's because I came from a non-traditional background myself, but I don't want to be head of a university which keeps getting the same kind of students from the same kind of schools. If you do that, you just get the same ways of thinking, you get conformity, orthodoxy, conventionality – and that's not what makes for a great university, or for ground-breaking discovery. That's not how you change society for the better.

Universities produce transformative thinkers and research - developing new medicines, inventing new technologies, creating new art forms, saving the planet. But universities can't do this unless we're educating original minds.

You don't get original, disruptive thinkers if everyone on campus comes from the same background. For that you need diversity.

Last year RTE aired a three-part documentary on Trinity. Maybe some of you saw it. If you're interested, it's on RTE Player. It's called "Inside Trinity", and it gives a good idea of college life.

One student who stands out in the documentary is Lynn Ruane. She's head of the Students' Union, which means she's elected by the students to look after their interests, and that's always an important role; but Lynn is particularly stand-out because she's a single mother, from a poor area of Dublin, who left school at fifteen, after becoming pregnant.

It's striking that she found her way to higher education in her twenties, but to be elected Students' Union President is exceptional, and then last year, she made history: she became the first Trinity student ever to be elected to Seanad Eireann, the upper house of the Dáil.

Trinity elects three people to the Seanad, but until Lynn these were always graduates. For a student to get elected is unprecedented.

So Lynn isn't just an amazing student given her background. She's an amazing student in any circumstances. And she's a real crusader for social and political rights – the kind of student who makes a difference.

Of course, we can't all be Lynn! But, believe me, if you have the desire to work and study and communicate and change things, then you are badly needed and you will be much appreciated in Trinity.

For this reason, I'm so impressed and so grateful to this school, which encourages achievement and self-belief. I congratulate your Principal, Ms O'Connor and your deputy Principal, Ms Edwards. And Miss McCabe and Miss Harris who organised this week. And your other teachers and parents, and local community groups.

I'm grateful because thanks to their commitment, my university and other Irish colleges are getting excellent students. The more high-performing schools there are in the country, the better the quality of students coming to university.

In universities, we pride ourselves on giving an excellent education and preparing our students well. But we know, of course, that the education and preparation starts much earlier. Without good schools, universities can't survive.

So I congratulate and thank all here. And I look forward to seeing some of you coming as students to Trinity College Dublin in the next few years.

Thank you.



Speakers Mick Wallace, T.D. and Provost Patrick Prendergast with Staff and Students of Ramsgrange Community College

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30 January 2017

Bank of Ireland new Trinity Branch Opening

Hamilton Building, Trinity College

Good morning,

And thank you, Richie and Heather, for organising this launch and inviting us here. On behalf of the College, I'd like to take this opportunity to welcome the new branch and to thank Bank of Ireland for their inspirational support for student initiatives and for entrepreneurship here on campus.

The partnership between Trinity and Bank of Ireland goes back decades. For generations of Freshers, their first experience of financial management was opening a Bank of Ireland account. And 23 years ago, Bank of Ireland partnered with Trinity Business Alumni to sponsor the Business Student of the Year Award, which is presented every year in the Bank's historic chamber on College Green - the old House of Lords chamber.

The Business Student of the Year is among the longest-lived and most successful student awards in Ireland. It would be an interesting exercise to go back and study the applications of all the short-listed candidates for this Award from the start – you'd get a sense of the progression of student entrepreneurship and initiative over the past two decades.

Today's Business Students of the Year are involved in initiatives - like developing apps, and launching companies, and being finalists on Dragon's Den – that were hardly thought of twenty years ago. Our students have always been encouraged to develop their talents but there is now an expectation – which they are more than fulfilling – that they can be entrepreneurs, even before they graduate.

Of course global developments - particularly the tech revolution - have created immense opportunity. But Trinity students are particularly fortunate in their environment.

As I'm sure everyone knows – it's a stat we're particularly proud of – Trinity has produced more entrepreneurs than any other university in Europe over the past ten years, according to evaluation by research firm, PitchBook, based on the number of undergraduate alumni who go on to create companies that secure first-round venture capital funding.

This is because our students are brilliant, of course! But it's also thanks to the initiatives and incentives which the College has put in place to promote an innovative and entrepreneurial mindset among staff and students. One of our most successful such initiatives is LaunchBox.

This widely celebrated student accelerator is a brainchild of our alumni, and - as with the Business Student of the Year Award - the Bank of Ireland has come on board as sponsors and encouragers.

The Bank of Ireland is a key partner in student entrepreneurship, and not only the college, but the whole city and the country, is in their debt – because when students achieve, and create opportunities, everyone benefits.

This is the background to this new innovative branch which we launch today. The branch is the latest initiative in the Bank's long history of promoting student entrepreneurship here on campus. And like the Bank's other activities, it's already proving sought-after and successful. The new Enterprise Lounge and Workbench facility is only open a few months, but it's already highly popular. It's available to staff and students to meet to create and develop new innovative business ideas with local or international application.

So far, a very large number of staff, students and business start-ups have availed of this opportunity. This facility is fast becoming a fixture on campus. Great ideas will be incubated here.

Next year, as you know, the new Trinity Business School is opening on the site of the old Luce Hall, just conveniently close here. This showcase building, co-located with an Innovation and Entrepreneurship Hub, will be the outward sign and symbol of the new 21st Century direction of the Trinity School of Business, which will play a leading role to support innovation and entrepreneurship across the university and the city.

Through the training of skilled graduates and through the provision of high-quality research Trinity plays a crucial role in driving economic growth and in making Dublin a global innovation centre.

The Bank of Ireland partners us in this role. Through the Business Student of the Year Award, LaunchBox, and now this branch and its Enterprise Lounge, Bank of Ireland has been, and will continue to be, at the forefront of fostering entrepreneurship and innovation on campus, and across the city and country.

I know I speak for all staff and students in offering thanks and hopes for long, continued partnership.

Thank you.



* * *

01 February 2017

Fellows Meeting with Provost to Discuss the New Academic Year Structure

Ó Cadhain Theatre, Arts Block, Trinity College

Good afternoon,

Thank you all for coming. I'm not going to speak for very long. This is a meeting where I want to hear your views. And I hope that over the next few minutes I can provide some reassurance on key issues, before opening this to the floor.

Let's start by setting out the issue.

You will have received the assents which the Registrar Paula Murphy sent out on Monday – you are asked to assent to a change to the statutes to allow for end-of-semester exams.

As it stands, annual undergraduate examinations may only be held in Trinity term. You're now being asked to delete this restriction, thus allowing examinations to be held at times decided by the relevant course committee – usually, but not necessarily, at the end of the semester. Of course, some assessments already happen outside Trinity term, but they all have - or should have - a derogation by Council. Currently fifty such derogations are in operation. So, as it stands, the existing regulation is becoming unworkable.

In many courses, modules run across both semesters. This won't change. And those modules will still be able to assess at the end of the academic year, if they choose. Highly valued, flagship year-long modules are not under threat.

There are many strong reasons for making this change. Besides having the advantage of allowing course committees to decide the best assessment approach, it also facilitates our students going abroad, and visiting semester students coming to Trinity. We attract fewer visiting students in the first semester because the home institutions are reluctant to accept that, in the first semester, visiting students are examined differently than our students. On pedagogic grounds that makes sense - all students on a course should be assessed the same.

I myself feel that facilitating exchanges to the greatest extent possible is a valid reason to have end-of-semester exams.

Just as important, end-of-semester exams have been requested by our own

students through the Students Union. They feel strongly about it and Dale Whelehan is here to speak on the students' behalf. Many thanks for extending an invitation for him to attend and speak.

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Some of you, I know, have legitimate concerns about the proposed academic year structure and whether it will be possible to fit everything into the proposed examining periods. There is particular concern about the end of the first semester. So I suggest that [for the first three years] we designate the twelfth week as a revision or examination week – so that courses would have the discretionary power to provide revision classes, or run assessments, depending on what was most appropriate. We will respect the autonomy of courses, and will ensure that, in the transition period, there is flexibility and common sense.

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I know some of you are concerned about losing research time over the summer because teaching will begin earlier. Having considered this matter myself and taken the advice of some Fellows ahead of this afternoon's meeting, I propose that we merge the Orientation week for JF students with the Marking Week – this shouldn't be a problem because the Orientation Week for JF and Marking are largely complementary activities. Likewise after Christmas there is nothing to stop us merging the Schol. exam week with marking/results week, thereby saving another week. The net effect would be to extend the research period by two weeks, thus gaining additional research time.

I am prepared to bring these changes to the University Council next week.

This is how I propose to deal with the end-of-semester exams issue.

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However, it has become clear from my discussions with the Fellows Standing Committee, and at Board and Council, that end-of-semester exams are getting conflated with other matters relating to the Trinity Education Project - matters where discussion is still ongoing and about which no final decision has been made.

Some Fellows believe that this is an opportunity to register opposition to some of the ongoing work that they disagree with, for example around TSM, where they are anxious to ensure that smaller departments are protected, and the academic integrity of courses is not diminished.

Today I want to give reassurances on all of these points.

I don't think anybody questions the need to improve and modernise our curriculum through the Trinity Education Project. But we have to determine together the best way to do this. The Trinity Education Project has agreed the graduate attributes, and significant work has also been done on other issues, but we're still two years away from full delivery. There's much to be decided still.

I know that while some issues are regarded as straightforward - others, for instance TSM, are proving more problematic. We need to get the entry paths to TSM right; admissions combinations to TSM are important for the kind of education we offer in the arts, humanities and social sciences, but unlike most of the Trinity Education Project initiatives, this isn't a horizontal, cross-faculty issue. It's distinct and particular. That it looms so large within the Trinity Education Project is a testament to its importance and, as such, I propose to have it operate to a different timeline from the other work that is on-going by

- First, having an independent review of the structure of TSM – and in particular the course combinations and entry routes - done by external academics nominated by the participating Schools. This independent review will report to Council, and I will undertake to come back to Fellows to discuss the results. This will help us in dealing with any criticism from the HEA or the Department of Education and Skills, two groups who have been very critical in the past of the number of entry routes in TSM;
- second, interesting proposals have been made for new TSM courses, for example in linguistics and education, and we should make every effort to capitalize on these opportunities, particularly as they may help in recruiting excellent students to smaller disciplines.

We will eventually find the right solution for TSM, which will have the agreement of those departments involved, and will solidify the foundations of teaching in smaller disciplines.

I want to give some further undertakings:

First, to enable greater communication I propose inviting Fellows to nominate someone to join the steering committee of the Trinity Education Project, so that Fellows can be kept informed of all developments and can be reassured about what is happening.

Second, I will return here in May if you invite me, to discuss the next steps of the Education Project, and to seek your advice, guidance and opinions. This will be a genuine consultative process.

Third, I give my word that we will not allow any change that will be to the detriment of the smaller courses.

* * *

The irony is that if this vote is rejected it will only put a halt to that part of the Trinity Education Project that has the support of many staff and students. I ask for your support on the issue before us, in the assurance that the other issues will be returned to, and that there will be many other opportunities to have your say.

For now, the only item on the table is end-of-semester examinations. I believe strongly that as a global university with students coming from abroad and studying abroad, this is the way we need to go. We should allow student mobility to be as seamless as possible. Particularly at this time, when universities like Trinity should be beacons of mobility, we should do everything we can to promote it.

Let me hand you now to the Education Officer of the SU, Dale Whelehan, to present the students' views. After his contribution, we'll open the floor for discussion.

I want to work together with Fellows on this, and I want to hear what you have to say. And I will do my very best to reassure you about your concerns, both now and in the months ahead.

Thank You.

* * *

03 February 2017

John Joly Memorial Lecture 2017

Schrodinger Lecture Theatre, Fitzgerald Building, College

Thank you, Patrick,

On behalf of the university, it's a pleasure to welcome you all to the John Joly Memorial Lecture, here in the Schrodinger Lecture Theatre. It's great to see so many of you – testimony to the prestige of this annual lecture, and to tonight's speaker, Phil Donoghue, Professor of Paleobiology in the University of Bristol.

This evening we celebrate the memory of one of Trinity's greatest scholars, the geologist John Joly. Joly worked in the late 19th and early 20th centuries, during a period of transformational discoveries in the sciences, and he was a polymath, who made important contributions outside his discipline. He and his work continue to inspire researchers and lecturers, and since 1935 he has been honoured with this annual lecture.

Joly was a remarkable man. A decade ago, in 2007, Dr Patrick Wyse Jackson, our chair today, delivered a wonderful Trinity Monday Discourse on Joly*, in which he characterises him as having made (I quote)

“important contributions in the fields of engineering, physics, thermodynamics, colour photography, botany, mineralogy, geology, geophysics and tectonics, radioactivity, and geochronology”!

I don't think the word 'interdisciplinary' had been coined in Joly's time – but he is certainly a brilliant example of it. And you can add to these cross-disciplinary skills in science and engineering, a clear and lucid prose style. His undergraduate degree was in Engineering and English Literature and he wrote an important diary during Easter Week, when he took a leading role in the defence of the College.

He had a dual mission in education and research, and was instrumental in providing Trinity with much needed laboratories and research facilities; he also helped further the education of women. Yet he found time to publish 269 scientific papers and several books - that would be a phenomenal output even today; for his period, it was truly exceptional.

And, with all this, he had diplomatic and leadership skills. Dr Wyse Jackson tells us that

* https://www.tcd.ie/Secretary/FellowsScholars/discourses/discourses/2007_T%20Wyse-Jackson%20on%20J%20Joly.pdf

“he was able to see through difficult complexities... and was respected because he was non-confrontational, considered in his views, and didn’t have an axe to grind.”

In celebrating Joly every year at this lecture, we recall the kind of scholar and educator, and human being that he was. His values are ones that we continue to seek for staff and students.

Because Joly was such a polymath, the scope of this lecture is wide. We’ve heard many different issues debated over the years. Last year we heard from Jerome Gaillardet on the Rock-Atmosphere interface, the Earth’s critical zone.

This evening’s speaker, Professor Phil Donoghue is one of Europe’s leading palaeontologists; he was recently elected Fellow of the Royal Society. He is Professor of Palaeobiology at the University of Bristol. His research has focused on the relationship between evolution and embryology, and the emergence of vertebrates in particular. He has championed the study of minute Pre-Cambrian and Cambrian embryos using synchrotron imaging. A significant facet of his research is that of calibrating the Tree of Life using molecular genetics and determining the genetic regulators of development in effecting organismal-level evolutionary change.

Professor Donoghue's interest in biological timescales is an appropriate link to that of John Joly, who made high significant investigations into timescales and geochronology – though his were conducted on non-biological geological materials.

On behalf of the University, it gives me pleasure to welcome our speaker to Dublin this evening. Professor Donoghue will speak on "Molecular Clocks and the timescale of Animal Evolutionary History".

* * *

06 February 2017

Conferring Stefano Sanvito “*Cavaliere*” in the Order “*Stella d’Italia*”

Provost’s House, Trinity College

Your Excellency, Honoured Guests, Ladies and Gentlemen,

It’s my privilege to welcome you all to the Provost’s House for this unique occasion: the conferring of the decoration of ‘Cavaliere’ to Professor Stefano Sanvito.

The Ambassador, His Excellency Giovanni Adorni Braccesi, speaking after me, will tell you about the significance of this extremely prestigious award.

I believe Stefano is the first Trinity scientist to be conferred with this Order. We’re immensely proud of him.

Of course, we were proud of him already – he is one of the luminaries of the university – but we’re thrilled to see him recognised in this way. I know how much it must mean to Stefano to be honoured by his home country – and I will let him speak about that. It also means a huge amount to Trinity.

In Trinity we have long cherished our relations with Italy and with Italian universities. So many of our schools and departments have student exchange and research collaborations with Italian universities. We have Erasmus partnerships with *twenty* Italian universities, making Italy among the top five destinations of choice for our students looking to study abroad.

As a post-doc, I myself was a beneficiary of academic cooperation. In the early 1990s I went to the University of Bologna, and the Rizzoli Institute to study orthopaedic biomechanics.

My time in Bologna turned me into an enthusiast for Italian culture and intellect – so on a personal level also, I’m delighted with this award to Stefano.

I’m fortunate that I have known Stefano for many years now. He first arrived in Trinity in 2002 as a contract lecturer. His brilliance was immediately obvious, and before long he was promoted to professor. I first got to know him during this period. When I was Dean of Graduate Studies, Stefano served in the Graduate Studies Committee, which I chaired, and was notable there for his Italian way of doing business, which could involve a lot of argument, but it was always in a good cause.

In 2013 he was appointed to the Chair of Condensed Matter Theory. And the

following year he became Director of CRANN, one of Trinity's largest research centres and Ireland's leading nanoscience centre.

When I say Ireland's 'leading nanoscience centre' that is saying a lot because according to the Global Innovation Index, which surveys 141 countries, Ireland is ranked number one in nanoscience*. Such pre-eminence has a huge amount to do with CRANN and with Stefano.

I understand that it's fairly unusual for the particular honour of *Cavaliere dell' Ordine della Stella d'Italia* to go to a scientist, and in this respect Stefano is a mould-breaker. But I don't think it's surprising, given such spectacular results in such a ground-breaking field as nanoscience, that the Italian government was moved to honour him and his work.

Since taking up directorship of CRANN, Stefano has brought over 60 million euro in research funding to Trinity; he has graduated more than twenty PhD students who are now becoming stars in their fields – and he has collaborations in five continents.

Stefano has built an exceptional career in Trinity, thanks to his brilliance, but also, I'm sure he'd be the first to say, thanks to the opportunities available to him here, which he has made so much of. The environment in which he works, CRANN, is particularly international, with staff and researchers hailing from all round the world, including Germany, Russia, UK, China, India, Bulgaria, Brazil and USA. Italy is particularly well-represented in CRANN, with I believe twenty researchers, and ten percent of CRANN staff. They are all, like Stefano, building brilliant careers here in Trinity, and I'm delighted to think that our relationship with Italy and with Italian universities is secured into the future.

As a Fellow of this College since 2006, Stefano has a central role in the governance of the university. Stefano is a proud Trinity Fellow and an exemplary Dubliner, who in his work and his life has certainly encouraged 'friendly relations and co-operation between Italy and Ireland', as the award stipulates. His children, who are here today, have dual citizenship, Italian and Irish - and, he tells me, they do not play soccer, but GAA! Which, I guess this is a remarkable concession from an Italian!

Dublin and Trinity and Ireland are most fortunate to be benefiting from Stefano's enormous talent, skill and dedication. Through this award, the message of his brilliance will be carried to a much wider audience.

On behalf of the university and his colleagues, I congratulate him. And may I also take the occasion to thank the Italian government. Because in honouring Stefano, our Professor and Fellow, you honour Trinity.

* <http://www.irishtimes.com/sponsored/climbing-the-international-innovation-rankings-1.2366650>

It's now my pleasure to invite to the floor, for the official conferring ceremony, His Excellency, the Ambassador of Italy to Ireland, Giovanni Adorni Braccesi.



Trinity physicist Professor Stefano Sanvito (center) conferred with a Knighthood of the Italian State *Cavaliere dell' Ordine della Stella d'Italia* with Provost Patrick Prendergast (Left) and Italian Ambassador to Ireland H.E. Mr. Giovanni Adorni Braccesi (Right)

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09 February 2017

**Exhibition: Celebrating Ellen Hutchins, Ireland's first
female botanist**

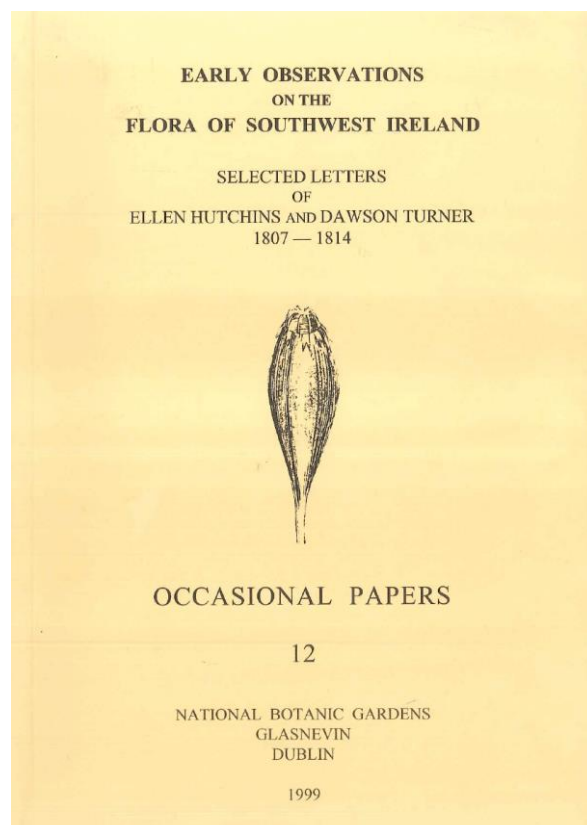
Old Anatomy Building, Trinity College

Colleagues, Students, Ladies and Gentlemen,

Good afternoon. And to all our visitors, a warm welcome to Trinity College for this wonderful exhibition.

Some of you, I know, are already admirers of Ellen Hutchins; others are here as botanists and scientists to see these remarkable specimens and drawings of west Cork plant-life. Still others are here from an interest in the history of women in science.

Everyone is most welcome – and the breadth of this exhibition testifies to its importance. With this exhibition, we celebrate the passion of early pioneering botanists; we celebrate the discipline and focus of a woman who was determined to be part of international scholarship in a period which gave little opportunity or encouragement to women; and we celebrate the Trinity botanists who made it their business to forge links with enthusiasts around the country so that they could get on with the great task of identifying and labelling Ireland's rich plant-life.



Ellen's story is, in a sense, a sad one because she died tragically young. But in another sense it's triumphant and life-affirming, and shows human nature at its best. As we read through the letters and the life story in this exhibition, we see an exceptional person being given the opportunity to develop her potential.

I'm moved at the part that Trinity scientists played in Ellen's story. Her great promoter was Dr Whitley Stokes, of a family prominent in Ireland and Trinity for four generations. The Stokeses were polymaths, particularly interested in medicine and the Irish language. Dr Stokes took Ellen into his family home when she was an ailing adolescent, too ill to continue attending school in Dublin. He advised her to study botany, his own specialisation – this showed a shrewd judge of her character and capabilities, and he didn't stop at recommending; he provided support.

When she returned to Cork, he remained in touch and passed the specimens and drawings she sent him to Dr James Mackay, a curator at the Botanic Garden. Dr Mackay helped her with the classification of plants and, after a visit to Cork, he suggested she studied seaweeds. This was an inspired suggestion, and Mackay then sent her seaweed specimens to the noted botanist, Dawson Turner, in Great Yarmouth for his publication, *Historium Fuci*. This began, in turn, an important collaborative correspondence between Ellen and Turner.

Through this story, we see that scholarship then was not so very different to how it is now – it was about putting talented young people in touch with established people within their field, who would mentor and encourage them, while benefiting from their discoveries. The great difference is that today Ellen would be in a university.

We can only but the waste of women's talents over the centuries. In this case, however, while we regret that Ellen didn't get to operate within a university, our over-riding emotion is much more positive, because within her short life she was enabled to make a significant and lasting contribution to science.

It's not too much to see in these scholarly correspondences at the start of the 19th century the first stirrings of recognition for women's abilities, which would, within a century, result in women being admitted to universities to study and, eventually, to teach.

I think it's significant, and I don't think it's accidental, that this happened within the discipline of botany. Reading these correspondences, one gets a sense of the excitement and enthusiasm of the time. This was a brave new world – Ireland, Europe and all the continents were teeming with unidentified, unclassified, and unknown flora.

Dr Stokes and Dr Mackay may have been proto-feminists, explicitly interested in women's education – Stokes was a United Irishman, and as a

group they held progressive views. But more than this, I think, it's simply that Stokes and Mackay needed all the help they could get, and were open to help from all quarters. The principal reason why they encouraged Ellen was because there she was, in the wilds of west Cork, putting her considerable skill to the task of collecting, classifying and sketching till-then unknown plant specimens.

They wanted, and needed, her expertise. And they found, which isn't news to us, that expertise is expertise – it's not gender dependent. The British botanist, Lewis Dillwyn, wrote (I quote) "*Miss Hutchins amazed me by the extent and depth of her botanical knowledge...almost the best botanist, either Male or Female that we ever met with.*"

Fortunately, we're now at a place where we're comfortable with the best in any discipline being 'either Male or Female' – this is no longer cause for comment. In their search for knowledge, the eighteenth century botanists had no time for old assumptions or prejudices.

Ellen's progress was meteoric. She was truly exceptional: although she died before she was thirty, her work featured in the leading publications of the day, and her name appears on specimens held across the UK, Ireland and the United States.

Ireland and Trinity have suffered, in one sense, from her renown. Had she been less successful, her work would probably have remained in this country. As it was, the specimens and drawings she sent to leading international botanists are held, of course, in their collections, and on her death, her collections passed to her collaborator, Dawson Turner, so that most of her drawings are now in the library and archive at the Royal Botanic Gardens in Kew, and her specimens in the herbarium at the Natural History Museum in London.

Perhaps I shouldn't say that Trinity and Ireland have 'suffered' from this – that reveals me as a bit acquisitive! And naturally I'm delighted that Ellen's work is in international centres of excellence; this burnishes the reputation of Irish botanists generally. But on behalf of the College, I might be allowed some regret that we do not have more of her!

Fortunately, thanks to Drs Stokes and Mackay, we do have some of her. And what we have is of huge importance – the specimen and letters from the collection in the Botany Department form the centrepiece of this exhibition, which is the first ever display of seaweed specimens collected by Ellen in Bantry Bay.

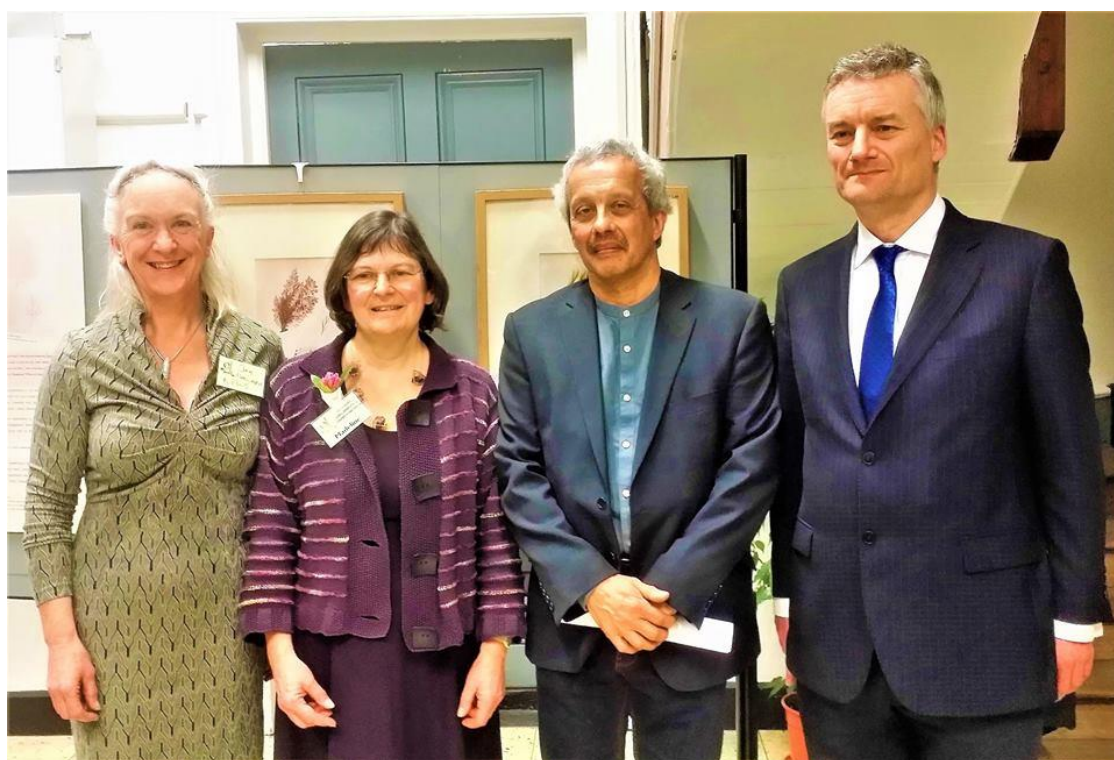
Together with drawings reproduced by kind permission of the Royal Botanic Gardens in Kew and Sheffield Museums, these exhibits enable us to appreciate both Ellen's genius and the diversity of sea flora on Ireland's Atlantic coastline more than 200 years ago.

I hope as many people as possible get to see this exhibition which, as I've said, is of great general interest. I congratulate the Ellen Hutchins Festival and the Botany Department here in Trinity. As organisers and curators, you have done a wonderful job.

Thank you for furthering our understanding of the history of botany in Ireland, and our knowledge of an exceptional woman; and thank you also for the aesthetic pleasure of these exquisite drawings. I often find myself in Science Gallery, rightly proclaiming it as a place 'where science and art collide'. Looking at these drawings, I'm reminded that this isn't something new – science and art combined in the personage of Ellen Hutchins: creative, observational and persevering.

It's my pleasure to declare the exhibition 'Ellen Hutchins, Ireland's first female botanist' officially open.

Thank you



(L to R) Clare Heardman, AHG Conservation Ranger for Beara Peninsula, Madeline Hutchins great, great, grand niece of Ellen Hutchins, Professor John Parnell and Provost Patrick Prendergast

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17 February 2017

Launch of Trinity Research in Childhood Centre (TRiCC) and ‘Foundations for Life’ Conference

The Gas Building, School of Nursing and Midwifery, Trinity College

Good morning,

And welcome, everyone, to this conference ‘Foundations for Life’ at which we launch the Trinity Research in Childhood Centre, or TRiCC as it will be known.

This is a milestone day in the history of childhood research in Trinity College Dublin. Twenty-one years ago, in 1995, two of our Schools - Social Work and Social Policy, and Psychology - established, as a joint initiative, the Children’s Research Centre.

This Centre was innovative in anticipating the need for joined up approaches to research into childhood. It was de facto interdisciplinary, involving two Schools, and it extended to involve other researchers.

The extent to which interdisciplinarity is key to childhood research has been greatly confirmed by advances in the past decade. For instance, we are now better able to appreciate the connections and interplay between genetic inheritance and familial and societal contexts. Advances in biology and neurology have served to make the once hidden impact of environmental stimuli visible. And, while once researchers measured child development within the timeline of birth to 18 years, they are now able to trace the imprint of pre- and post- birth environments across the entire life course.

Such advances have served to challenge traditional ways of capturing and transmitting knowledge and intervening to improve lives, which is why, as Trevor Spratt has said “it is critical that we build bridges across research, policy and professional boundaries”.

Thanks to the establishment of the Children’s Research Centre in 1995, Trinity built up a history of interdisciplinary research into childhood and this has proved decisive in meeting the challenges and opportunities of the recent advances in research.

Together with the ESRI, Trinity runs the longitudinal study ‘Growing up in Ireland’ which, since 2006, has involved cross-faculty researchers collating and assessing data into, for instance economic and financial circumstances, childcare options and outcomes, socio-emotional wellbeing, diet, and physical activity.

This research is complemented by Trinity's other longitudinal study, TILDA, into Ageing, where researchers have discovered that challenges facing older people often have antecedents in childhood adversity.

We will be hearing about 'Growing up in Ireland', and about Trinity's other interdisciplinary research from speakers at the conference today. The keynote speaker is Professor Mark Bellis, research director from Public Health Wales. We thank him for honouring the conference with his participation here today.

With the new Centre, TRiCC, Trinity will take its strong history of interdisciplinary research to the next level - connecting up research endeavours across our schools and faculties.

I'd like to take this opportunity to thank the three co-directors of TRiCC – Professors Trevor Spratt, Eleanor Molloy and Imelda Coyne – who hail from the Schools of Social Work and Social Policy, Medicine, and Nursing and Midwifery. This is a genuinely cross-faculty initiative. We are hugely appreciative of the effort you have put in to getting this Centre up and running, and we have great expectations of the research that will ensue.

We know that this research will be vital. The directors of TRiCC put it succinctly:

“Almost everything we can measure in the human subject, from blood pressure, and how much we earn, to our voting behaviour is associated with our early development.”

Which suggests that those who want to understand the two political cataclysms of last year – Brexit and Trump – will need TRiCC researchers to guide them!

I'm delighted to see attending here so many people from across the college – from Law, Computer Science, Education, Dentistry, Sociology, Languages and Literature, Neuroscience, as well of course as Social Work and Social Policy, Medicine, Psychology, and Nursing and Midwifery.

Such a cross-faculty turnout indicates an acceptance and understanding that childhood research is indeed foundational for all other research involving the human subject. And it bodes well for the future research collaborations which TRiCC seeks to build. Again, I congratulate the co-directors and organising in having reached out so successfully across the university.

I wish everyone a most successful and stimulating day. And I look forward to the great work of TRiCC.

Thank you.



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17 February 2017

‘The Reformation at 500’

Chapel and Front Square, Trinity College

Your Excellency, Distinguished Guests,

Good afternoon. It’s a great pleasure to welcome you all to Trinity College Dublin for this wonderful commemorative event: the Reformation at 500.

It’s an honour for Trinity to be hosting this traveling exhibition, or ‘Reformation Roadmap’, which – as most of you are aware – is an initiative of the German government together with the Lutheran Church, and is visiting 67 places in nineteen European countries.

Trinity College is the only Irish stop for the exhibition, and to anyone who knows Irish history this makes sense: our university owes its very foundation to the Reformation.

We don’t always like to remember this because religion has often been a cause of conflict on this island. But we should recall that Trinity was founded by royal charter granted by the great Reformation queen, Elizabeth the First, a mere 75 years after Martin Luther nailed his theses to the door of the All Saints Church in Wittenburg – the event that started it all, and that this exhibition is commemorating.

Few have had greater impact than Martin Luther – before he died, he had founded a new church, translated the Bible into German, and converted to his thinking key electors and princes of Europe, including of course Henry VIII of England. And he had changed the way that universities teach.

Trinity began as a college of theology for students studying the doctrines of Luther and Calvin, and other luminaries of the Reformation.

Archbishop James Ussher – often called ‘Trinity’s first scholar’ - was a product of this education, and he was a stalwart defender of it. His achievements were exceptional, including publishing, in 1639, the most substantial history of Christianity in Britain and Ireland to date, and building up the library here in this College.

When Ussher arrived as a student in 1594, Trinity had just thirty books and ten manuscripts. To bulk this up, Ussher – as Vice-Provost - made book-buying visits to England every three years, and set the pattern of valuable acquisitions for the library. He was motivated to do this to build up scholarship in the new college of course, but also out of Protestant zeal – he wanted to ‘spread the word’ to Ireland.

* * *

It's important to remember and commemorate our foundations, and it's interesting that this most significant anniversary for the Reformation and for Trinity should occur during the Decade of Commemorations when Ireland is remembering the events that led to the foundation of the state.

* * *

On behalf of the College, I thank the German government and the Lutheran Church for bringing this most imaginative exhibition to Trinity, and providing the occasion for us to explore our heritage. As well as this 'Reformation Roadmap', we are hosting a symposium which is starting shortly, and continuing tomorrow, with distinguished speakers from Germany, Europe and Ireland.

And the Library, in conjunction with the Schools of English and of History and Humanities, is running an exhibition in the Long Room till the end of the month. Entitled 'Power and Belief', it draws on the astonishing collections held in our Library, including most notably a very rare volume by the Czech reformer, Jan Hus, published in 1537 and originally housed in the library of Thomas Cranmer, Archbishop of Canterbury. Cranmer was burned as a heretic in 1556, during the reign of Queen Mary, and his books were confiscated. Fortunately this volume found its way to Trinity, where it has been preserved.

The exhibition also includes a 1523 edition of Martin Luther's translation of the Old Testament and William Bedell's 1685 work 'Leabhuir na Seintiomna ...', the first translation into Irish of the Old Testament.

Continuing the celebration, our chapel is holding three concerts this week, celebrating the musical legacy of the chorales of Martin Luther – two of them were held on Saturday and Wednesday past, and the third and final will take place tomorrow at 7pm. This is presented by the Goethe Institute.

The extent of the celebration means that many Trinity colleagues are involved – librarians, chaplains, theologians, historians and more. I would like to thank all for the work and effort you have put in.

I hope that not only staff and students in the college, but visitors, local and international, will get the chance to see these exhibitions and reflect on the extraordinary changes brought about by Martin Luther 500 years ago, and their continuing impact.

Thank you.



Participants in front of College Chapel, including Provost Patrick Prendergast, Archbishop Michael Jackson, Papal Nuncio Archbishop Charles Brown (Titular Archbishop of Aquileia), Professor Juergen Barkhoff, and Professor Maureen Junker-Kenny

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17 February 2017

Spring Discourse of the Irish Legal History Society

Regent House, Trinity College

Good evening,

On behalf of the College, it's my pleasure to welcome you all to Regent House for this very special meeting of the Irish Legal History Society.

We welcome in particular our distinguished guests from Northern Ireland: the Lord Chief Justice, Sir Declan Morgan; the Attorney General, John F. Larkin; and from the High Court Sir Donnell Deeny, who is also of course Trinity's Pro-Chancellor and President of this Society.

And we welcome other judges and senior lawyers and historians from Ireland and Northern Ireland.

This distinguished gathering bespeaks the importance of the event which we're commemorating: the Irish Convention, which met a hundred years ago, convened by Lloyd George, who invited whom he called 'representative Irishmen' to come together to find a means of introducing Home Rule which would be amenable to all parties.

The Irish Convention is the most significant commemorative event in this, the fifth year of the 'Decade of Commemorations'. It's often overlooked – sandwiched as it is between the morbid glamour of the Easter Rising and the War of Independence – so it's good to see it getting scholarly attention in its centenary year.

Of course it's particularly significant for Trinity since the Convention met here in this very room, in Regent House. So it's wonderful to see the event commemorated in style and I'd like to congratulate Sir Donnell Deeney, as President of the Society, and Patrick Geoghegan and John Gordon, the two vice-presidents, for organising to such a high level. And I'd like to thank all of you for coming and making this such an occasion.

The Irish Legal History Society has a long connection to Trinity. It was formally inaugurated in the Provost's House in 1988 at a reception hosted by Provost Watts in the presence of the Chief Justices of Ireland and Northern Ireland.

And on the 25th anniversary of that inauguration, in 2013, we held a reception in the Provost's House, which I was privileged to host, and where I met many of you here today. So it's great to see the Society back in Trinity, and in this historic room.

This is one of the oldest buildings in College, built in the 1750s. This room was used in earlier times for the disputations which formed the necessary preliminary to getting a degree – a junior graduate would preside as ‘regent’, hence the name. During the 19th century, this housed the College museum. In my day, as in many of yours, it was the junior common room – so I can never break the connection to pool tables, card playing and cigarette smoke.

The room only re-opened this week, after a year’s closure for renovations, including recovering the stone floor and putting in a lift. It’s particularly appropriate to re-launch with this commemorative event.

* * *

The 1917 Irish Convention can be seen as a last valiant attempt to hold the ‘centre’ together. Trinity historians have written about the event:

R.B. McDowell called it ‘a ‘brilliant failure.’

David Fitzpatrick has described it as ‘utterly futile’.

And most recently, Tomás Irish, in his superb history of Trinity in the period 1913-1923, has called it: ‘a microcosm of a wider political transformation’ and noted that it was ‘important in demonstrating how constitutional political movements had lost their effectiveness and how the British government had yet to realise this crucial change.’

I will leave it to historians to debate the significance of the Convention. Let me just say that as Provost, I am amused by the pragmatism of my predecessor, J.P. Mahaffy.

When he offered the use of the Regent House, the *Irish Times* took this as evidence that he was ‘a good Irishman’*. However, his godson Walter Starkie recalled that Mahaffy was more concerned to have the ‘dilapidated old hall’ spruced up. With ‘great satisfaction’, he ‘chuckled at the thought that the British Government were defraying the cost of renovating the dingy Regent House which had been the eyesore of the College.’†

Let me say that when, last year, Trinity offered the Provost’s House for the Fianna Fail and Fine Gael talks that enabled the creation of the current minority government – we did not receive any costs for renovation or sprucing up! It was a purely disinterested gesture, which had of course, an echo of the Irish Convention. Happily, last year’s talks had a more productive outcome. Although, the alliance is being stretched this week...

* ‘The Provost’s Offer’, *Irish Times*, 7 June 1917, 5.

† Starkie, *Scholars and gypsies*, 160.

In Trinity, we've always been proud of hosting the Irish Convention because it invited representatives from north and south, and from both religious communities; it was an-Ireland initiative, and in Trinity, we've always seen ourselves as a university for the whole island, attracting students from all 32 counties.

As you know, there was a decline in numbers of students admitted from Northern Ireland following the introduction of the separate UCAS and CAO systems, north and south. But in recent years – thanks to really impressive efforts by Patrick Geoghegan when he was Dean of Undergraduate Studies and by Sir Donnell Deeny – we've taken active steps to reverse this decline, including sending out student ambassadors and adjusting A-level requirements.

We want to see Trinity returning to its historic position – taking in students from all over the island. There's no doubt but a hard Brexit will make this more difficult, so that's not our preference. But it's not something we can influence. We can only pledge to continue to be an attractive environment to students and staff from Northern Ireland.

Today's speaker, John Larkin, embodies all that bonds us most strongly: a graduate of Queen's Belfast, he served as Reid Professor of Criminal Law here in Trinity before returning to practise at the Bar of Northern Ireland.

I note that his position here – the Reid Professorship – is strongly indicated in the Presidency of Ireland. It was previously held by both Mary Robinson and Mary McAleese, also of course a Queen's graduate. And like Dr Robinson, now our Chancellor, John Larkin was a phenomenally young Reid professor. Watch this space, as they say...

Meantime, it's an absolute pleasure to welcome him back to Trinity to give us centenary reflections on the Irish Convention.

Thank you.

* * *

22 February 2017

Handcrafted Brutalism: the Berkeley Library's making in context

Iveagh Hall, Berkeley Library, Trinity College

Thank you, Helen, and good afternoon, everyone.

It's my pleasure to welcome you all to Trinity for this celebration of one of our best-loved buildings.

The Berkeley Library and I are about the same age, which I find surprising because the Berkeley seems to me perpetually young, ever the *enfant terrible* of the campus. When I was an undergraduate here in the early 1980s the Berkeley always seemed complicit in our student irreverence. A goof place for sit-ins.

The Berkeley still feels like the punk and iconoclast on campus, located as it is beside our formal neo-classical buildings. And yet it manages to complement the older buildings, to gel with them. This is its paradox, and its glory.

I'd like to quote John McGahern on this – because he puts it better than I can. While he was writer-in-residence in Trinity in 1991, he got the feel the place and he said (I quote):

'Front Square has a sense of gesture, and pride, and yet it has its own calm, and the scale of it remains completely human. To go left is to come face to face with the brute concrete of the Arts Block, which should not fit in but somehow does'.

'Should not fit in but somehow does' - this, put so simply, is what we might call the Koralek Paradox. How did he get brutalism to somehow fit in with neo-classicism?

Perhaps the clue is in the first part of McGahern's quote. When he talks about gesture, pride, calm, and a human scale, he's talking about Front Square but these words could apply equally to the Berkeley and the Arts Block. This is perhaps what provides the continuity between our 18th and 20th century buildings – a continuity of mood and atmosphere, if not strictly of form.

As I say, the Berkeley is forever young for me and I think for all my generation. Does it retain its punk factor for undergraduates today, or is it beginning to have a historic feel? Certainly, it's now moulded to the campus and will be a part of the landscape, we hope, for many more significant

anniversaries.

Like many great and lasting things, the Berkeley had a charmed start in life. The need for a new Library to relieve overcrowding was raised in 1948; six years later the fundraising campaign started, and in 1957 the appeal went out to graduates.

Then, as now, our graduates proved exceptionally generous and devoted. They gave what they could. Most remarkably perhaps, Samuel Beckett supported the appeal by donating a year's worth of royalties from the North American performance of *Krapp's Last Tape*. This was, and remains, one of his most popular plays. It was then playing to full houses on Broadway and the royalties were significant.

This is another example of Beckett's legendary generosity. It's particularly appropriate that he, an icon of modernist literature, contributed to this the icon of modernist architecture.

When the call for proposals went out to design this library, it specified (I quote)

"the design for the new building will represent the twentieth century to posterity as characteristically as the present Library represents the eighteenth century".

Seldom has a spec been better adhered to!

Competition was intense – there were 218 entries received from 29 countries. The winner was Paul Koralek. He was aged only 28 and had only just founded his architectural practise in London, together with two fellow students from the Architectural Association, Peter Ahrends and Richard Burton. In fact, the Berkeley was almost their first commission. To give such an important commission to a completely untried firm was brave - some might say foolhardy. But obviously Koralek's design was compelling, and faith in him was more than justified – as we celebrate today.

The Berkeley Library symbolises the spirit of the 1960s – that decade's excitement, adventurousness, and infinite sense of possibility. The Library was launched with all possible flair. During the 1960s – thanks in large part to George Dawson, professor of Genetics – the College began to acquire, and take an interest in, modern and contemporary art. Dawson involved the students in acquiring a contemporary art collection as a counterpart to the College's historic collections. And when an exhibition space was sought on campus, the Berkeley was the natural – indeed, at that stage, the only choice.

The Trinity Exhibition Hall in the Berkeley Library was Ireland's first university art gallery. Its opening exhibition, 'Banners by American Artists' –

with Roy Lichtensteins and Jasper Johns - was the most extensive display of these works in Europe at the time.

And in 1969, the Berkeley hosted the first and only solo show of Picasso in Ireland while the artist was still alive. During a six-week run, 42 thousand people saw that exhibition.

In 1977 the Exhibition Hall moved from the Berkeley, when Paul Koralek was asked back to Trinity to design the Douglas Hyde Gallery. But thanks to those ten years, Berkeley has its place in the history of modern art display in Ireland.

This year the Berkeley is fifty – which is young for a building, at least in a building which looks squarely at posterity. As a library, it is of course, the heart of the university. Every day, insights and discoveries are made here and this is what gives the space its continuing life and dynamism.

Trinity is most fortunate: with the Long Room and the Old Library we have a masterpiece of 18th century architecture, and with the Berkeley a masterpiece of 20th century. The Long Room is now a place apart, which we approach in hushed reverence. The Berkeley we treat more rough and ready – it's for daily reading and research. Perhaps two hundred years from now, visitors will form an orderly queue to admire 20th century brutalism at its best.

I thank the Steering Group for Berkeley 50: Peter Dudley, Greg Sheaf, Estelle Gittins, and Sharon McIntyre. With this celebration, you remind us of the unique qualities of this building which we pass and enter every day.

The best way to celebrate the Berkeley is to evoke its spirit. In coming years, as we design new, much-needed buildings for the College, may we show the courage, daring and joy of those who commissioned the 28-year-old, as yet untried architect to build a library that would be at once characteristic of the college, and representative of its epoch.

Thank you.



(L to R) Helen Shenton, Librarian & College Archivist, Provost Patrick Prendergast and Ellen Rowley, Architectural and Cultural Historian

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23 February 2017

Launch of the Trinity Centre for Creative Technologies & Media Engineering

Stack B, Custom House Quay, IFSC

Thank you, Anil,

And good afternoon everyone, and welcome to this corner of Trinity College on the Quays.

Locating here is part of our on-going expansion beyond the campus to allow for our myriad of new research activities. This building now has a particularly dynamic purpose: it is home to the Trinity Centre for Creative Technologies and Media Engineering. As such, it brings together two of Trinity's internationally known research groups,

- the media signal processing group, Sigmedia, and
- the graphics, vision and visualization group, GV2.

And co-located here is The Foundry, recently named one of the top 20 fastest growing tech companies in the UK. The Foundry boasts two Oscar-winning founders who have collaborated with Trinity on research projects. I know that all involved are excited to be working in such proximity.

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So the rather prosaically named 'Stack B' is now a truly dynamic and innovative space. We will be hearing today from our leading researchers in Sigmedia, GV2 and Creative Technologies. I would just like to take this opportunity, briefly, to talk a bit about what this new Centre means for the College as a whole.

As many of you know, the Trinity back in 2009 identified a need to "foster multidisciplinary research consortia" to build on our research excellence. Eight multidisciplinary research programmes, as they were then called, were identified – these included

- Digital Arts and Humanities,
- Telecommunications,
- Nanoscience,
- Neuroscience,
- Ageing, and
- Immunology.

It was recognised that these were just a beginning, and that we needed to identify other areas where Trinity had proven expertise to provide solutions, innovate, and expand the debate.

Over the following years more research areas were identified and we began to speak of ‘research themes’ and ‘research champions’. Today we have nineteen interdisciplinary themes, including of course Creative Technologies.

These nineteen research themes inform our education mission; and they inform and illuminate our innovation activities. Deciding on what the themes should be was key. But in one sense, the themes presented themselves: we concentrated on those areas where we have proven research excellence.

Creative Technologies was one of the most significant initiatives of my predecessor as Provost, John Hegarty as part of the Creative Arts, Technologies and Culture Initiative – or the CATC – which sparked collaborations across the college, linking the arts and humanities with science.

In establishing this Provost Hegarty was drawing on a strong tradition. In the late 1990s the Departments of Music and of Electronic and Electrical Engineering came together to create an MPhil in Music and Media Technologies. This internationally admired course balances technological and artistic domains, with particular reference to music and to emerging new media markets, and encompassing all aspects of new media technology and artistry, including audio, video, web, and interactivity.

This MPhil – which will now be run from this Centre - is admired internationally and it can be regarded as a pioneer in creative technologies. Established before the internet revolution, it looked ahead to science and art collaborations – to the period we are in now.

Interdisciplinarity is transformative, but it’s not always easy. Breaking out of our silos can be a challenge, particularly when it’s not only cross-disciplinary, but cross-faculty. Creative Technologies shows the way for science, arts and humanities research to combine, collaborate, and co-create. In Trinity we’re fortunate to be capitalising on a tradition of excellence in this sphere.

Three and a half years ago, at a reception for research theme champions in the Provost’s House, I said that ideally each of our nineteen research themes would have its own institute or centre – just as Nanoscience has CRANN and Digital Arts has the Long Room Hub. This was our aspiration but I didn’t underestimate the challenge.

And now here we are, in just a few years, in the new Trinity Centre for Creative Technologies and Media Engineering. This is thanks to the energy and commitment of many people. I would like to thank John Boland for showing great leadership at this crucial time.

I thank the Foundry for choosing to engage with the Trinity at an early stage;

this has made all the difference, and it's great to see Jon Starck and Dan Ring here today.

I thank Carol O'Sullivan and Anil for returning from Disney and Google to contribute to this university! and thanks also to Carol for leading the launch organisation with Jenny and Orla.

I thank the Schools of Computer Science and Engineering for funding the final stages of building refit and I thank Naomi Harte and Michael Manzke for driving the refit, and Henry and Jeremy for bringing School support for the creation of the centre.

* * *

We're ambitious for this Centre. We know it's different from other creative tech centres round the world in that researchers here work in all aspects of the media tech chain – not only content creation and graphics but also distribution tech and audio/speech processing.

We know this is the only centre in Europe to boast two major acquisitions of media tech by Google, and the only one to boast an Oscar winner on its staff. Technology developed by the Centre's lead researchers is used in all major motion picture productions worldwide, and in YouTube.

And with Aljosa Smolic, the Centre has recruited the only SFI research professor in Trinity in the last funding round.

The Centre's ambition is to establish Trinity as a world class centre of excellence in creative technologies & media engineering, and to push the boundaries of visual and auditory processing. That's a high ambition but look what's already been achieved!

With the talent, leadership and commitment here, I have full confidence.

It will be a pleasure for me now to pass the IFSC – as it is to pass Grand Canal Dock and the Lir and the Technology Enterprise Campus – thinking of Trinity research spreading across the city, bringing inspiration, creativity and innovation wherever we go.

And now it's time to hear from the people who made this happen.

Thank you for your attention.



Provost and Dean of the Faculty of Engineering, Mathematics and Science
with Creative tech researchers

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02 March 2017

Trinity Global Business Forum

TBSI, Trinity College

Good morning,

And welcome, everyone, to the second Trinity Global Business Forum, our annual event to engage the Trinity business network with pivotal issues facing business today.

It's great to see such a wide-ranging attendance: business leaders, alumni, staff, students, public policy makers. You are all most welcome.

The inaugural forum was held last year, in May, and many of you present here today attended. It was agreed then that a comprehensive business forum in Dublin, such as this, was greatly desirable - to develop a vision and strategy for business and society, and to integrate global business with Trinity's network and research expertise.

I think all of us present last year felt the benefit of coming together, across academia, industry, and public policy to share experiences, debate issues, and engage with the challenges and opportunities facing us.

As it happens, a great challenge – indeed a tsunami – was about to hit us. Few saw it coming.

Brexit presents, of course, a historic challenge to businesses in Ireland. It's the subject of the first session today and of one of our parallel panels, and it feeds into the theme of this year's forum, which is disruption. That's technological and digital disruption, certainly, but also political disruption.

Similarly the societal backlash against globalisation seen in some countries – if less immediately impactful on Ireland than Brexit – could create a very turbulent environment for business.

These are large issues for our fledgling forum to be confronting, but it's in the nature, I think, of business people to be optimistic and forward-thinking, to see opportunities where others see problems, to be creative and adaptive in problem-solving. A great Trinity graduate Samuel Beckett once said 'Fail again, fail better' – actually the full quotation is "Ever tried, ever failed, no matter try again, fail again, fail better". He won the Nobel Prize for Literature, not for Economics, but it's a saying that I think many entrepreneurs live by. In the theme of this forum and the title of Andrew's talk – 'Embracing Disruption' – I see some of that Beckettian paradox and spirit.

Today we'll hear speakers on issues as diverse as corporate activism, marketing on a budget, the psychology of risk, women in leadership, digital disruption, the future of work, and weaning ourselves off foreign-owned multinationals. Like last year's, this forum takes a comprehensive view of the business environment, and its current risks and opportunities.

I thank all our speakers and panellists - experts from business, academia and public policy - who are contributing to the day, particularly those who have travelled from abroad.

This event has come about through the vision of the Dean of the Trinity Business School, Professor Andrew Burke, and through the commitment of the Trinity Business Alumni, or TBA, one of the university's most engaged alumni networks. I'd like to take this opportunity to thank Andrew and the TBA and its president, Tom McAleese.

As many of you are aware, the university is investing strongly in business education. In the next year or so, our new Business School will open, beside the Science Gallery, on the site of the old Luce Hall.

This showcase building, co-located with an Innovation and Entrepreneurship Hub, will be the outward sign and symbol of the new, 21st Century direction of this university.

Trinity College Dublin has always been strong on scholarly research, and we understand that through the training of skilled graduates we play a crucial role in driving economic growth and in making Dublin a global innovation centre.

In successful economies and societies, government, universities, and industry work together to identify and fund the research and training that's required for growth and innovation.

In Trinity, we are building valuable partnerships with industry to achieve this. This forum, which brings together a cross-section of interests, is part of our commitment to developing economic prosperity, social well-being, and an ethical society.

We look forward to the meaningful impact that this, and future forums, will have on business and society, in Ireland and beyond.

Thank you.

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09 March 2017

Conference: *National stereotyping and cultural identities in recent European crises*

Long Room Hub, Trinity College

Thank you, Juergen,

And good afternoon everyone. It's my pleasure to welcome you formally on behalf of the College to Trinity College Dublin for this important conference.

You are here in the Trinity Long Room Hub, our Arts & Humanities Institute dedicated to promoting and facilitating innovative research across our nine Arts and Humanities member Schools, and to pioneering cross-disciplinary and cross-faculty research within the university and with national and international partners.

As such, the Hub is the perfect venue for this conference, which takes a broad look at identity in Europe through analytic approaches from various fields – including history, international relations, cultural studies, political science, translation studies and literature.

Interdisciplinarity is increasingly important to universities but, as we all know, it's not always easily achieved since the way that universities have developed has tended to focus on single discipline approaches. In Trinity in recent years we have sought to encourage interdisciplinarity through research themes that invite cross-disciplinary collaboration.

One of these themes is 'Identities in Transformation' which explores how individual, cultural, social and political identities evolve and change in an Irish, European and global context.

This theme - for which this conference is a flagship event – brings together researchers across all our Arts & Humanities Schools, and from disciplines within our faculties of science and health sciences, including nursing, computer science, and public health and primary care.

It's one of the most dynamic and successful of our nineteen research themes. This is because it has benefitted from being located in the Long Room Hub, which is so geared towards interdisciplinarity and collaboration; and it has benefitted from excellent inter-institutional links across Europe, thanks in great part to the Coimbra Group, which had a strong role in the thematic conception of this conference.

And of course, identity is an area which responds naturally to an interdisciplinary approach, as is evident from this conference.

The focus in this conference is on various crises across Europe including Brexit, cultural stereotyping, the growth of right-wing populism, the Eurozone crisis, the Ukraine conflict.

These issues are of course very topical – frighteningly so. Europe and the European project is threatened by them and it's vital that we understand what has given rise to them.

Better understanding demands a multi-faceted, interdisciplinary approach. Our speakers today come from many disciplines, and from new, compound disciplines such as Cultural Memory Studies and Imagology. Understanding is the beginning of problem-solving. We hope that through these exciting new approaches, new understanding can help bring about solutions and applications.

This conference connects Humanities scholarship with current debate. It is a prime example of engaged or applied Humanities, using historical and cultural long-term perspectives to understand and better face contemporary challenges.

This is a particularly high-level, well-attended conference. We welcome experts from fourteen countries, including the four keynote speakers. The public keynote is Ruth Wodak, who will speak on right wing populism and the construction of the stranger.

Ruth Wodak is a well-known public intellectual who has pioneered the research field of critical discourse analysis. She brings a unique perspective.

I congratulate the conference organisers, Juergen Barkhoff and Joep Leerssen. Juergen is also Vice Chair of the Coimbra Group in general and an excellent champion of the Identities in Transformation theme, and Joep served on the Long Room Hub board for four years. Last night he gave the Hub's Annual Humanities Horizon Lecture on 'illiberties', providing what proved a brilliant opening discourse for some the themes treated at this conference.

Finally, my great thanks to Dr Beate Schuler, one of the key supporters of the Hub and the College, who had generously sponsored this conference and has travelled especially to attend.

I wish you all the very best for the remainder of the conference and I look forward to reading the proceedings when published.

Thank you.

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13 March 2017

New York Evening with Provost

The Players Club, 16 Gramercy Park South, NYC

Thank you, Aileen,

And good evening, everyone. It's a real pleasure to be here in one of the world's great cities, meeting Trinity alumni.

Wherever I go in the world, I like to meet with graduates. Trinity has 100,000 alumni, and counting, in 130 countries around the world, and there are alumni branches everywhere – from Seoul to Stockholm, from Uganda to Tel Aviv.

New York alumni are particularly engaged and dynamic – exactly what you'd expect from this city. Last year, I was lucky enough to attend the New York Trinity Ball, and it's fast becoming a highlight of my year – and, I hope, of yours. I'm delighted to be getting re-acquainted tonight with some of those whom I met last year.

It's wonderful to be invited to address you here in The Players Club. As a visitor to New York, one is always hoping to get access to its inner sanctums, so to speak, and this club is, I understand, the oldest social club in New York to remain in its original premises – certainly an inner sanctum.

I'm looking hopefully around the walls for a Trinity graduate – in vain I think. The closest is maybe Eugene O'Neill whose father came from Kilkenny – which is not close at all, I admit! We'll have to wait a while. Trinity has a remarkable track record in educating playwrights – from Goldsmith and Wilde to Beckett and Sebastian Barry – but I think it's only in this and the past generation that we've started to educate actors.

But our former students now include Ruth Negga, who was just up for an Oscar, and Dominic West of *The Wire* fame, and Andrew Scott who plays Moriarty in the BBC series, *Sherlock*. So watch these walls...

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This evening, I'd like to briefly fill you in on how Trinity is doing. As friends and alumni, you have a strong interest in Trinity's future. As Provost, I feel a responsibility towards staff and students, and towards you, our alumni, to ensure that the university, which means so much to all of us, continues on its path of excellence.

I don't have time to go into all our initiatives – we'd be here all night. Let's

focus on recent highlights.

Since I addressed you at the New York ball in June, when I was last here, Trinity has been recognised through admittance to two prestigious bodies – the first is of particular interest, I'd guess, to alumni in the US.

We have become the first non-US member to join the Consortium for Advanced Studies Abroad, or CASA (<http://casa.education/home/>).

CASA is a non-profit organisation, comprising nine leading American research universities. It was formed in 2014 to facilitate student mobility internationally through the establishment of study-centres around the world.

CASA member institutions include the universities of Brown, Columbia, Cornell, Dartmouth, Harvard, Johns Hopkins, and Vanderbilt.

Trinity is the 10th member and the first CASA partner institution based outside the US. In January this year the first Trinity students were part of the CASA group studying in Havana, Cuba.

We're delighted to be in CASA which puts us in a club with *the* most prestigious universities in the US.

Trinity's relationship with the US goes back centuries. In the 18th century Trinity students – Theobald Wolfe Tone and Thomas Addis Emmet – were inspired by American independence to establish the United Irishmen to achieve a similar independence for Ireland. Their Rebellion in 1798 failed – Tone was put to death and Emmet was imprisoned. After his release in 1802 and the failure of his brother, Robert's, rebellion, he emigrated to the United States and rose to become a prominent lawyer and eventually attorney general for the State of New York.

He is but one of thousands of Trinity graduates to enjoy eminent American careers. You are the latest in this respect and you are part of a great tradition. And of course, it goes the other way as well: probably the greatest novel on Trinity – and one of the great novels of the 20th century – was written by an American studying law in Trinity: J.P. Donleavy's *The Ginger Man*.

More recently, two American postgrad students met on Trinity's Master's course in Anglo-Irish Literature. Studying Beckett and Joyce, they began thinking of new ways to tell stories. They collaborated and went on to write *Game of Thrones*.

There is such a long richness of exchange between Ireland and the US, Dublin and New York, Trinity and US universities – and this is something we want to continue to build on. In the past few years, we've put significant effort into building up student exchange programmes and research

collaborations with US universities.

This has met with great success; the last five years have seen a 50% increase in students from the US attending Trinity; and for Trinity undergraduates the United States remains our most popular destination for exchange programmes.

As of this year, a new dual award programme with New York's Columbia University has been approved. This B.A. programme will be piloted this year in European studies. The programme will see students spending their first two years at Trinity and their final two years at Columbia.

As higher education becomes ever more global and avails of the remarkable advances in technology and communications, I believe that a first-class education will increasingly involve study and work placements abroad, international research collaborations, and immersion in a cosmopolitan campus. We are committed to all this in Trinity.

Our US alumni have been extraordinarily helpful and generous about furthering ties with this country. So I'm here, first and foremost, on behalf of the whole university to thank you for your extraordinary efforts.

You give financial support through the University of Dublin Fund, and through funding scholarships and access programmes. Many of you help with mentoring students and graduates; you attend college activities and take a keen interest in college developments; and you hold events such as this one which grow the Trinity community in north America.

We're most grateful.

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As well as CASA, Trinity has joined another really prestigious group in the past six months: the League of European Research Universities, or LERU.

There are only 23 members in LERU and they include Europe's highest ranked research universities such as Oxford, Zurich, Amsterdam, Heidelberg, Helsinki, Paris-Sud, Cambridge, Utrecht and others. The network counts 230 Nobel Prize winners and Field Medal winners among its staff and students and is a key influencer on European research policy.

Getting into LERU is a huge endorsement – it's a lengthy process, and publications, citations, funding bodies, industry collaborations, and graduate trajectories are all evaluated. But I wasn't surprised Trinity got in because our research frequently makes headlines globally and one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

Last September, for the second year running, Trinity was rated the number one university in Europe for educating entrepreneurs, according to evaluation by research firm, PitchBook, based on the number of undergraduate alumni who go on to create companies that secure first-round venture capital funding. Trinity is the only European university in PitchBook's global Top 50.

This is because our students are brilliant, of course! But it's also thanks to the initiatives and incentives which the College has put in place to promote an innovative and entrepreneurial mindset among staff and students.

We're currently engaged on an ambitious university-wide project to renew the undergraduate curriculum. **The Trinity Education Project**, as we're calling it, is about building on our traditional pedagogical strengths and ensuring that we're adapting appropriately to changes in the workplace and society.

We've agreed a set of graduate attributes which will shape the kind of education we offer. These attributes are:

- To think independently
- To communicate effectively
- To grow continuously
- To act responsibly

Students will embed these attributes through academic and co-curricular activities; they will learn through more diverse styles of assessment, greater flexibility, and continued emphasis on depth in disciplinary knowledge.

Renewing our education feeds into two of our most exciting initiatives – for a new Business School and a new Engineering, Environment and Energy Institute.

Construction of the new Trinity Business School has started at the Pearse Street end of campus, beside the Science Gallery. It's to be co-located with an Innovation and Entrepreneurship Hub, and will include space for prototyping and for company incubation projects.

The new Dean of the Trinity Business School, Professor Andrew Burke has described Trinity and Dublin as “a sleeping giant” when it comes to third-level business education because of the college's city-centre location and Dublin's status as an innovation hub, the European headquarters to 9 of the top ten global software companies, and 9 of the top ten US technology companies.

With the newly-housed Business School, we look forward to educating even more dynamic entrepreneurial students dedicated to societal improvement.

Trinity Business Alumni have been instrumental in fundraising and advising

around the new Business School. This is yet another area where we're indebted to our alumni's inspirational leadership.

The new Engineering, Energy and Environment Institute, which we're calling E3, will be unique globally. An industry-academic collaboration space, it will be one of the first institutes internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a liveable planet.

With E3, we're seeking to direct our technologies to sustain, rather than deplete, our natural capital. We hope to create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the good of life on earth.

E3 will co-locate staff from the Schools of Engineering, Natural Science and Computer Science and Statistics, and it will link-up with our centres for nanomaterials and raw materials. It will be a key partner for government, industry and NGOs, in Ireland and internationally, in meeting the emerging opportunities in energy and engineering design, while sustaining natural capital.

A site has been selected in the Trinity Tech Campus at Grand Canal Dock. I want E3, which is so ground-breaking in concept, to be ground-breaking in construction and design. This year the Berkeley Library is celebrating its 50th anniversary. It's one of Ireland's most iconic 20th century buildings, frequently cited in architects' top 10.

When the call for proposals went out to design the Berkeley, in the mid-1960s, it specified (I quote) "the design for the new building will represent the twentieth century to posterity as characteristically as the Old Library represents the eighteenth century".

That was a bold, ambitious, confident spec – 'representing the century to posterity'. Well, I want E3 to represent the 21st century to posterity. Trinity encompasses some of Dublin's greatest architecture over the centuries, and this is a tradition we want to uphold.

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This year is Trinity's 425th anniversary. It's now four centuries and a quarter since the university was founded by charter.

I think we can all be proud of the way that the college has survived and flourished.

In its long history, Trinity has been through triumphant times and difficult ones. I took office as Provost in 2011, in what will historically be reckoned a difficult time. The country was still reeling from the downturn and austerity;

state funding to higher education was falling year on year, and politically no-one wanted to grasp the nettle of student fees.

Five years on and we're still waiting for government to take the hard decisions that will put the financing of higher education on a firm foothold, but nevertheless the whole atmosphere is different. Economically, growth has returned to the country, but the greatest change, I think, has come from within the campus, where there is a strong atmosphere of confidence and hope.

Despite a challenging environment, we've marked up significant successes. I've mentioned some of them this evening – CASA, LERU, Pitchbook, the new Business School. There are many others I haven't had time to go into:

- the new **Global Brain Health Institute**, a joint initiative between Trinity and the University of California, San Francisco, which will help to tackle the looming dementia epidemic and to improve care worldwide.
- The growth of the **Global Science Gallery Network**, which will see seven new science galleries established worldwide by 2020, all modelled on the 'mother ship' in Trinity;
- And of course our extraordinary research breakthroughs, which continue to get international coverage. You may have seen, for instance the coverage surrounding Shane O'Mara's book *Why Torture Doesn't Work*, which looks at the neuroscience of torture.

I'm proud to lead a university which punches so far above its weight. On comparatively restricted funding and staffing, we compete with the world's best.

This is thanks to the creativity, talent and commitment of so many people across the university. And it's thanks to the strength of our wider community.

We have all - staff, students, alumni, and friends - taken responsibility for the success of the university. We've realised that we can't wait around for things to happen nor rely on government to take the decisions to secure our future. We have to drive change ourselves - strategize, raise revenue, and connect and network on behalf of the university.

I've mentioned the graduate attributes which we want to instil through renewing the Trinity Education: to think independently, to communicate effectively, to grow continuously, to act responsibly.

I'm confident about our success in imparting these attributes because as a community, we have collectively proved ourselves independent, communicative, responsible, and committed to the college's growth.

As we approach the 2020s, we have so many exciting initiatives and plans in place. With your help, we look forward to continuing with the great education, research and innovation that has such impact in Dublin, Ireland and the world.

Thank you.



(L to R) Valerie Kennedy, Friend of Trinity; Rosalind Zuger, oldest New York alum and a trustee on the US Fund; Provost Patrick Prendergast and Pauline Thurley, Trinity alum and Director of the Irish Arts Centre in NYC

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21 March 2017

Brussels Alumni Drinks

Thalys Hotel Pullman Brussels Centre Midi

Thank you, John,

And good evening, everyone. It's a great pleasure to be here meeting Trinity alumni.

Wherever I go in the world, I like to meet with graduates. Trinity has 100,000 alumni, and counting, in 130 countries around the world, and there are alumni branches everywhere – from Seoul to Stockholm, from Uganda to Tel Aviv.

Brussels is, of course, a key destination for Trinity alumni, and has been for over four decades. So many of you come here to work in the European institutes or in corporations or NGOs. You maintain the connection with Trinity and this makes Brussels a welcoming city for me, and for new graduates looking to make their way here.

I'm honoured to address you here in the Hotel Pullman. I thank Vera Coughlan and the other organisers for putting this event together.

In the time we have this evening, I'd like to briefly fill you in on how Trinity is doing. I know that as friends and alumni you have a strong interest in the college's future.

As Provost, I feel a responsibility towards staff and students, and towards you, our alumni, to ensure that the university, which means so much to all of us, continues on its path of excellence.

I don't have time to go into all our initiatives – we'd be here all night. Let's focus on a few recent highlights.

One landmark event, which happened in November last, is that Trinity is now a member of the League of European Research Universities, or LERU.

This might mean something to this audience since LERU, like so many European organisations, is headquartered in Belgium – in Leuven.

LERU is a prestigious, exclusive league. It has only 23 members and they include Europe's highest ranked research universities such as Oxford, Zurich, Amsterdam, Heidelberg, Helsinki, Paris-Sud, Cambridge, Utrecht and others. The network counts 230 Nobel Prize winners and Field Medal winners among its staff and students and is a key influencer on European research policy.

Getting into LERU is a significant endorsement – it’s a lengthy process, and publications, citations, funding bodies, industry collaborations, and graduate trajectories are all evaluated. I am very proud, as I hope are you, that Trinity made the grade.

But I wasn’t surprised Trinity got in because our research frequently makes headlines globally, and one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

Last September, for the second year running, Trinity was rated the number one university in Europe for educating entrepreneurs, according to evaluation by research firm, PitchBook, based on the number of undergraduate alumni who go on to create companies that secure first-round venture capital funding. Trinity is the only European university in PitchBook’s global Top 50.

This is because our students are brilliant, of course! But it’s also thanks to the initiatives and incentives which the College has put in place to promote an innovative and entrepreneurial mindset among staff and students.

One of the most successful such initiatives is the accelerator programme, LaunchBox, which enables students to develop business ideas from concept through to design and marketing.

If there’s anyone here who graduated within the last three years, they’ve probably heard about LaunchBox; they may even have participated in the programme. Older graduates will be intrigued to hear what’s now available to undergraduates on campus: they get office space, mentoring, seed funding, and access to launch start-ups.

In its first three years, LaunchBox supported 24 student companies which went on to raise a total of €1.2 million in venture capital. These companies included, most famously, FoodCloud, which aims to bridge the gap between food wastage and food poverty and was written up in *Time* magazine.

LaunchBox, by the way, is available to all undergraduates, not only business students. We believe that all students can benefit from innovation and entrepreneurship training.

LaunchBox came about through the vision of the ‘Trinity Angels’, the high-achieving Trinity alumni who supplied funding and mentoring for the initiative. This is just one of the areas where we’re indebted to our alumni’s inspirational leadership.

We’re currently engaged on an ambitious university-wide project to renew the undergraduate curriculum. The Trinity Education Project, as we’re calling it, is about building on our traditional pedagogical strengths and ensuring that we’re adapting appropriately to changes in the workplace and society.

We've agreed a set of graduate attributes which will shape the kind of education we offer. These attributes are centred round four core pillars:

- To think independently
- To communicate effectively
- To grow continuously
- To act responsibly

Students will embed these attributes through academic and co-curricular activities; they will learn through more diverse styles of assessment, greater flexibility, and continued emphasis on depth in disciplinary knowledge.

Renewing our education feeds into two of our most exciting new initiatives – for a new Business School and a new Engineering, Environment and Energy Institute. You may have heard about one or other of these.

Construction of the new Business School has started at the Pearse Street end of campus, beside the Science Gallery. It's to be co-located with an Innovation and Entrepreneurship Hub, and will include space for prototyping and for company incubation projects.

The new Dean of the Trinity Business School, Professor Andrew Burke has described Trinity and Dublin as “a sleeping giant” when it comes to third-level business education because of the college's city-centre location and Dublin's status as an innovation hub, the European headquarters to 9 of the top ten global software companies, and 9 of the top ten US technology companies.

With the newly-housed Business School, we look forward to engaging more closely than ever with industry and to doing research that is relevant to real businesses and to public policy, and we look forward to educating dynamic entrepreneurial students dedicated to societal improvement.

Trinity Business Alumni have been instrumental in fundraising and advising around the new Business School, as they also were for setting up LaunchBox. These are some of the many areas where we're indebted to our alumni's inspirational leadership.

The new Engineering, Energy and Environment Institute, which we're calling E3, will be unique globally. An industry-academic collaboration space, it will be one of the first institutes internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable planet.

With E3, we're seeking to direct our technologies to sustain, rather than deplete, our natural capital. We hope to create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the good of life on earth.

E3 will co-locate staff from the Schools of Engineering, Natural Science and Computer Science and Statistics, and it will link-up with our centres for nanomaterials and raw materials. It will be a key partner for government, industry and NGOs, in Ireland and internationally, in meeting the emerging opportunities in energy and engineering design, while sustaining natural capital.

A site has been selected in the Trinity Tech Campus at Grand Canal Dock. I want E3, which is so ground-breaking in concept, to be ground-breaking in construction and design. This year the Berkeley Library is celebrating its 50th anniversary. It's one of Ireland's most iconic 20th century buildings, frequently cited in architects' top 10.

When the call for proposals went out to design the Berkeley, in the mid-1960s, it specified (I quote) "the design for the new building will represent the twentieth century to posterity as characteristically as the Old Library represents the eighteenth century".

That was a bold, ambitious, confident spec. I want E3 to represent the 21st century to posterity. Trinity encompasses some of Dublin's greatest architecture over the centuries, and this is a tradition we want to continue.

* * *

This year is Trinity's 425th anniversary. It's now four centuries and a quarter since the university was founded by charter.

I think we can all be proud of the way that the college has survived and flourished.

In its long history, Trinity has been through triumphant times and difficult ones. I took office as Provost in 2011, in what will historically be reckoned a difficult time. The country was still reeling from the downturn and austerity; state funding to higher education was falling year on year, and politically no-one wanted to grasp the nettle of student fees.

Five years on and we're still waiting for government to take the hard decisions that will put the financing of higher education on a firm foothold, but nevertheless the whole atmosphere is different. Economically, growth has returned to the country, but the greatest change, I think, has come from within the campus, where there is a strong atmosphere of confidence and hope.

Despite a challenging environment, we've marked up significant successes. I've mentioned some of them this evening. There are many others I haven't had time to go into – initiatives like:

- the new Global Brain Health Institute, a joint endeavour between Trinity and the University of California, San Francisco, which will help to tackle the looming dementia epidemic and to improve care worldwide.
- The growth of the Global Science Gallery Network, which will see seven new science galleries established worldwide by 2020, all modelled on the 'mother ship' in Trinity;
- And of course our extraordinary research breakthroughs, which continue to get international coverage. You may have seen, for instance, the coverage surrounding Shane O'Meara's book *Why Torture Doesn't Work*, which looks at the neuroscience of suffering.

I'm proud to lead a university which punches so far above its weight. On comparatively restricted funding and staffing, we compete with the world's best.

This is thanks to the creativity, talent and commitment of so many people across the university. And it's thanks to the strength of our wider community – to you, our alumni.

You give financial support through the University of Dublin Fund, and through funding scholarships and access programmes. Many of you help with mentoring students and graduates; you attend college activities and take a keen interest in college developments.

We're most grateful. Quite simply, the university could not have developed in the way it has without your support.

We rely on you. We hope that you'll stay connected and involved, and that you'll continue to be advocates for Trinity's successes.

I'm proud of the way that the whole Trinity community - staff, students, alumni, and friends – has taken responsibility for the success of the university. We've realised that we can't wait around for things to happen, nor rely on government to take the decisions to secure our future. We have to drive change ourselves - strategize, raise revenue, connect.

I've mentioned the graduate attributes which we want to instil through renewing the Trinity Education: to think independently, to communicate effectively, to grow continuously, to act responsibly.

I'm confident about our success in imparting these attributes because as a community, we have collectively proved ourselves independent, communicative, responsible, and committed to the college's growth.

As we approach the 2020s, we have so many exciting initiatives and plans in place. With your help, we look forward to continuing with the great education, research and innovation that has such impact in Dublin, Ireland

and the world.

Thank you.



Provost with Brussels Alumni

* * *

21 March 2017

Keynote 3: *Higher Education – Now to Nowadays*

EIT Digital Partner Conferences

Brussels

Good afternoon,

I'd like to start by showing you a very short video:

<https://www.youtube.com/watch?v=k7jXjn7mlao>



What you've just seen is a drop of tar dripping from a funnel. What's so special about that? Well, tar has incredibly high viscosity – two million times higher than honey – which means it takes a remarkably long time for a drop to fall.

This experiment was set up in my university, Trinity College Dublin, in 1944 to prove that tar is a material that flows. Because it takes a decade for one drop to fall, no-one had ever witnessed it happening. So, in May 2013, with the latest drop about to fall, the experiment was broadcast via the web, and six weeks later, on 11th July 2013, the drop dripped. What you've just seen is a time-lapse video of this.

This video has attracted considerable global attention, with *Discover* magazine naming it in their top 100 science stories of that year, because it's one of the longest-running experiments in the world – it took 69 years for the camera to finally capture the fall of a drop of tar!

What kind of an organisation can do 69-year long experiments? Only, I think, a university.

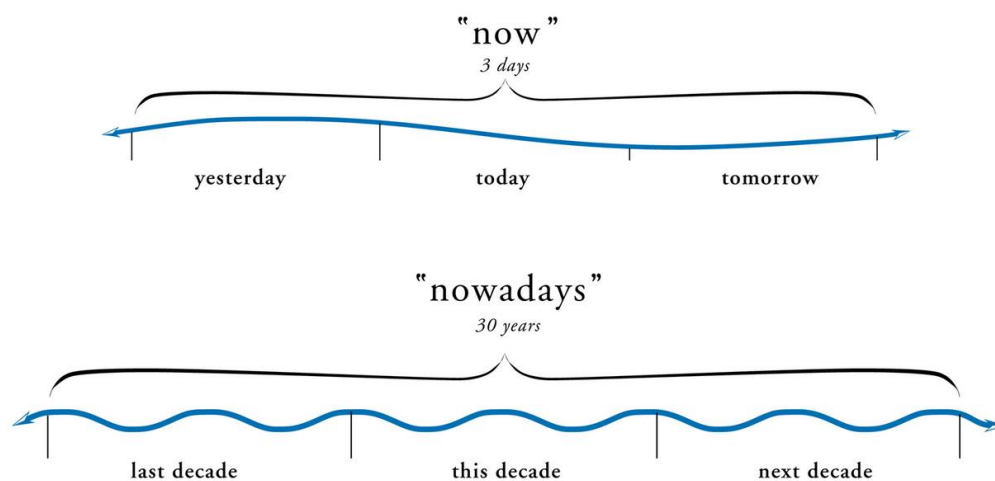
* * *

Now, I appreciate that this is an unusual video to be showing at EIT Digital.

It seems like the polar opposite of what we've been talking about all day. Our focus has been on accelerating and fast-tracking. Digital technology is perhaps the fastest-moving revolution the world has ever seen - look what's happened with digital in just six years! Never mind 69!

Well, that's why I bring this up. It's *because* we've become so proficient at fast-tracking - it's because we're experiencing this accelerated revolution which, if we're honest, none of us knows how it will pan out - that I want to dedicate this keynote to the virtues of the long-term. Or - to be precise - to the demands of the immediate versus the demands of the long-term, and the importance of ensuring the right link-up between the two.

I characterise the immediate and the long-term as the Now and the Nowadays. Here's a diagram illustrating the two:



'The Now' it is what is happening right now: that's yesterday, today and tomorrow. It's our immediate, pressing, day-to-day activities. Because we're living the Now day-to-day, we don't notice change as it's happening.

'The Nowadays' is what's happening on the timescale of our own lifetimes - say, the last decade, this decade, and the decade ahead of us. The Nowadays is longer than your normal business strategy. Over that timescale, change - though not always noticed as it's happening - is visible to those who stop to look.

In that act of stopping and looking, we can connect the Now and the Nowadays, momentarily, in our minds. My position is that while it's great to live in the Now, and that 'Eureka' moment of discovery is always wonderful - we do ourselves and our organisations and our societies and our planet a huge disservice if we don't also cultivate our strengths in, let's call it, "Nowadays Thinking".

* Adapted from www.thelongnow.com

Ideally, immediate priorities should realize long-term goals. In practice, this is hard to achieve. Can we honestly look at the institutions and businesses we have charge of, and say that short-term activities are always aligned to long-term goals? Can we honestly say that we've visualised how we want things to be a generation from now, and that we're confident about the steps we've put in place to achieve this vision?

It's good to be asking these questions here at this conference because the digital revolution is happening in the Now, so much so that we constantly find ourselves overtaken by events. For instance, this time, last year, no-one was talking about 'fake news'. The term hadn't been coined. But now it's affecting how our democracies are run! None of the visionaries who brought social media into being imagined, or wished for, the proliferation of unscrupulously manipulated lies. But here they are - the offshoot of an inspirational invention.

This puts a check on our gallop. Change is exhilarating but not when it heads off in the wrong direction. This is not the future we wanted. We have to re-take the narrative and re-imagine the future in the way we'd like it to be.

Can we achieve this? Well, there's good news and bad news:

The bad news is that our societies are much more geared towards the Now than the Nowadays, so bringing about change won't be easy.

The good news is that, as a species, we do have the capability to plan long-term, and some of our institutions incorporate tools that favour Nowadays thinking. I'm thinking particularly of research universities and the EIT. These are Nowadays-oriented and I believe we can learn from them how to re-take our future.

* * *

When I say that our societies are more geared towards the Now than the Nowadays, I'm thinking about the way we elect governments, and CEOs, and indeed university presidents, and the way we set budgets: we think in four or five year terms, or even shorter.

There are good reasons for this; short terms are a safeguard against autocracy. And, of course, in practice, stable systems tend to re-elect governing powers and to renew funding for worthwhile projects.

But it can't be denied that we've designed our operating systems to be *de facto* short-term. This has now become critical because as a planet we're faced starkly with a situation where, because of a collective failure to strategize ahead, the Nowadays – something we kept putting on the long finger - has suddenly become the Now. I'm referring, of course, to climate

change and the effect on the biosphere and the depletion of biodiversity and natural resources.

Some commentators are starting to say that we have the wrong tools for the crisis we find ourselves in. They say climate change and resource scarcity will force a change to our democracies.*

We're staring down the barrel of a gun. Why, and how, do I think research universities can help?

* * *

Research universities don't just prepare students for their first job; they prepare them for life-long careers and citizenship. A good university is constantly looking ahead to envisage what attributes and training graduates will need to excel in the future. It's irresponsible to only train students for the Now because the Now will change. This makes education a tool for Nowadays problem-solving.

Universities' strength in Nowadays thinking is a crucial advantage which society needs to draw on if we're to solve climate change, migration, financial inequality, ageing populations, resource scarcity and all the other intractable challenges that have emerged across the globe, at scale, and that won't be solved within a single discipline, or a single country, or in a single decade.†

Universities are central to finding solutions. However, a caveat: the tendency towards universities today is increasingly towards policies and research that have immediate impact. 69-year long experiments are the exception, not the rule.

The priority now is on fast-tracking research and ensuring that it has rapid impact. I'm all for this, and for connecting our research directly to immediate industry objectives.

But we shouldn't ignore the risk that this approach poses our traditional strengths in long-term research and strategizing.

Academic research is currently structured and funded through a bottom-up approach. Incentivising individual effort is the bedrock of strategy -

* Dale Jamieson, *Reason in a Dark Time* (2009); Graciela Chichilnisky (Columbia University) <http://www.aljazeera.com/indepth/opinion/2016/04/climate-change-impact-democracy-160403093028956.html>; James Lovelock <https://www.theguardian.com/science/2010/mar/29/james-lovelock-climate-change>; George Monbiot <https://www.theguardian.com/environment/georgemonbiot/2015/dec/12/paris-climate-deal-governments-fossil-fuels>

† Global research questions and institutional research strategies. In *University Priorities and Constraints* (L.E. Weber & Dunderstadt J.J., Eds), London, Paris, Genève: Economica, pp. 143-154, 2015 [PJ Prendergast, M. Hennessy]

institutionalised by individual Principal Investigator (PI) grants. The PI grant belongs to the individual, not the university. If the researcher moves institutions, he or she takes their grant with them. And every four years or so, the PI has to re-apply for funding. This application is often successful but there's always the risk of the funding stream drying up or being re-directed.

Because education and research are inextricable, our education mission is affected by how research is funded and how PIs are deployed.

I'm in favour of incentivising individuals and specific projects. But when it comes to addressing complex global challenges, then universities – and society – have to think how to integrate and reward individual brilliance in the context of the overall educational mission, and through linkages with industry, entrepreneurship and the venture capital community.

In short, universities need to adhere to their values in Nowadays thinking and find a way to incorporate fast-tracked, high impact research with the long-term strategizing that graduates and society need.

I will return shortly to values, and why I believe they're essential to developing good Nowadays thinking. But first let's look at the EIT and what it's doing and how I think it's helping universities keep on track.

* * *

The KICs receive sustained, multi-annual funding. They aim to catalyse new The EIT's vision is, as we all know (I quote):

"to become the leading European initiative that empowers innovators and entrepreneurs to develop world-class solutions to societal challenges and creates growth and skilled jobs."

Just reading this out underscores, I think, how the EIT is located in the 'Nowadays' [point to diagram] in its fundamental structure and set-up. It's aimed squarely at 'societal challenges' - like climate change, ageing, energy provision, cyber security and data protection - in the knowledge that these aren't going to be solved overnight. Thinking and action needs to be sustained over the long-term.

The EIT was brought into being because it was recognised that, excellent as funding instruments like Horizon 2020 are, Europe needed to benefit from stronger Nowadays thinking.

The Knowledge Triangle which connects research to education to business and entrepreneurship is not a short-term instrument. It's a model for long-term strategizing which will enable us to deliver the future that we want.

Activity in their selected areas, which constitute crucial societal challenges. Each KIC provides an excellent paradigm of how actions in the Now can line

up with societal challenges in the Nowadays.

No other place on the planet is doing anything quite like the KICs. This is a brave and ambitious attempt by the EU to create something more permanent and lasting. It should be celebrated! Well perhaps it's a bit early for that – the EIT isn't even a decade old – but we should be proud of the vision that brought the KICs into being.

Is the EIT sustainable enough? The Governing Board is considering how best to support KIC long-term viability. It is linked to excellent masters, and delivery of entrepreneurship education in other formats.

* * *

The EIT provides the framework for universities to re-find their strengths in Nowadays thinking by encouraging focus on educating for future careers and on sustained partnerships and funding.

Let me look at Trinity, the institution I know best.

When my colleagues and I put to ourselves the question of where we wanted to see the university in ten, thirty and fifty years from now, what immediately came to mind was continuing Trinity's two great strengths: in education and research.

Projecting into the future, we knew it would be a mistake to assume that these traditional strengths would just look after themselves.

Paradoxically perhaps, to keep heading in the right direction, you have to continually make changes and adjustments. Because everything is receptive to external pressures – you have to make sure systems are adaptive.

In the case of the Trinity Education, we realised that since the world of work is transforming rapidly, our graduates have new pressures on them.

So we've put in place the Trinity Education Project – which is a college-wide initiative to agree the attributes that all students will need to be successful in their workplaces and responsible citizens of the 21st century.

We've agreed four 'graduate attributes':

- To think independently
- To communicate effectively
- To develop continuously
- To act responsibly

Agreeing the graduate attributes was an example of good Nowadays thinking. The programming and measures to ensure that the attributes are embedded

are being implemented Now.

This alignment of the Now-to-Nowadays also characterises our approach to research.

Like the world of work, the world of research is changing, fast. The global trend is towards interdisciplinarity.

The most exciting research now happens at the interface of disciplines. And increasingly career success depends not on specialisation but on integration, synthesis, and creativity, which is why it's so important to encourage our students out of their silos.

And interdisciplinarity is key to addressing complex societal challenges which cannot be solved within single disciplines.

As a result, universities increasingly encourage cross-fertilisation between faculties - but in practice this can be hard to achieve.

In Trinity we've organised our research into interdisciplinary themes including, for instance digital humanities, genes & society, and creative arts practice. To date, we have nineteen themes; some of them, like nanoscience, already have their own institutes; eventually all will.

In the last round of the KICs, Trinity emerged as a partner in two pan-European consortia - InnoLife (EIT Health) and RawMatTERS (EIT Raw Materials). Cooperation between KICs will bring interdisciplinarity to a new level.

* * *

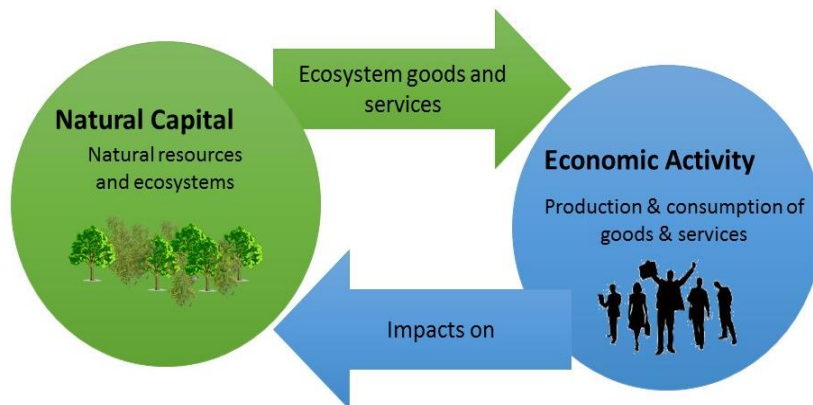
Currently our most ambitious long-term plan to promote interdisciplinarity is for an Engineering, Energy and Environment Institute which will directly address the crucial challenges of climate change, energy provision, resource scarcity and threatened biodiversity.

With this institute, which we're calling E3, we will seek to direct our technologies to sustain, rather than deplete, our natural capital.

Explain the diagram – talk about values and the long-term. Explain how digital is important to E3.

* * *

In talking about how to achieve better long-term planning, I've been focussing on getting the right tools and frameworks. This is indeed vital. But where does it all start? How do we know what structures to put in place?



Adapted from www.sustainableprosperity.ca

All of us here have written a Strategic Plan. What do we start with when writing the plan? We articulate our values. From our values come the vision and mission, and then come the specific goals and targets.

So I want to end now where it all begins: with values.

Values go beyond the Nowadays - they might better be termed eternal and perpetual. If I look at the values articulated in Trinity's statutes over the centuries they talk about:

- conserving the college's reputation for scholarship and sound education,
- promoting concord between members, and
- ensuring academic freedom.

We continue to be led by these values. They have acted like a compass, keeping us on a coherent and sustainable path.

Take a look at the EIT values on the website and you will see these words:

- openness,
- transparency,
- interaction,
- sharing knowledge,
- creativity,
- energy,
- flexibility.

These values have evolved naturally from the European Union's core values, the four freedoms. The EIT is a new initiative but it gains coherence and sustainability from continuity with EU values. EIT is now looked on positively by many people, and EIT HQ and KICs and KICs partners must work together to continue this positive trajectory.

By constantly checking strategy against values, we keep an even keel. And when we project into the future, it's our values that show us the way.

Universities, to whom the care of the next generation is entrusted, are programmed, if you like, to look to the future – as is the EIT, with education one of the pillars of the Knowledge Triangle. We don't commit to giving our students exactly the same education as 400 years ago, but we do commit to the core value of preparing them for their future.

The 18th century philosopher and political scientist Edmund Burke – possibly the greatest of all Trinity graduates and a thinker whom all sides, liberal and conservative, seek to claim - defined society as a “partnership” and he said that: “as the ends of such a partnership cannot be obtained in many generations, society becomes a partnership between those who are living, those who are dead, and those who are to be born.”

Which is to say that society is not only what's happening now. It's built on age-old values and it's a partnership between generations.

It's important to remember this when we find ourselves in the blizzard of the Now, when events start piling up before we've articulated our values around them.

The digital and social media revolution is an example of this. I began this talk by mentioning fake news. How do we prevent this Now becoming our Nowadays? What tools and instruments will we put in place to prevent the spread of fake news? I can't say specifically but I can say that it will start with articulating our values around social media.

These may turn out to be not that different from the values we seek from traditional media – values like fact-checking, avoiding libel, giving both sides of the story.

To set our values is to point the compass in the direction we want to go in. Of course, unexpected and unforeseen things will happen along the way, but if we're pointed in the right direction, and if after each happening, we reset the compass, then we shouldn't go too far astray.

In this way, we re-take the narrative, we re-imagine the future in the way we'd like it to be. Once the aim is grounded and articulated, we will find the means of achieving it.

Thank you.

* * *

29 March 2017

‘Achieving your daughter’s potential’

Dominican College Sion Hill, Parents & Teachers

Good evening,

It’s a great pleasure to be here and have this opportunity of meeting you all to talk about our common goal: supporting young people to make the decisions that will help them achieve personal and professional success.

I thank Sheila Drum for the opportunity to speak here. Sheila is doing a great job as principal and I’m happy to support her in whatever way I can. I’m speaking to you as a parent of two daughters (both at Sion Hill, the eldest is doing her Leaving) and as Provost of Trinity College. And before I was elected Provost, I taught undergraduates, so I know a bit about what’s expected from students at third level, and how we can help them make the most of their opportunities.

Of course, students come to university already strongly formed. Universities help them release their potential but important formative work is done years before they come to us – by school-teachers and parents.

We all recognise I think that a student’s achievement in gaining a university place is almost always a tripartite effort: by the student, the school, and the family.

In recent years, Trinity has put in place a number of initiatives aimed at strengthening interaction between educators at primary, secondary and third level. These include:

- the Science Gallery which has had remarkable success in triggering the interest of even very young children in the wonder of science;
- the ‘Certificate in 21st Century Teaching & Learning’, a partnership between Trinity and Google, which enables teachers to learn best practise in computer programming and the use of technology in the classroom;
- and a whole range of initiatives by the Trinity Access Programme to enrol more students from backgrounds under-represented in higher education. The Access Programme works with schools at post-primary and secondary level to encourage a college-going mindset in students.

And we also have a ‘student ambassador’ programme where we encourage undergraduates to return to their schools and home counties to talk about

their experience of going to Trinity.

Such initiatives recognise that, in the memorable phrase of Hilary Clinton, ‘it takes a village to raise a child’. The more we can encourage interaction between early childcare and primary, secondary and university, parents and educators, teachers and university professors, graduates and undergraduates, careers guidance and universities, the better the outcome for the young people whose education has been entrusted to us.

So I guess my first point is that dialogue is so important. It’s been very informative for me to hear about Sion Hill’s pedagogical approach, outlined so well this evening. Thank you for giving us this insight and I look forward to us working further together.

* * *

You might have seen, in the *Irish Times* yesterday, an article on the ‘must-have skills for today’s graduates’. Employers’ groups were quoted as saying that they want graduates who “can solve problems, lead teams, innovate, build relationships and strengthen organisations”. The head of one of the country’s biggest consultancy firms, was quoted as saying, somewhat bullishly, that “the first-class honours nerd is no good for us” (<http://www.irishtimes.com/news/education/what-are-the-must-have-skills-for-today-s-graduates-1.3020229>).

That’s probably hyperbole. In my experience, ‘first-class honours nerds’ will always get snapped up. But the point being made is that employers look well beyond a graduate’s marks and they’re not looking for specific skills so much as the right creative and innovative mindset to help the company grow.

This has always been the case, to some extent, but there’s no doubt that the way the world of work is evolving places particular emphasis on mindset. Instead of developing specific skills for a ‘job for life’, graduates today are far more likely than we were to change jobs, countries, and sectors. Their working environment is significantly more entrepreneurial, global and technological, and the pace of change is far more rapid.

We can’t say what exact conditions your daughters will face when they’re looking for jobs in eight or ten or twelve years’ time, so we can’t prepare them for specific conditions or skills-sets. We can only prepare them to be adaptive to the change that we know will be part of their working lives.

Our daughters are getting an excellent start here in Sion Hill. We’ve heard this evening about the learning and teaching methods in place, and I can only heartily endorse them. They are aimed at encouraging our daughters to be confident, positive, disciplined, creative, adaptable, sociable – all attributes they will need to flourish in today’s world.

I've seen the good effect on my own daughters and I know Sion Hill as a particularly outward-looking place. My daughters' friends hail from many different countries and backgrounds, and when it came to deciding where she wanted to do further study, my eldest daughter has brochures of universities in the UK, the Netherlands, and Denmark.

I was a bit taken aback, I'll admit! When it came down to it, I wanted her to go to Trinity. That was my bias. But at the same time, I was impressed that she was ready to look further afield, something that comes from the education she's getting here and the influences she is exposed to.

* * *

The Trinity Education rests on strong, flexible principles which have stood the test of time. These principles include developing critical and independent thinking through the curriculum and through extra-curricular activities, and by ensuring that all students undertake original research alongside their professors.

These principles have been embedded in the College from the start and when I became the 44th Provost of Trinity, I made a declaration to protect them. The beauty of these principles is their flexibility – they allow for expansion and are adaptive to change.

All that's distinctive today about the Trinity Education – such as our emphasis on clubs and societies, our strength in debating, volunteering, and fund-raising, our focus on innovation and entrepreneurship and global relations – all this has grown naturally and organically from our core principles.

We're currently renewing the Trinity Education through identifying the graduate attributes that we want all students to develop, whatever their area of study. The four graduate attributes are:

- To think independently
- To communicate effectively
- To develop continuously
- To act responsibly

Through extensive consultation with graduates, employers and policy-makers, we have settled on these four attributes as the ones which will enable our students to build successful careers and lead lives as active citizens.

We hope our graduates, as they mature, will engage with their communities, enjoy wide and varied networks, and use their positions to help others and to promote activities like culture, sport and philanthropy. We know that this is of benefit to society at large, and also to them, privately.

Some of our initiatives are age-old and remain fit for purpose - for instance Trinity has the oldest student debating society in the world, established in 1770. For over 250 years our students have been honing their analytic and persuasive skills through public debate.

Other initiatives are long-established but always evolving – for decades, our students have availed of programmes like Erasmus to spend semesters abroad – we’re now also developing international internships for work placements abroad.

And still other initiatives are very new, for instance those aimed at encouraging student innovation and entrepreneurship. Our undergraduate accelerator programme, LaunchBox, provides students with seed funding, office space, master classes and mentoring to incubate their business ideas. It’s had phenomenal success. Our students’ business ideas are really brilliant – in truth much better than anything most of us could come up with – and with a bit of guidance they’re able to develop them.

In its first three years, LaunchBox supported 24 student companies which went on to raise a total of €1.2 million in venture capital. These companies included, most famously, FoodCloud, which was written up in *Time* magazine and has impacted the food waste policy of Tesco.

The founders of FoodCloud, by the way, are both female – a law student and an environmental science student. Globally, men may be more likely entrepreneurs, but that’s not our experience in Trinity.

* * *

I wish I had time to go into all the initiatives we’re putting in place - on access and admissions, creative arts, civic engagement, online education, and so much more.

A huge amount is packed into every college year. These years are a unique period. As I always say to students - they’re released from the structure of school life but don’t yet have to take on the adult responsibilities of family and job. It’s a time for exploration, inspiration, and personal development; a time to have the courage to try things out and make mistakes.

As university students, our daughters will still have some growing up to do. They may embark on one course and decide it’s not for them. They may, through extracurricular activities, discover a new skill which will set them on a new direction. And they will certainly meet people who will challenge them as never before.

As parents and educators, we want them to keep their horizons open, to use the precious few College years to develop and expand who they are.

Because the truth is, of course, that we cannot design or create their careers. Only they can do that. They are going to surprise us. They are going to have job descriptions which we have never heard of, and never even imagined. They may dismay us. That's their prerogative. Because they, not us, are creating the new world. What we can offer is support and the benefit of an education which encourages them to be flexible, creative, disciplined, and unorthodox in the best sense, and not afraid of risk or failure.

Interestingly, three of Trinity's most famous students had similar things to say about failure – I think unbeknownst to each other. The 18th century playwright, Oliver Goldsmith said: 'Our greatest glory consists not in never failing, but in rising every time we fall.'

The 19th century author of *Dracula*, Bram Stoker said: 'We learn from failure, not from success'.

And the 20th century Nobel Laureate, Samuel Beckett said: 'Fail again, fail better'.

I hope all our students take these words to heart and learn the resilience and courage to shape their lives for the best.

And I hope to continue welcoming Sion Hill students to Trinity College Dublin – those that don't go to Britain, the Netherlands, and Denmark!

Thank you very much.



Eilis & Eimear Prendergast



Eimear Prendergast & Sion Hill friends

* * *

30 March 2017

Sir David Davies Book Launch

The Long Room, Old Library, Trinity College

Good evening, everyone,

And welcome to the Long Room Hub in the Old Library for the launch of this wonderful book on the history and restoration of one of Ireland's great houses, Abbey Leix.

It's my pleasure to welcome many distinguished guests who have a connection with the house and its restoration:

- the Earl and Countess of Rosse,
- Viscount de Vesci,
- Olda FitzGerald, and, of course,
- Sir David Davies and his family, who have brought Abbey Leix back to its former glory.

I welcome also members of the Irish Georgian Society and of Wexford Opera, of which Sir David is President and Chair respectively. I thank the Irish Georgian Society for organising this launch.

The spectacular restoration of Abbey Leix, detailed so well in this book, involved not only the house and its furnishings but extensive work on the thousand-acre demesne. I've had the pleasure of visiting Sir David in Abbey Leix and was overwhelmed, as I think must any visitor be, by its sheer beauty – what this book's author, William Laffan, calls the 'noble grandeur, but chaste simplicity' of the house and its venerable grounds. There cannot be many such private domains in the world.

While visiting, I had a million questions about the house, its history, its wonderful 18th century furniture, its marvellous trees and walled gardens. There was too much to ask and it would have meant a continual barrage of inquiry, unfair to my host, so I'm delighted to have my questions, and more, answered by this meticulously researched, and elegantly written, and wonderfully illustrated book. I congratulate William and the publishers, Churchill House Press.

Abbey Leix is one of the most important houses in Ireland, designed by the great James Wyatt at a highpoint for Irish Georgian. So it's appropriate I think that this launch should be in another of Ireland's most important buildings and one of its most beautiful rooms - built in 1712, so just pre-Georgian.

Trinity College Dublin and Abbey Leix also share that their domains are on monastic settlements. Abbey Leix was settled by Cistercian monks in the 12th century and Trinity is founded on the Priory of All Hallows, an Augustinian foundation also established in the 12th century. The All Hallows bell-tower stood where the Campanile is now. This sense of history gives to both places their unique atmosphere.

It's now my pleasure to invite Sir David to address you. For most of you, he needs no introduction. An investment banker of renown and a proud Welshman, he has deep roots in Ireland, having spent his holidays as a child in a family house in Wicklow, which he still owns.

Ireland has benefitted so much from his connection to, and love of, this country. All of us – and indeed generations to come – are in his debt for his contribution to cultural life, and his saving of a great Irish house and domain.

Ladies and Gentlemen, Sir David Davies.

* * *

[David speaks]

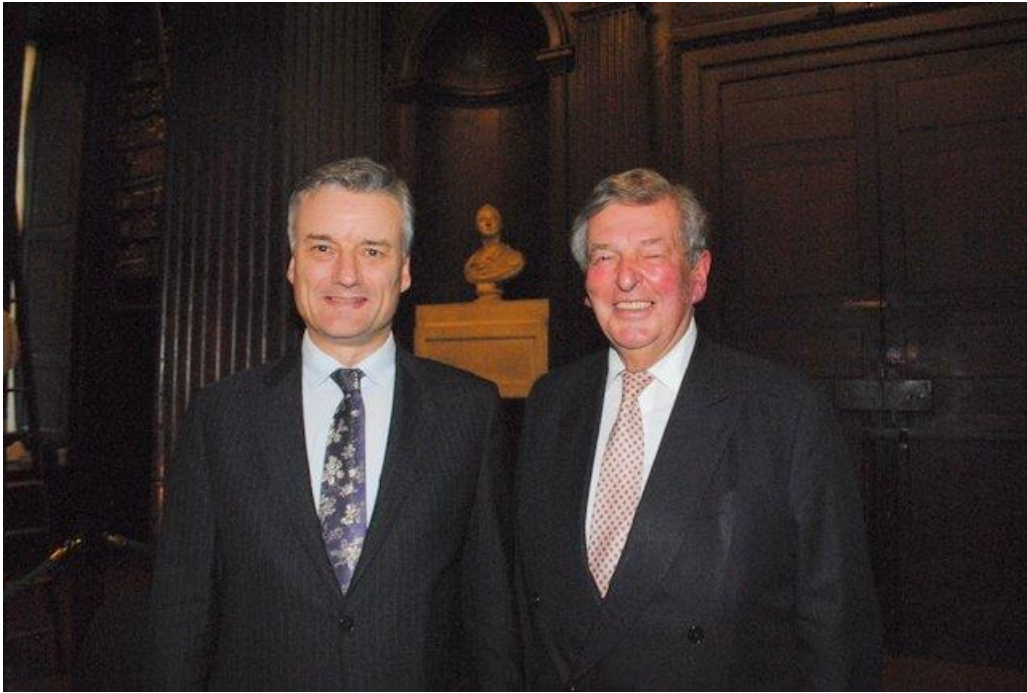
Thank you, David.

On behalf of Trinity College, I wish you and William, and Churchill House Press all the best with book, which we're delighted to add to our collection in the Library.

It's been most instructive to read and hear about the restoration of Abbey Leix. In Trinity, we're now embarking on our own ambitious restoration project in this very building. We're developing a magnificent new Treasury Gallery to showcase our many extraordinary treasures – the Book of Kells will be the centrepiece.

All of you here this evening appreciate beauty and the importance of conservation, so I know all will understand the importance of this project. We would welcome an opportunity to tell you more about our plans. Helen Shenton, our Librarian and College Archivist will be delighted to tell you more about this historic project so please do talk to us, and come and visit again.

Thank you.



Provost Patrick Prendergast and Sir David Davies

* * *

31 March 2017

Opening of Trinity Translational Medicine Institute (TTMI)

Durkan Lecture Theatre, St James' Hospital

Thank you, Orla,

And good morning, everyone. It's my great pleasure to be here, on behalf of the university, to officially launch the Trinity Translational Medicine Institute – or the TTMI, as I'm sure it will be known.

This is a significant day in the history of medicine in Trinity, and indeed in Ireland. This Institute has been many years in the making and it will have ground-breaking effect. I welcome our speakers who are marking this day with keynote papers, especially those speakers who have travelled from abroad, and I congratulate the TTMI management team on putting together a great programme for today, which reflects the excitement of translational research.

The creation of TTMI fills a major strategic gap in health sciences in Trinity, and continues the work of the IMM for which we acknowledge the work of Dermot Kelleher, Shaun McCann and others.

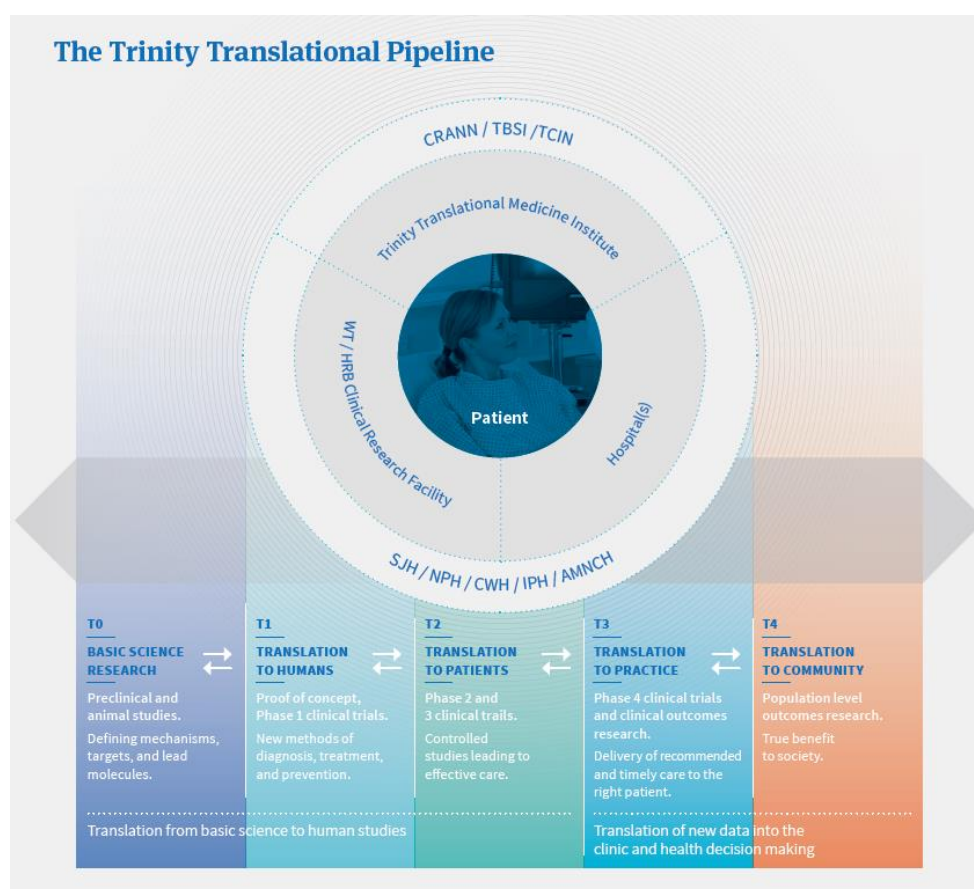
Our university is renowned for basic biomedical discovery research, much of which takes place on the campus in TBSI, the Trinity Biomedical Sciences Institute. We're also renowned for our clinical research in the HRB Clinical Research Facility here in St James's, and in Trinity Health Ireland, a partnership between the university and three hospitals. Our relationships with different hospitals in Dublin go back decades, and in some cases, centuries.

TTMI will bridge and consolidate all our areas of expertise. It will consolidate patient-orientated research across Trinity, and the affiliated hospitals, creating a viable process, based on international best practice, for delivering basic to translational biomedical research. The close proximity, here on St James's, of the Wellcome Trust – HRB Clinical Research Facility enables the expedient translation of clinical research breakthroughs into opportunities for regulated clinical trials.

TTMI's remit extends across St James's, Tallaght, Our Lady's and the Coombe Women and Children's Hospitals, creating the new Trinity Translational Development Pathway. As I've said, Trinity has long-standing relations with all these hospitals and TTMI enables the strengthening and consolidation of these links, bringing cohesion and continuity to our approach.

TTMI has four particularities which make it distinctive and necessary and which will I believe guarantee its success:

- It is patient-centred and as such is the necessary complement to basic biomedical discovery research. Professor Orla Shields and her team have prepared an excellent pipeline diagram, which can be seen on the brochure, showing the translation from basic research to human studies to patients to clinical outcomes and finally to the community and to population outcomes. Thus TTMI provides for the translation of new data into the clinic and into public health decision-making.



- Second, it enables interdisciplinary clinical research across the university and nationally and internationally. Currently four thematic research areas are prioritised within TTMI:
 - Translational Cancer,
 - Translational Immunology and Infection,
 - Genomics of Human Disease, and
 - Nanomedicine and Key Enabling Technologies.

These are areas of well-established research strength for Trinity, which bring together researchers across different faculties, schools and institutes. Our speakers today are focussing on these four areas.

TTMI creates a conduit for progressing interdisciplinary biomedical

research from different Trinity schools into the clinical environment. Eventually TTMI will facilitate the creation of a Trinity St. James's Cancer Institute here in St James's. And because the Mercer Institute of Successful Ageing and the new Children's Hospital are also located here, TTMI will enable interdisciplinary cradle-to-grave research.

- Third, TTMI will help Trinity to deliver on our education mission, training the next generation of clinicians and basic researchers in translational medicine.
- And fourth, TTMI will foster industry collaborations. TTMI has a wealth of experience developing different kinds of enterprise collaborations, including consultancy, licensing agreements and innovation partnerships. TTMI is well placed to advise and capitalise on national and international support initiatives. It will lead a strategic campaign to capture major international funding in Horizon 2020 research and innovation investment in "better health for all".

Talking about TTMI's distinctiveness gives you some idea, I hope, why we're so excited about TTMI and have such hopes for it. It draws together so many of Trinity's strengths in health science research and education. It's the missing piece of the jigsaw, if you like, that allows us to train the next generation of clinicians and basic researchers in translational medicine, to interface with industry and think globally; and in doing so to expand Ireland's medical technology and healthcare export industry.

TTMI's targeted research portfolio will develop improved diagnostics, therapeutics and devices, tackling important healthcare delivery issues, informing policy and clinical practice, and disseminating impactful research.

On behalf of the university, I would like to thank and congratulate Orla Shields and Aiden Corvin, and the management team - Joe Keane, Aideen Long, Jacintha O'Sullivan, Frank Mangan - for all you have done and achieved with establishing and launching this Institute.

It is I think auspicious that Trinity's newest Nobel Winner, William C. Campbell, a 2015 Laureate, was awarded for work which may be described as translational medicine *avant la lettre*. Certainly, on discovering that parasitic worms cause river blindness and can be treated with avermectin, he made it his business to get his discovery to the populations that needed it most. Last year we created an academic post - the William C. Campbell Lectureship in Parasite Biology - as a way of honouring our graduate. I think putting focus on translational medicine also does him honour.

From bench to bedside - we look forward to the forging of new frontiers in translational medicine.

Thank you.



(L to R) Professor Joe Keane, Professor Aileen Long, Professor Jacinta O'Sullivan, Provost Patrick Prendergast, Professor Orla Shiels, and Professor Aiden Corvin

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05 April 2017

Trinity Employability Award in Partnership with Intel Ceremony

Joly Theatre, Hamilton Building, Trinity College

Thank you, Trish,

It's a great pleasure to be here. This is such an exciting initiative for the College, and we're delighted to be partnering with Intel, who have already proved themselves so supportive of our education and research activities. Through these Awards, Intel is joining with the College in embedding the attributes which graduates will most need to succeed in their careers and their lives.

Let me talk briefly about these Graduate Attributes and about the College's thinking around undergraduate training and formation.

As many of you are aware, we've embarked on an ambitious university-wide project to renew and refresh the undergraduate curriculum. The Trinity Education Project, as we're calling it, is about building on our traditional pedagogical strengths and ensuring that we're taking on board new discoveries, and are adaptive to changes in the workplace and society.

Globally, this is a period of significant transformational change for higher education provision. New and emerging disciplines, the technology revolution, globalisation, and changing employer needs are all contributing to a transformed higher education landscape. Traditional ways of teaching are changing thanks to online education and eLearning, and the conventional model of a job and a career for life is evolving into something more flexible and variable, with today's graduates more likely than previous generations to change jobs, countries, and sectors. This, in turn, is impacting on employer needs and student expectations.

This is the background to the Trinity Education Project. After consultation, evaluation of our existing programmes, and research into the best programmes internationally, we've now agreed on a university-wide set of graduate attributes which will shape the kind of education we offer. The four graduate attributes are:

- To think independently
- To communicate effectively
- To develop continuously
- To act responsibly

These attributes encapsulate the knowledge, skills, and qualities that students should develop during their time at university, so as to be equipped to manage complex challenges in an ever-changing environment, to reimagine and reinvent themselves through lifelong learning, and to contribute effectively to their professions and to broader society. Students will achieve these attributes through academic and co- and extra-curricular activities.

The Trinity Employability Awards is targeted at helping students to embed these vital Graduate Attributes through a combination of training and experience. This project helps them to become more aware of

- how employable they are, and
- how to articulate their skills and personal attributes to employers, along with building on their skills and knowledge to make them ready for the workplace after graduation.

Today, we're seeing the great effects of participating in the programme. We look forward to the finalists' presentations. Already, I've heard some of the feedback from students who participated - we know that students feel they've benefitted from:

"getting to see real-world work, particularly management and problem-solving";

they have gained:

"great experience and insight into how industry operates";

they are learning;

"how to apply college skills"

and the experience has

"helped them to think about the need to assess themselves and push themselves to improve their skills."

This is the feedback we've been getting.

I well recall being a Junior Sophister student - you feel on top of college work; the anxiety around your studies that you experienced as a fresher has gone. But it's been replaced by anxiety around the future workplace: how do you go about getting a job? How will you fare in an interview? How relevant are the skills you're learning? How will you survive in a team environment? How do you manage people?

Every sophister, even the most confident, has these questions. The

Employability Programme does much to address them. It takes the fear and mystique out of the workplace; it shows students what's involved and how they can apply their learning. It gives them confidence that they are employable and at the same time spurs them on to acquire skills that they now realise are important.

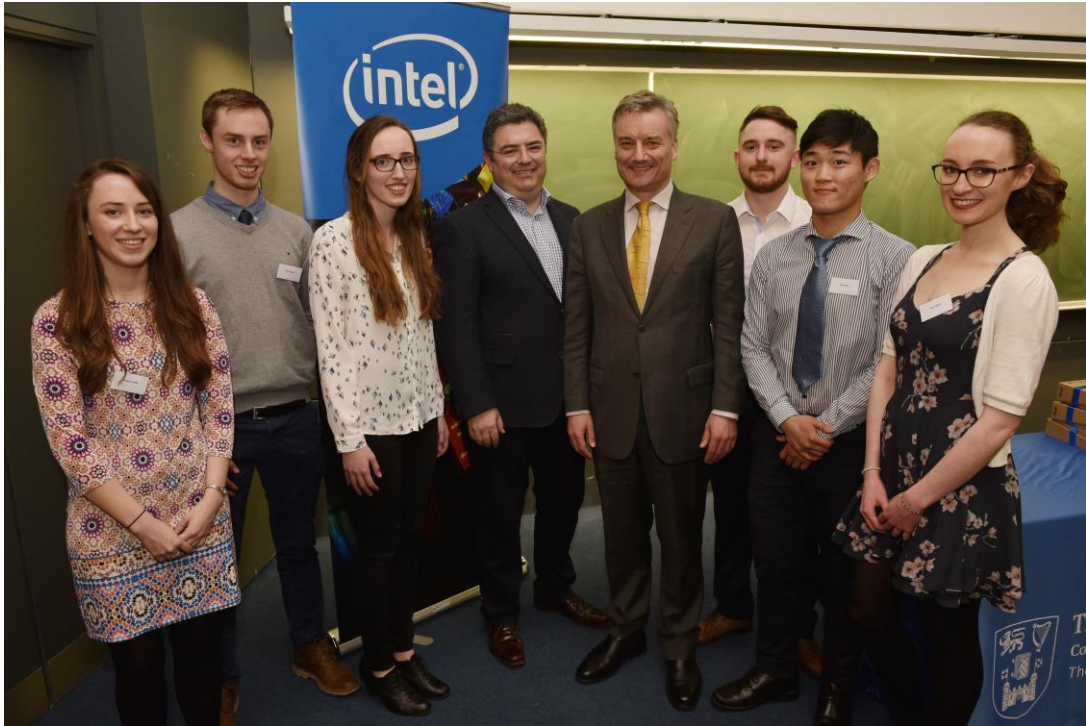
I know it's a cliché to say that it's not about winning, it's about participating. But in this case – my sincere congratulations to the winners. They have achieved considerably, but I'm sure they'd also agree that the great gain comes from getting involved, stepping up to the mark, opening yourself out to learning from this programme.

I thank all those who put this programme together and are making it a success – from Trinity, Patricia Callaghan, Marielle Kelly and Ciara O'Farrell.

From Intel, Bernie Capraro, Paul Hanley, Ann-Marie Brooks and Paul Phelan. It's a pleasure also to acknowledge here this evening Mr Eamonn Sinnott, Vice-President and general Manager of Inter Ireland. It's a continuing pleasure for us in Trinity to have the support of Intel in our education, research and innovation mission.

This is the first Trinity Employability Awards – it involves the STEM schools. We look forward to implementing these Awards across all our undergraduate disciplines. As we will hear shortly from the finalists, this is a student-centred programme which much to answer questions, impart skills, and instil confidence about one's employability – whatever you're studying.

Thank you.



(Centre) Mr Eamon Sinott of Intel & Provost Patrick Prendergast with the student winners of the award

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06 April 2017

Student Spaces Launch

Room 4017, Arts Block, Trinity College

- *Kieran McNulty, SU President, welcomes everyone and notes the SU's work in decorating and opening more student spaces.*
- *Alison Oldham speaks about the process of organising the room and he notes the decoration*

Thanks Kieran and Declan and the students for invitation. Promise never to breach this space without an invitation!

Delighted to see how attractive the room looks. It has been organised and decorated in a comparatively short space of time.

Following a decision of the Student Life Committee in 2015, the College wanted to create more student spaces. We thought it would be better to have a network of distribution so that students wouldn't have to travel the length of the campus to get to a student centre. We saw an opportunity to make better use of our existing infrastructure and to remodel spaces within a rapid timescale.

We are also opening student spaces in the Hamilton Building.

What we call 'the Student Experience' is central to the Trinity Education. The College promotes the Student Experience

- through the funding of Clubs and Societies,
- through initiatives like the Dean's Roll of Honour and Rag Week, and
- through making space in the timetable for co-curricular activities.

We recognise the importance of all these activities for embedding the Graduate Attributes which graduates will need for their careers and their lives:

- To think independently
- To communicate effectively
- To develop continuously
- To act responsibly

The Student Experience is not only about doing things – not only about volunteering, fundraising, competing, performing etc. It's also about downtime, 'chilling', hanging out – whatever you want it call it. When we talk about 'communicating effectively' that also means relaxing and chatting with friends, it's about conversation and camaraderie; it's about networking and taking time out together.

A university that doesn't make provision for this is failing its students.

College life is demanding. You need time to recharge and you need to have your own space to do this.

Only the students can determine how successful this, and the other student spaces will be. We hope that you will appreciate these spaces and that you'll let us know ways we can improve them.

Thanks to Declan and Kieran and the SU, to Alison Oldham, the Director of Student Services, and to Kevin O'Kelly, the Dean of Students.



President of the Students Union, Kieran McNulty (speaking) with the Provost (leftmost)

* * *

10 April 2017

Scholars' Dinner

Dining Hall, Trinity College

Chancellor, Pro-Chancellors, 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. This most important week in the College year started last Friday with the Trinity Ball. Today began with a meeting of the Board and the subsequent announcement of the new Fellows and Scholars from the steps of the Public Theatre.

This evening we formally welcome the new scholars, all fifty-five of you. You join our distinguished community of scholars and past scholars, several of whom, I'm delighted to say, are here tonight, including five who became scholars in 1957, sixty years ago.

Later we will hear from one of these 1957 scholars, Dr Hillary Pyle.

Tonight we also recognise ten new Fellows and four new professorial Fellows. Fellowship is a singular distinction that can only be achieved for serious scholarly research of international standing.

I'd like to extend a particular welcome to our guests from our sister Colleges. From St John's College, Cambridge, we welcome Dr Samuel Cohen and Dr Meredith Crowley.

From Oriel College, Oxford we welcome Professor Richard Scholar. Today we further strengthen our bond with Oxford University by awarding Honorary Fellowship to the emeritus Carroll Professor of Irish History and Fellow of Hertford College, and our graduate, Professor Roy Foster.

Professor Foster is a preeminent historian, biographer of Parnell and Yeats and author of the magisterial *Modern Ireland 1600-1972*. He is known for the elegance of his prose, as much as for the rigour and objectivity of his research. He was himself a scholar, 1969, so in two years he will be here as a scholar of the decade as well as an Honorary Fellow.

In Trinity we take huge pride in his renown, and he has been most loyal and supportive of his alma mater, building a particularly strong relationship with the Long Room Hub. In autumn 2015, Professor Foster delivered the annual Edmund Burke lecture, kicking off the Easter Rising commemorations in college by drawing on his most recent work, *Vivid Faces*, about the revolutionary generation in Ireland.

We're delighted to recognise him with an honorary fellowship and to welcome him here tonight.

Since the last Scholars' Dinner, we are now, on these islands and in the academic community across Europe, trying to come to terms with Brexit. None of us knows what the end picture will look like. We are hopeful that the vital links built up between Europe's universities will not suffer. The presence of St John's College and Oriel College at this Scholars' Dinner every year is symbolic of the 'countless silken ties of love and thought' which bind the universities on these islands – and long may it continue.

* * *

In Trinity Week we celebrate the achievements of staff and students, and the Scholars' dinner is my opportunity to tell you about some of the challenges we face as a university, the initiatives we're bringing forward, and the impact we're making.

In my sixth Scholars' Dinner address tonight, I'd like to focus on our core mission: education.

We're currently engaged on an ambitious, university-wide initiative to renew and refresh the undergraduate curriculum. The Trinity Education Project, as we're calling it, is well underway and the new academic year structure for all students will start in 2018/19.

We're rightly proud of the internationally-renowned education that we deliver in Trinity. So why are we renewing and refreshing the curriculum?

Thinking about this, I realised that the 'why' can be explained, in great part, by the issues that I've addressed here at the Scholars' Dinner over the past five years:

- innovation,
 - admissions,
 - global relations,
 - identity, and
 - global research questions
- all these represent recent challenges and opportunities that confront us as educators.

For instance, universities are now linking up with industry to innovate and commercialise research and we're ever more globally connected in terms of student and staff exchanges and research. When it comes to identity, we now think in terms of online and digital branding, and technology platforms.

These are developments which all high-ranked research universities have to embrace, together with other significant transformational changes for higher

education, including evolving employer needs and changing workplace practices.

Instead of developing specific skills for a 'job for life', graduates today are likely to change jobs, countries, and sectors. Their working environment is entrepreneurial, global and technological, and the pace of change is rapid.

The Trinity Education Project seeks to refresh our curriculum to encompass these developments. We want to ensure that the education we offer is flexible enough to accommodate today's rapid pace of change, and yet not lose those features for which we're renowned: independence of thought and depth of disciplinary knowledge.

After consultations and evaluations, the Trinity Education Project agreed, in June last, on a university-wide set of graduate attributes which will shape the kind of education we offer.

The four graduate attributes that we want all students to develop, regardless of discipline, are:

- To think independently
- To communicate effectively
- To develop continuously
- To act responsibly

These attributes reflect our age-old traditional values. I'm sure if we asked the scholars of the decade here tonight, they would say that during their time in Trinity they learnt to be independent-minded, communicative, passionate about learning, flexible in approach, and responsible in action.

Today we heard a marvellous Trinity Monday discourse, from Professor Ciaran Brady, on the historian, Jocelyn Otway-Ruthven. Certainly her students received the benefit of her formidable intellectual formation.

The graduate attributes are also broad enough to encompass new developments. For instance:

- 'to communicate effectively' now involves, of course, digital communication and technological skills;
- 'thinking independently' means encompassing interdisciplinarity, appreciating knowledge beyond one's chosen field, and being able to distinguish between fact and fake news;
- 'acting responsibly' means having a global perspective and being ethically aware – challenges like migration and climate change make this, arguably, an even greater requirement than for previous generations; and
- 'developing continuously' means being open to life-long learning and adaptive to changes in the workplace. This is perhaps the most '21st century' of the attributes although I note that when Thomas Davis

made his famous address to the Hist in 1840 – in which he declared: ‘Gentlemen, you have a country’ - the theme of his talk was that change was happening. The new system of national schools was resulting in widespread literacy, and pupils from these schools would soon, he said, be questioning the country’s leadership.

Davis warned his audience, the sons of the elite, that the world was moving on and he voiced his concerns that the curriculum wasn’t preparing them for this. He specified the importance of incorporating new subjects like local government, parliamentary representation, press freedom, the penal code, and public finance.

We tend to feel that we’re living through a period of uniquely fast-paced change, and maybe we are. But Davis’ speech reminds us that change is a fact of life, and this isn’t the first time the Trinity curriculum has been refreshed and renewed.

The graduate attributes encapsulate the knowledge, skills, and qualities that students should develop during their time at university so as to be equipped to manage complex challenges, to reimagine and reinvent themselves through lifelong learning, and to contribute effectively to their professions and to broader society.

Students will achieve these attributes through academic and co-curricular activities. I won’t go into all the ways we’re planning to embed the attributes, but there will be four key developments:

1. Students will complete an independent piece of work called the ‘capstone’ in their final year. Of course, original research has always been central to the Trinity education, but the capstone may now be a performance, a composition, a film, a piece of software or a product.
2. Secondly, students can avail of additional international mobility and internship opportunities to improve their employability and career readiness;
3. Thirdly, students will benefit from more diverse styles of assessment and greater flexibility in combining subjects and in changing pathways during the course of study.
4. And fourthly, students will be able to learn outside their core disciplines through taking Trinity Electives. Trinity Electives will be available to undergraduates across the university. They’re currently being developed and will be cutting edge and interdisciplinary

We’re excited about the Trinity Education Project. This is an initiative which is galvanising staff, who are excited to see what the students will come up with for their capstone projects, and who are looking forward to students

from different schools bringing their different perspectives to modules and electives.

And many of the key actions of the Trinity Education Project have come from students themselves - such as the demand for Christmas examinations.

The Trinity Education Project is our way of showing that we're responsive to the needs of students, staff, employers and society.

"A state without the means of change is without the means of its own conservation" – that's one of my favourite quotations from Edmund Burke, and it may serve as the *raison d'être* as to why we've embarked on this ambitious initiative.

* * *

Tonight, we celebrate our scholars - the new initiates and the scholars of the decade. All of you here tonight have proved by your work your intelligence, your brilliance, and your discipline.

I congratulate all our new scholars. In the seventh year of every decade, for the rest of your lives, you will, I hope, return to college for this Scholars' Dinner, welcoming the new scholars, and remaining linked to the university.

Let me now propose the toast.

All new Fellows and new Scholars should remain seated. Everyone else please rise.

"To the New Fellows and Scholars"

* * *

I now call on Dr Hilary Pyle, scholar of 1957, to reply on behalf of the scholars.

[Hilary Speaks, and raises the Toast to the College]

* * *

Ladies and Gentlemen, I now ask you all to rise for the final toast of the evening: "To Ireland"

* * *

11 April 2017

Trinity Campus Pollinator Plan Launch

Regent House, Trinity College

Good afternoon,

Welcome all, to Regent House, for the launch of the Campus Pollinator Plan, for me one of the most important events of this Trinity Week 2017 – this great annual week of sporting, academic and student events on campus.

Since this Plan is about biodiversity and our natural spaces, it may seem a shame not to launch it outdoors. However, I think we're all delighted to be back in Regent House, one of the oldest and most distinguished rooms in the College, which only opened again six weeks ago, after significant renovations and the installation of a lift making the room accessible to all.

Regent House gives the sense of occasion which the Campus Pollinator Plan deserves.

This initiative has the support of everyone on campus and the wider Trinity community - and indeed its ethos is supported across the country, the continent, the world.

It's now almost a hundred and thirty years since W.B. Yeats asked for "a hive for the honey bee / to live alone in the bee-loud glade", encapsulating in these words our emotional attachment to the honey bee, the most famous of nature's pollinators.

Humans have been keeping beehives since pre-history. The walls of one of the Egyptian sun temples, dated earlier than 2422 BC, depict workers blowing smoke into hives as they remove honeycombs.

Our understanding of our dependency on bees has grown in recent decades, with scientists and botanists demonstrating conclusively that life as we know it depends on pollination. In Ireland we rely on pollination for agriculture and wild habitats. At the same time, human activity is putting pollination at risk.

We are now in the position where we know more than we've ever known about the importance of bees and other pollinators, but our behaviour is threatening them as never before. It's time to take action and on this issue there is striking consensus across the world. There is no human culture for which the buzz of the bee is not the sound of life.

In Trinity we're being proactive. The five year All-Ireland Pollinator Plan, the AIPP, published in 2015, lists 81 actions to be undertaken by public and

private bodies. The development and publication of the AIPP was led by Trinity Professor, Jane Stout, together with Dr Una Fitzpatrick, now Chair of the AIPP at the National Biodiversity Data Centre, and a Trinity BA and PhD graduate. The AIPP Project Officer, Dr Erin Jo Tiedeken, also holds a PhD from Trinity.

We are proud that the All-Ireland Plan – internationally recognised as an example of best practice – has benefited from the expertise and commitment of Trinity staff and graduates. I congratulate Jane, Una, and Erin. And I thank Jane also for organizing today's event and leading the organization of the campus plan.

Through the campus plan, Trinity is contributing to the AIPP's key objectives, which are:

1. To make Ireland-pollinator friendly;
2. To raise awareness of pollinators and how to protect them, via teaching and outreach;
3. To support beekeeping on campus;
4. To expand knowledge by delivering on the research targets; and
5. To collect evidence to track change.

Through these actions, Trinity will continue to play a leading role in Irish pollination research - looking at the value of plant-pollinator interactions, pollinator health and at the drivers of bee decline.

And Trinity will be a pollination site in itself. Like the Botanic Gardens at Dartry and a network of other green areas in the city, our city-centre campus will be an attractive environment for pollinators, thus sustaining urban wildlife, agriculture, and well-being.

We now have our own honeybee hives, as well as solitary bee hotels, and we're planting schemes to support pollinators, which will be visible throughout campus.

This is tremendously exciting. Previously I've referred to the campus as a hive of activity..... This is now, quite literally, true.

I thank Grounds and Gardens Committee, the Estates and Facilities Department, and the School of Natural Sciences, as well as the School of Engineering which is hosting a hive on the roof of the Parsons Building.

The Campus Pollinator Plan fits into the broader Trinity sustainability objectives, and it forms part of the bigger picture behind E3.

As I hope everyone is now aware, E3 – our planned new Engineering, Environment and Energy Institute – is premised on using human ingenuity and technology to make sustainable all the diversity of life on this planet.

E3 will be among the first institutes internationally to integrate engineering, technology and scientific expertise, at scale, to address some of the grand challenges facing our country and our world.

Pollination is one of these challenges. We have to get this right. There are many statistics I could give you around bees and pollination. For instance - pollination of crops contributes at least €50 million euro to Ireland's economy annually. But to do what we we're doing here only for financial reasons would be to know the cost of everything and the value of nothing, so I don't particularly like that stat – you cannot put a figure on pollination. We are talking about life itself.

So I will end with just one simple stat – a third of Irish bee species are threatened with extinction. A third. We have the means to prevent this. I believe we also have the will. Certainly in Trinity, across the community – from academic staff to professional staff to students - there is great will and determination. I will hand the floor now to these staff and students, as well as to our graduates from the National Biodiversity Data Centre – they will tell you more about our initiatives and about the imperative.

'To make a prairie', wrote Emily Dickinson

'To make a prairie, it takes a clover and one bee, -
One clover, and a bee,
And revery.
The revery alone will do,
If bees are few''

Let's make sure, Ladies and Gentlemen, that bees are not few!

Thank you.



Campus pollinator plan

* * *

12 April 2017

The Music of Silence, its interpretation and performance

Edmund Burke Theatre, Trinity College

Good evening,

And welcome, all, to the Edmund Burke Theatre for this performance, 'Silence' in Gems of Piano Music, which is the final performance in the two-day Creative Challenge event, *The Music of Silence*.

This is one of the most remarkable events of Trinity Week, this great annual week of sporting, cultural, academic, and student events on campus.

2017 marks the second year of the Trinity Creative Challenge, which we launched in 2015 to catalyse the creative and cultural arts in Dublin city and to expand the range of creative and cultural activities.

Under the scheme, artists and practitioners across a range of creative forms - including performance, visual art, music, film, design, new media, animation, gaming and creative technologies - are invited to apply for awards to develop an interdisciplinary creative arts project, ideally involving a collaboration with, or within, Trinity College Dublin.

Last year, which was the inaugural year of the Trinity Creative Challenge, saw two films, a theatre performance, a piece of music and a symposium presented on campus. The quality and the range were exceptional. This year the projects are even more diverse and eclectic: the three projects being presented this week are a video installation, a collectors' club, and tonight's music performance.

Last year's Creative Challenge contributed significantly to artistic and creative life on campus and was greatly appreciated by students and staff, and by the wider public. I'm delighted to see an audience here tonight from not only around the College but from further afield.

'The Music of Silence' is a collaboration between the Trinity Centre for Asian Studies and our Department of Music. This wonderful project explores the role of silence in music. It sets out to show that true silence in the sense of a "complete absence of sound" does not exist - scientific experiments have demonstrated that the human ear can hear something even when placed in a rigorously controlled vacuum of space with apparently all sources of sound eliminated.

Perhaps as a consequence of this, the word 'silence' is not a universal concept. It doesn't mean the same in different languages - I have learnt from

Adrian Tien that in Chinese, for instance, several words exist for something like the English word ‘silence’, but none of these corresponds exactly in meaning to the English. This is also true of German, and I understand that the same Icelandic word translates into English as both ‘silence’ and ‘audible sound’.

Using Chinese, Japanese, Korean as well as western classical and contemporary music as examples, the project demonstrates that different musical traditions have different culture-unique interpretations for silence.

Even from this brief explanation – and since I’m neither a musician nor a musicologist I don’t propose speaking further about tonight’s performance – but even from this brief explanation, it’s clear I think that this is a wide-ranging interdisciplinary project and premised, like all the Trinity Creative Challenge projects, on human curiosity.

The creators of ‘Music of Silence’ – Adrian Tien and Richard Duckworth – have conceptualised broadly in terms of music, musicology, linguistics, philology, and cultural studies.

Adrian Tien is the Sam Lam Associate Professor in the Trinity Centre for Asian Studies, which opened two years ago. A composer and pianist, he has received extensive training as a carillonneur, linguist and musicologist. He is author of *The Semantics of Chinese Music: analysing selected Chinese musical concepts*, published 2015.

Richard Duckworth, also a composer, is an audio engineer and sound artist and assistant professor in our Department of Music. His work explores the re-integration of analogue and hybrid analogue/digital technologies into creative arts practice through the staging of live performances and events.

Adrian and Richard have collaborated for this project. On behalf of the college, I would like to thank them for this cross-cultural exploration of an innovative concept. Over the past two days, they have worked with other musicians to present notable performances around their theme.

Tonight, in the project’s closing event, Adrian will perform ‘*Silence*’ in *Gems of Piano*, interpreting notable examples of piano compositions in an attempt to demonstrate silence.

Ladies and Gentlemen, Adrian Tien.



Provost Patrick Prendergast, Dr Richard Duckworth (Trinity Music Department), and Dr Adrian Tien (Trinity Centre for Asian Studies)

* * *

25 April 2017

Paris Alumni Event

Irish Embassy, 12 Ave Foch, Paris

Thank you, Niall.

And good evening, everyone. It's an enormous pleasure to be here, meeting Trinity alumni in one of the world's great cities, and in perhaps the most beautiful and historic of all the Irish embassies.

I thank Her Excellency, Geraldine Byrne Nason, and her deputy Niall Brady for hosting this event. Thank you so much for having us all here this evening, and giving us the chance to meet and connect in these marvellous rooms.

Wherever I go in the world, I like to meet with graduates. Trinity has 100,000 alumni, and counting, in 130 countries around the world, and there are alumni branches everywhere – from Seoul to Stockholm, from Uganda to Tel Aviv.

It's so important for me to meet graduates, and I think it's important for you to connect with each other. Particularly in a teeming metropolis like Paris, it's great to have a sense of the Trinity community based here.

For centuries now, Paris has been a key destination for Trinity graduates, and that is reflected in the number and diversity of you here tonight. This is a wonderful turn-out! I'm delighted to see so many of you – and from so many disciplines and years. Here tonight are very recent graduates as well as graduates going back to my own student generation in the mid-1980s, and earlier.

Collectively you represent Trinity, and Trinity in Paris. You connect with the students and graduates down the ages who have come here – from Wolfe Tone to Oscar Wilde to Samuel Beckett – and you connect to the future generations of Trinity graduates who will also make their home here.

The great turn out here tonight has a lot to do with the energy and commitment of the Paris branch of Trinity alumni – I thank you all, particularly Gabrielle Puget, Camille May, and Sabine Borny for the commitment you bring to organising regular get-togethers and large-scale events like this.

We're meeting, of course, at a particularly exciting time in French politics. I note the almost audible sighs from different European media outlets in recent days. It will not surprise you to know that we in Trinity remain committed to the European project.

* * *

In our time together this evening, I'd like to briefly fill you in on how Trinity is doing. We've all come together through memories of our college years. As friends and alumni, you have a strong interest in Trinity's future. As Provost, I feel a responsibility towards staff and students, and towards you, our alumni, to ensure that the university, which means so much to all of us, continues on its path of excellence.

I don't have time to go into all our initiatives – we'd be here all night. Let's focus on recent highlights.

A landmark event, which happened in November last, is that Trinity was invited to join the League of European Research Universities, or LERU.

LERU is a prestigious, exclusive league. It has only 23 members and they include Europe's highest ranked research universities such as Oxford, Zurich, Amsterdam, Helsinki, Cambridge, Utrecht and two here in Paris: Paris Sud and UPMC. The network counts 230 Nobel Prize winners and Field Medal winners among its staff and students and is a key influencer on European research policy.

Getting into LERU is a huge endorsement – it's a lengthy process, and publications, citations, funding bodies, industry collaborations, and graduate trajectories are all evaluated. I'm proud, as I hope are you, that Trinity made the grade.

But I wasn't surprised Trinity got in because our research frequently makes headlines globally, and one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

Last September, for the second year running, Trinity was rated the number one university in Europe for educating entrepreneurs, according to evaluation by research firm, PitchBook, based on the number of alumni who go on to create companies that secure first-round venture capital funding. Trinity is the only European university in PitchBook's "Global Top 50".

This is because our graduates are brilliant, of course! But it's also thanks to the initiatives and incentives which the College has put in place to promote an innovative and entrepreneurial mindset among staff and students.

One of the most successful such initiatives is the accelerator programme, LaunchBox, which enables students to develop business ideas from concept through to design and marketing.

Those of you who graduated within the last three years will have heard about

LaunchBox; you may even have participated in the programme. Older graduates will be intrigued to hear what's now available to undergraduates on campus: they get office space, mentoring, seed funding, and access to launch start-ups.

In its first three years, LaunchBox supported 24 student companies which went on to raise a total of €1.2 million in venture capital. These companies included, most famously, FoodCloud, which aims to bridge the gap between food wastage and food poverty and was written up in *Time* magazine.

LaunchBox, by the way, is available to all undergraduates, not only business students. We believe that all students can benefit from innovation and entrepreneurship training.

LaunchBox came about through the vision of the 'Trinity Angels', the high-achieving Trinity alumni who supplied funding and mentoring for the initiative. This is just one of the areas where we're indebted to our alumni's inspirational leadership.

I know that you'll all be delighted about the international reputation that Trinity is gaining in innovation and entrepreneurship. Indeed, this trip to Paris has been centred around just that. This morning my team and I met with the President and staff of Université Paris-Saclay to talk about innovation and how to collaborate further in education and research. And after lunch we went to Université Paris-Sud – our fellow LERU member – for further discussions on building future partnerships.

For economic growth across the continent and for the future career prospects of our young people, Europe has to excel at innovation and entrepreneurship. High-level collaboration between Europe's universities will help achieve this. In Trinity we're committed to playing a leading role.

* * *

We're currently engaged on an ambitious university-wide project to renew the undergraduate curriculum. The Trinity Education Project, as we're calling it, is about building on our traditional pedagogical strengths and ensuring that we're adapting appropriately to changes in the workplace and society.

We've agreed a set of graduate attributes which will shape the kind of education we offer. These attributes are centred round four core pillars:

- To think independently
- To communicate effectively
- To grow continuously
- To act responsibly

Students will embed these attributes through academic and co-curricular

activities; they will learn through more diverse styles of assessment, greater flexibility, and continued emphasis on depth in disciplinary knowledge.

Renewing our education feeds into two of our most exciting new initiatives – The Trinity School of Business and a new Engineering, Energy, and Environment Institute. You may have heard about one or other of these.

Construction of the new Trinity Business School has started at the Pearse Street end of campus, beside the Science Gallery. It's to be co-located with an Innovation and Entrepreneurship Hub, and will include space for prototyping and for company incubation projects.

The new Dean of the Trinity Business School, Professor Andrew Burke has described Trinity and Dublin as “a sleeping giant” when it comes to third-level business education because of the college's city-centre location and Dublin's status as a tech hub – the European headquarters to 9 of the top ten global software companies, and 9 of the top ten US technology companies.

As you may have learnt from the news yesterday, Ryanair is to fund a new Professor of Entrepreneurship in the Trinity Business School. This is further endorsement of Trinity's excellence in this area.

With the new Business School, we look forward to further engaging with industry and to doing research that is relevant to real businesses and to public policy; and we look forward to educating dynamic entrepreneurial students dedicated to societal improvement.

The other great capital development project on campus is for the new Engineering, Energy and Environment Institute, which we're calling E3. An industry-academic collaboration space, it will be one of the first institutes internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable planet.

With E3, we're seeking to direct technologies to sustain, rather than deplete, our natural capital. We hope to create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force', if you like, directed for the benefit of all life on the planet.

E3 will co-locate staff from the Schools of Engineering, Natural Science and Computer Science and Statistics, and it will link-up with our centres for nanomaterials and raw materials. A key partner for government, industry and NGOs, it will help meet emerging opportunities in energy and engineering design, while sustaining natural capital.

A site has been selected in the Trinity Tech Campus at Grand Canal Dock. We want E3, which is so ground-breaking in concept, to be ground-breaking in construction and design. Trinity encompasses some of Dublin's greatest

architecture over the centuries, and this is a tradition that we want to continue.

* * *

This year is Trinity's 425th anniversary. It's now four centuries and a quarter since the university was founded by charter. To mark this anniversary, the college has brought out this book of recent photos taken by students, staff and alumni, with an introductory essay by myself, in which I walk around campus – reflecting that the campus now extends all the way up to Grand Canal Dock.

It's my pleasure to present copies of this book to the Embassy and to the Paris Alumni Branch, with great thanks for your support. I'm sorry I don't have 'one for everybody in the audience' – but carrying 80 books would have exceeded my baggage allowance. For those who would like one, they are available online through the Library Shop and, I think, Amazon.com, and proceeds from sales go to Trinity Alumni and Development.

I think we can all be proud of the way that the college has survived and flourished over the centuries.

In its long history, Trinity has been through triumphant times and difficult ones. I took office as Provost in 2011, in what will historically be reckoned a difficult time. The country was still reeling from the downturn and austerity; state funding to higher education was falling year on year, and politically no-one wanted to take the hard decisions necessary to put the financing of higher education on a firm foothold.

Five years on and we're still waiting for government to take those decisions, but nevertheless the whole atmosphere is different. Economically, growth has returned to the country, but the greatest change, I think, has come from within the campus, where there is a strong atmosphere of confidence and hope.

Despite a challenging environment, we've marked up significant successes. I've mentioned some of them this evening, and of course there are many others. I'm proud to lead a university which punches so far above its weight. On comparatively restricted funding and staffing, we compete with the world's best.

This is thanks to the creativity, talent and commitment of so many people across the university. And it's thanks to the strength of our wider community – to you, our alumni.

You give financial support through the University of Dublin Fund, and through funding scholarships and access programmes. Many of you help with mentoring students and graduates; you attend college activities and take a keen interest in college developments.

We're most grateful. Quite simply, the university could not have developed in the way it has without your support.

The tradition of alumni support goes back many years and decades. Last month we celebrated the half-centenary of the Berkeley Library, one of the most iconic of Ireland's twentieth century buildings. I learnt then that the Berkeley was built following a fund-raising drive among graduates.

Then, as now, alumni proved exceptionally generous. Most remarkably perhaps, Samuel Beckett supported the appeal by donating a year's worth of royalties from the North American performance of *Krapp's Last Tape*. One of his most enduringly popular plays, it was then playing to full houses on Broadway, and royalties were significant.

I know this story will resonate with you because Beckett was the emblematic Irishman in Paris, and for many of us the symbol of Trinity in Paris.

I'm envious of one of my predecessors as Provost, Bill Watts, because he got to visit Beckett in Paris to ask if we might name our new student theatre after him. Beckett agreed immediately.

Through the ages, the whole Trinity community - staff, students, alumni, and friends - have taken responsibility for the success of the university. As a community, we've realised that we can't wait around for things to happen, nor rely on others to take decisions to secure the College's future. We have to drive change ourselves - through strategizing, raising revenue, and connecting.

I've mentioned the graduate attributes which we want to instil in students through renewing the Trinity Education: to think independently, to communicate effectively, to grow continuously, to act responsibly.

I'm confident about our success in imparting these attributes because as a community, we have collectively proved ourselves, time again, independent, communicative, responsible, and committed to the college's growth.

As we approach the 2020s, we have so many exciting initiatives and plans in place. With your help, we look forward to continuing with the great education, research and innovation that has such impact in Dublin, Ireland and the world.

Thank you.



Provost Patrick Prendergast and Mr Brian Nason

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03 May 2017

Swiss-Irish Business Association (SIBA) Luncheon

1592 Restaurant, Trinity College

Your Excellency, Distinguished Guests, Colleagues,

You're all most welcome to the 1592 Restaurant in Trinity College Dublin. This restaurant is named for the year in which the college was founded by charter of Queen Elizabeth the First. As it happens, we're celebrating Trinity's 425th anniversary this year.

You're all very welcome here today. I welcome in particular Her Excellency, Ambassador Marie-Claude Meylan, Swiss Ambassador to Ireland and honorary president of SIBA. Also Frank Murray, chairman of SIBA, and our speaker, Julie Sinnamon, CEO of Enterprise Ireland.

This appropriately high-level event signifies the strength and longevity of Swiss-Irish relations.

I believe that this is the first time that Trinity has had the opportunity of welcoming the SIBA board to our university. We're delighted to do so.

Trinity is Ireland's leading university, and through the training of skilled graduates and the provision of high-quality research we play a crucial role in driving economic growth in Ireland and in making Dublin a global innovation centre.

In our current Strategic Plan, we commit to providing knowledge-based services to companies, supporting access to intellectual property, and educating students with the right skills and mindset to flourish as 21st century citizens and within 21st century workplaces.

For the past two years, Trinity has emerged as the best university in Europe for educating entrepreneurs, according to the independent private equity and venture capital-focused research firm, PitchBook, which evaluates undergraduate alumni who go on to found companies that receive first-round venture capital backing.

Trinity has produced more entrepreneurs than any other university in Europe, and is the only European university in PitchBook's global Top 50.

This is thanks to initiatives we've put in place, incentivising staff and students to be entrepreneurial and to see the commercial potential in their research.

Within the next few years, we will be opening on campus the new Trinity Business School which will be co-located with an Innovation and Entrepreneurship Hub, and will further drive excellence in business education.

Our initiatives include actively promoting interdisciplinarity and global relations. Since we are all now part of a global economy, universities must be globally connected in terms of staff, students, education and research programmes and industry relations. Universities which don't put in place global academic networks and partnerships will lose competitiveness and their innovation will suffer.

So it's particularly valuable for Trinity to have this contact with SIBA. And in another key development last year, Trinity became the 23rd member of LERU, the League of European Research Universities. LERU is a prestigious, exclusive league, which counts 230 Nobel Prize winners and Field Medal winners among its staff and students, and is a key influencer on European research policy.

LERU's 23 members include Europe's highest ranked comprehensive research universities such as Oxford, Amsterdam, Helsinki, Paris-Sud, Cambridge, Utrecht - and also Geneva and Zurich. We look forward to building on our relations with these two Swiss universities, which are doing such remarkable research.

From our point of view – as I'm sure from the point of view of every LERU member - it's energizing and inspiring to be doing the research and educating the graduates that drive social and economic development. It means that we are central, not only to job creation and technology invention, but to confronting complex global challenges like climate change, energy provision and inequality.

I know that all of us here today, within our different spheres, look forward to playing our part in confronting such challenges, and I know that we will benefit from working together.

Thank you.



* * *

08 May 2017

Horizon2020 Celebration Reception

Saloon, Provost's House

Good afternoon, everyone,

And welcome to the Saloon for this celebration of your success with Horizon 2020.

Horizon 2020 is the EU's largest ever research and innovation programme, and a key source of funding for Europe's universities. As you know, the benefit of Horizon 2020 is not only the generous funding but the opportunity to collaborate with the best across Europe, and across sectors, to address issues at a scale that could not be addressed at national level.

The success of a European university can, to some extent, be evaluated by its success in Horizon 2020. Does the university have the right people? Does it take an interdisciplinary approach to research? Is it proactive about identifying industry partners? Does it create a culture of ambition where all – including our lead researchers – achieve their full potential? Such are the issues at the heart of a great research university, not only in Europe, but globally.

The good news is that Trinity performs very well in securing H2020 funding.

We've received 63 million euro from the programme, which is 25 million euro more than the next most successful Irish universities, UCC and NUIG. We have a ranking of 25th across all European educational institutions. This shows us competing well with other LERU universities.

In terms of value of contracts signed, we are 11th out of the 23 LERU members, but when you take into account the size of the university in terms of academic head count - Trinity being the smallest - we are actually 5th out of the 23 members, with Oxford, Cambridge, Leuven and Imperial ahead of us.

So I wanted to bring you all here today to formally recognise your achievement. The success of this university is down to you: the researchers who show such brilliance at framing research questions, putting together teams, and finding partners; and the professional support staff, who have an understanding second to none of the process, provide invaluable assistance, and are constantly horizon-scanning – if you'll forgive the pun – staying ahead of the game, working upstream. Indeed I know that you are already looking to FP9.

It's the strong relationship between researchers and professional staff that has ensured Trinity's success with a programme that is complex, as well as generous. Indeed, those researchers who engage with the Research Development Office for coordinator workshops and submissions are seeing success rates of 40-50% as against 12% at a EU level

On behalf of the entire university – staff, students and alumni – I would like to thank you all. Your excellence and commitment raises the profile of the university and brings knowledge and solutions to some of the world's great challenges. Not only does it create a research reputation, it also funds research-led teaching.

We in Trinity want also to thank the national agencies – the IRC, Enterprise Ireland, Science Foundation Ireland – and the Ireland H2020 support team, headed by Imelda Lambkin. It is wonderful to have them here and we want our celebration this evening to be their celebration as well. Irish universities as a whole perform very well in H2020, and this is thanks to the national effort, which is probably unique across EU member states.

Researchers, support staff, national agencies - all work in partnership together. As I said, a while back, when news of Ireland's success with ERC grants came through, such success comes about when universities and public bodies adopt an approach of working in partnership - sharing knowledge and pooling expertise. I'm a great believer in partnership – no one part of the system or Irish public sector has all the answers.

Now, I know that more people have been involved in Horizon 2020 success than it's been possible to fit into this Saloon. We've only space to invite the principal investigators and the core professional staff. We know that there are co-PIs and team members who have contributed hugely. Although we're unable to extend the invitation to all, we do appreciate all.

We want to ensure that Trinity continues to perform as strongly in the final three years of Horizon 2020. Expected in October, the final H2020 calls will cover 2018-2020.

To ensure continued success, we must continue and strengthen the link-up between researchers and support staff in TR&I, Financial Services, Human Resources, the RDO and the other offices which offer advice, information, coordination, reviewal and facilitation in the often lengthy and difficult process of securing grants.

Speaking after me, Doris Alexander will introduce the new H2020 support brochure which outlines the supports provided and the new and improved and more integrated process.

I also note, that while we're delighted that H2020 funding goes across the university, to all three faculties, we would like to see more Social Sciences

and Humanities researchers involved in both ERC and collaborative projects and indeed as evaluators. Since H2020 funds all research areas, and since Trinity has proved excellence in social science and humanities research, this is a very achievable aim.

I know that our research admin is always interested in hearing suggestions in relation to additional useful services that could be offered.

Finally, we all know the importance of disseminating the impact of research, in order to sustain funding and to raise public awareness of the importance of what we do. We need to make all Europeans advocates for the research being done in their universities. It's said that all Europe knows about the Erasmus programme but Horizon 2020 is not known outside the research community.

Such awareness-raising must continue and should be accompanied with appreciation for Europe's – and government's – part in funding research. We have all seen, in the past few years, what happens when electorates become cynical about government and supra-governmental cooperation.

It didn't matter in Britain that the majority of parliament and every university and business group pleaded for the benefits of EU membership. After decades of anti-EU sniping in the media and a general failure to explain the benefits of membership, people were not to be persuaded.

As against this, yesterday's decisive result in France showed that there is still strong pro-EU support, as indeed did the Dutch result earlier. Thankfully, those who stand up for Europe and European values are still being heard and their message can be more powerful than the politics of isolation and mistrust.

Those of us who believe in the EU and have benefitted from programmes like Horizon2020, Erasmus, and Marie Curie should take the trouble to spell out the advantages loud and clear. We should not assume that the message will somehow filter down. Experience shows that it won't, and indeed that it may become distorted and corrupted.

I know that in Trinity we will be up for this challenge, on all fronts. The new research strategy about to be approved will re-double all our efforts and set new goals. Thank you again for your superb commitment, and let us achieve even better results in the final leg of Horizon2020 and so proceed, ever strengthened, to FP9.

Thank you.

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12 May 2017

Alumni Awards

Dining Hall

Thank you, Colm*, and good evening everyone,

It's been a wonderful evening and a great day, and we still have poetry, music, and plenty more conversation to come. I want to take this opportunity to welcome you all. Some of you, I know, have travelled great distances to be here. It means a lot to us.

Trinity is a community of students, staff, alumni and friends, and what links us is a common affinity for a place and an idea. The pull of Trinity is strong because, for so many of us, our student years here were some of the best of our lives. Returning reconnects us with that time, and with our younger selves.

Part of identifying with a place, an institution, a country, is wanting to safeguard it, and to strengthen it. I know that as friends and alumni you have a strong interest in this college's reputation and future. And I know that as Provost, I feel a responsibility towards you, as towards staff and students, to ensure that this university, which means so much to all of us, continues on its path of excellence.

Tonight's event honouring these five remarkable alumni is part of safeguarding and strengthening our path. Alumni confer great distinction on the university that educated them, and universities should recognise that.

David, Sean, Julie, Annraí and William are all exceptional entrepreneurs and innovators. Their success in the fields of technology, business and entertainment has been immense. Each is a pioneer with the vision, courage, and resilience that we encourage in our students. They inspire, and they reaffirm the purpose of a Trinity education.

I know that the strength of our education and of Trinity's reputation matters to everyone here tonight, so I know you'll all be delighted by the latest confirmation of the college's global standing: our invitation, in November last year, to join the League of European Universities, or LERU.

LERU is a prestigious, exclusive league. Its 23 members include Europe's highest ranked research universities - Oxford, Zurich, Leiden, Heidelberg,

* Colm Duggan, Member of the Provost's Council

Paris-Sud, Cambridge, Utrecht. The network counts 230 Nobel Prize winners and Field Medalists among its staff and students, and is a key influencer on European research policy.

Being admitted to LERU is an endorsement of all we're doing in Trinity – of our initiatives in education, research, innovation, and public engagement. I'd like to fill you in, briefly now, on some of these initiatives. I don't have time to go into everything – we'd be here all night – so let's focus on two really significant projects.

Most of you will have heard something about the new Trinity Business School, incorporating a new Innovation and Entrepreneurship Hub.

Trinity contributes strongly to the Irish economy by educating skilled graduates and providing the research that drives growth. We do particularly well in vital areas like nanotechnology, bioengineering, telecommunications, digital humanities, new materials, and creative technologies. And last year, for the second year running, the private equity and venture capital research firm, Pitchbook, placed Trinity as Europe's best university for educating entrepreneurs. The evaluation is based on undergraduate alumni who go on to create companies that secure first-round venture capital funding.

A world-ranked Business School will take all this to the next level. It's the right thing to do – for Trinity, Dublin, and Ireland - but like any ambitious plan, it has involved significant effort. We're fortunate that, from the start, we received wonderful support from the Trinity Business Alumni. I'd like to pay tribute to them for their advice and fundraising initiatives.

Work has started on the old Luce Hall site, beside the Science Gallery, and will be completed next year. The new Dean of the School, Professor Andrew Burke, has described Trinity and Dublin as “a sleeping giant” when it comes to third-level business education. The giant will now awake.

You may also have heard about another major initiative, the planned new Engineering, Energy and Environment Institute, E3.

This will be unique globally. An industry-academic collaboration space, it will be one of the first institutes internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable planet. It will be a crucial component of economic growth in Ireland and of the transition to a 'smarter', healthier society.

E3 will co-locate the Schools of Engineering, Computer Science and Statistics, and Natural Sciences to educate a new kind of graduate thinker, equipped to understand and lead in the technology-enhanced ecosystems of the 21st century.

The project is currently in two phases. In phase one, we will erect a teaching

institute, the E3 Learning Foundry, on campus. This will introduce a new STEM curriculum, develop new interdisciplinary programmes and respond to needs in knowledge-based sectors such as ICT, health life sciences, and industrial product sustainability.

In Phase two, we're planning the E3 research institute on the T-Tech Campus at Grand Canal Dock to enable world class research activities in areas such as Big Data, the Internet of Things, 'Born Globals', Smart Ageing, advanced manufacturing, composites and advanced materials.

Fund-raising is underway, and, again, I must pay tribute to the generosity of alumni and friends.

Ensuring that students leave college ready and prepared to make their mark on the world, and enabling researchers to contribute to solving global challenges – these are the core aims of the university. These are what I, and the college board, are dedicated to.

We could not achieve without your help and support. In the recent difficult years of austerity, Trinity could always count upon its wider community. Alumni do so much – supporting initiatives, mentoring students, encouraging clubs and societies, and, perhaps most importantly, leading by example.

Whenever I talk about Trinity and seek to convey its greatness through the ages, I mention Front Square and the Book of Kells, but mostly I talk about people: Edmund Burke, Oscar Wilde, Ernest Walton, Samuel Beckett, Denis Burkitt, Mary Robinson, Louise Richardson, our most recent Nobel Prizewinner William Campbell, and Fr John Sullivan, who is to be beatified here in Dublin tomorrow, in first ever beatification ceremony to take place in the country.

Fr Sullivan SJ was a remarkable man: raised Protestant, he studied law here in Trinity but gave up a legal career to join the Jesuits in 1900. Both the Church of Ireland and the Catholic archbishops of Dublin, as well as Cardinal Angelo Amato from Rome, will be in attendance tomorrow, and I'll be representing Trinity.

Our graduates are what makes Trinity truly great. This year is our 425th anniversary. In September we'll be holding a public symposium where we're inviting historians and speakers to discourse on the college's legacy. I'll be talking myself about the college in this current century, the first seventeen years, from my perspective as provost, and previously vice-provost and chief academic officer.

Of course, I'll be mentioning all the great buildings of this century – the Long Room Hub, TBSI, Science Gallery, the Lir - and I'll talk about LERU and research funding all the other markers of success. But at the heart of my discourse will be people – the graduates who set up businesses, wrote books

and plays, directed films, made medical breakthroughs and scientific discoveries, invented new technologies and tackled social deprivation.

Graduates who have made a difference – like David, Sean, Julie, Annraí and William, and like so many of you.

You are why Trinity continues to flourish, 425 years after its foundation.

I congratulate our awardees, and I thank you all for the support you give us, and the example you set us.

Thank you.

* * *

26 May 2017

**Trinity College Dublin Association, Antrim & Derry
Branch, Annual Dinner**

White Horse Hotel, Derry

Lady Mayor, Ladies and Gentlemen, distinguished alumni,

It's an absolute pleasure to be here. I was last at this dinner four years ago when Derry-Londonderry was City of Culture. I had a wonderful time and I'm delighted at this opportunity to come back and see the city, and re-connect with Trinity alumni. On my last attendance at this dinner the grace was said by Dean Victor Griffin, and we remember him this evening. He attended the Scholars' Dinner two years ago as a scholar of the decades, and gave a rousing speech in support of the College, beginning his speech with an allusion to this predecessor as Dean of St Patrick's, "if I can't be Swift I'll least be brief".

Wherever I go in the world, I like to meet with graduates. Trinity has 100,000 alumni, and counting, in 130 countries around the world, and there are alumni branches everywhere – from Seoul to Stockholm, from Uganda to Tel Aviv.

Northern Ireland is, of course, special because Trinity is a university for the whole island, and this continued, uninterrupted and undisturbed, until the 1970s when, as we know, two separate admissions systems – the CAO and UCAS – were introduced. The difficulty of negotiating two systems and of equivocating between A Levels and Leaving Cert results led to far fewer applications to Trinity from Northern Ireland.

When I took office as Provost I was determined to do something about this so I asked my then Senior Lecturer, Patrick Geoghegan, to look into solving this. He worked closely with Sir Donnell Deeny, chancery judge in the high court of Northern Ireland, who is also a pro-chancellor of the university, and together they adopted a multi-pronged approach, including sending out student ambassadors and adjusting A-level requirements.

The so-called Trinity Northern Ireland Engagement Programme, NIEP, is having effect. There was an increase of almost 20 percent in applications to Trinity from Northern Ireland for 2016-17 entry, compared with 2015-16. Naturally, I'm delighted about this. So many of Trinity's greatest alumni have come from Northern Ireland - from Provosts Andrews and Kyle in the 18th and 19th centuries, both old boys of Foyle College just down the road here, to Denis Burkitt to R.B. McDowell to the poets Derek Mahon and Michael Longley and the publisher Kathy Gilfillan. For over four centuries, people from these parts have helped to shape our university. It's essential to keep

this continuity.

There's no doubt but a hard Brexit will make this more difficult. The worse-case scenario - UK students paying non-EU fees - would lead to a decline in students coming from Northern Ireland and from Britain, which we would also greatly regret. There are challenges ahead. We hope, with foresight and determination, to surmount them.

* * *

So much for future challenges. In our time together this evening, I'd like to fill you in, briefly, on present successes. I know that as friends and alumni, you have a strong interest in Trinity's future. As Provost, I feel a responsibility towards staff and students, and towards you, our alumni, to ensure that the university, which means so much to all of us, continues on its path of excellence.

I don't have time to go into all our initiatives – we'd be here all night. Let's focus on recent highlights.

A landmark event, which happened in November last, is that Trinity is now a member of the League of European Research Universities, or LERU.

LERU is a prestigious, exclusive league. It has only 23 members and they include Europe's highest ranked research universities such as Oxford, Zurich, Amsterdam, Helsinki, Paris-Sud, Cambridge, Utrecht and others. The network counts 230 Nobel Prize winners and Field Medalists among its staff and students and is a key influencer on European research policy.

Getting into LERU is a huge endorsement – it's a lengthy process, and publications, citations, funding bodies, industry collaborations, and graduate trajectories are all evaluated. I'm proud, as I hope are you, that Trinity made the grade.

But I wasn't surprised Trinity got in because our research frequently makes headlines globally, and one of the areas where we stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

Last September, for the second year running, Trinity was rated the number one university in Europe for educating entrepreneurs, according to evaluation by research firm, PitchBook, based on the number of undergraduate alumni who go on to create companies that secure first-round venture capital funding. Trinity is the only European university in PitchBook's global Top 50.

This is because our students are brilliant, of course! But it's also thanks to the initiatives and incentives which the College has put in place to promote an innovative and entrepreneurial mindset among staff and students.

One of the most successful such initiatives is the accelerator programme, LaunchBox, which enables students to develop business ideas from concept through to design and marketing. Students on this programme get office space, mentoring, seed funding, and access to launch start-ups.

In its first three years, LaunchBox supported 24 student companies which went on to raise a total of €1.2 million in venture capital. These companies included, most famously, FoodCloud, which aims to bridge the gap between food wastage and food poverty and was written up in *Time* magazine.

LaunchBox came about through the vision of the ‘Trinity Angels’, the high-achieving Trinity alumni who supplied funding and mentoring for the initiative. This is just one of the areas where we’re indebted to our alumni’s inspirational leadership.

* * *

We’re currently engaged on an ambitious university-wide project to renew the undergraduate curriculum. The Trinity Education Project, as we’re calling it, is about building on our traditional pedagogical strengths and ensuring that we’re adapting appropriately to changes in the workplace and society.

We’ve agreed these four graduate attributes which will shape the kind of education we offer. They are:

- To think independently
- To communicate effectively
- To grow continuously
- To act responsibly

Students will embed these attributes through academic and co-curricular activities; they will learn through more diverse styles of assessment, greater flexibility, and continued emphasis on depth in disciplinary knowledge.

Renewing our education feeds into two of our most exciting new initiatives – for a new Business School and a new Engineering, Environment and Energy Institute. You may have heard about one or other of these.

Construction of the new Trinity Business School has started at the Pearse Street end of campus, beside the Science Gallery. It’s to be co-located with an Innovation and Entrepreneurship Hub, and will include space for prototyping and for company incubation projects.

The new Dean of the Trinity Business School, Professor Andrew Burke has described Trinity and Dublin as “a sleeping giant” when it comes to third-level business education because of the college’s city-centre location and Dublin’s status as an innovation hub - the European headquarters to 9 of the top ten global software companies, and 9 of the top ten US technology companies.

With the new Business School, we look forward to further engaging with industry and to doing research that is relevant to real businesses and to public policy; and we look forward to educating dynamic entrepreneurial students dedicated to societal improvement.

The other great capital development project on campus is for the new Engineering, Energy and Environment Institute, which we're calling E3.

This will be unique globally. An industry-academic collaboration space, it will be one of the first institutes internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable planet.

The project is currently in two phases. In phase one, we will erect a teaching institute, the E3 Learning Foundry, on campus. This will introduce a new STEM curriculum, develop new interdisciplinary programmes and respond to needs in knowledge-based sectors such as ICT, health life sciences, and industrial product sustainability. We look forward to educating a new kind of graduate thinker, equipped to understand and lead in the technology-enhanced ecosystems of the 21st century.

In Phase two, the E3 research institute will open in the T-Tech Campus at Grand Canal Dock to enable world class research activities in areas such as Big Data, the Internet of Things, 'Born Globals', Smart Ageing, and advanced materials.

Fund-raising is underway, and, again, I must pay tribute to the generosity of alumni and friends.

A final capital development project, which I should mention, is new student accommodation in Oisín House. I know, from the Dean of Undergraduate Studies, that lack of student accommodation is the main reason cited by Northern Irish students for not taking up their offer of a place in Trinity. This is a problem across Dublin, which is now receiving attention at government level. The re-purposed Oisín House – with 250 new rooms – will go some way to addressing it.

* * *

This year is Trinity's 425th anniversary. It's now four centuries and a quarter since the university was founded by charter. To celebrate, the college has brought out this book of recent photos taken by students, staff and alumni, with an introductory essay by myself, in which I walk around campus – reflecting that it now extends all the way up to Grand Canal Dock.

It's my pleasure to present copies of this book to the Lady Mayor and to the President of this Alumni Association, Stanley Huey, with great thanks for organising this dinner and for your continual support of the college.

* * *

I think we can all be proud of the way that the college has survived and flourished over the centuries.

In its long history, Trinity has been through triumphant times and difficult ones. I took office as Provost in 2011, in what will historically be reckoned a difficult time. The country was still reeling from the downturn and austerity; state funding to higher education was falling year on year, and politically no-one wanted to take the hard decisions necessary to put the financing of higher education on a firm foothold.

Five years on and we're still waiting for government to take those decisions, but nevertheless the whole atmosphere is different. Economically, growth has returned to the country, but the greatest change, I think, has come from within the campus, where there is a strong atmosphere of confidence and hope.

Despite a challenging environment, we've marked up significant successes. I've mentioned some of them this evening, and of course there are many others. I'm proud to lead a university which punches so far above its weight. On comparatively restricted funding and staffing, we compete with the world's best.

This is thanks to the creativity, talent and commitment of so many people across the university. And it's thanks to the strength of our wider community – to you, our alumni.

You help with financial support, with mentoring students and graduates; you attend college activities, and take a keen interest in college developments.

We're most grateful. Through the ages, the whole Trinity community - staff, students, alumni, and friends – has always taken responsibility for the success of the university. As a community, we've realised that we can't wait around for things to happen, nor rely on others to take decisions to secure our future. We have to drive change ourselves – through strategizing, raising revenue, and networking.

I've mentioned the graduate attributes which we want to instil in students through renewing the Trinity Education: to think independently, to communicate effectively, to grow continuously, to act responsibly.

I'm confident about our success in imparting these attributes because as a community, we have proved ourselves, time again, to be independent, communicative, responsible, and committed to the college's growth.

As we approach the 2020s, we have so many exciting initiatives and plans in

place. With your help, we look forward to continuing with these, and we look forward to maintaining the indissoluble link between the university and all of Northern Ireland.

Thank you.



Provost speaking to members of the Trinity College Dublin Association,
Antrim & Derry Branch at the White Horse Hotel, Derry

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29 May 2017

Launch of Nord Anglia International School Dublin

Dining Hall, Trinity College Dublin

Minister Mary Mitchell-O'Connor, Distinguished Guests:

Good afternoon,

On behalf of the university, it's my great pleasure to welcome you all to Trinity College Dublin for the launch of this particularly exciting initiative which will have such impact for Dublin and Ireland, and also potentially for this university.

As David has outlined, and as we'll hear shortly from Andrew Fitzmaurice, CEO of Nord Anglia Education, this is an exemplary international school, such as any global city must welcome. Its vision for its students is rigorous, creative and socially engaged.

When I looked through the Nord Anglia Education brochure, I was struck – as I'm sure you all were – by the quality of the education on offer and the sense of global community which comes from being connected to 44 such schools worldwide.

I was also struck by a sense of kinship, in that Nord Anglia Education's goals are close to those articulated in Trinity's mission. In Trinity:

- We are renowned for the quality of our research-led, interdisciplinary education, exemplified by the recent invitation to join LERU, the exclusive League of European Research Universities which counts Oxford, Cambridge, Paris-Sud, and Zurich among its 23 members;
- we put emphasis on the Student Experience through extra-curricular activity in clubs and societies;
- we benefit from a particularly international profile in staff and students and we enjoy multiple global research and education partners round the world;
- and we seek to prepare our students for exciting careers but also for responsible, socially engaged citizenship.

Such actions and aspirations also come through strongly in Nord Anglia Education's mission. I was delighted with the emphasis on both STEM subjects and the creative arts, through partnership with MIT and the Julliard School respectively. And I was really impressed by the collaboration with UNICEF and the focus on raising awareness of the UN's Sustainable Development Goals.

This is also a strong motivation for Trinity - we seek to use our research

excellence to drive sustainability and address global challenges, such as inequality, poverty and climate change.

The younger we can encourage children to take responsibility for their environment and communities, the better. I know how receptive young people are to social responsibility – I’m constantly impressed by the dedication of Trinity students in this area. Not only do they volunteer and fundraise but they put their considerable gifts in entrepreneurship and innovation towards the creation of social enterprises, such as ethical fashion* and combatting food wastage†.

It’s inspirational that students as young as pre-school are being started on their journey to ethical and social responsibility.

* * *

Ireland has a deserved reputation for education. Our schools offer a broad range of subjects, enable deep disciplinary engagement, and make room for the extracurricular in sports and arts and public speaking. As a result, Irish universities are fortunate: we get a high calibre of students.

However, diversity within our education system is welcome. To my mind, it’s not about radically amending what we have, but about broadening and giving more choice to parents and students. In Trinity we are currently running, as a pilot scheme, an alternative admissions route to the national CAO system. This isn’t a criticism of the Leaving Cert curriculum, which has delivered well for Ireland; it’s about empowering students whose potential to benefit from a Trinity education may not be best measured by the current admissions system - it’s recognition that students have different kinds of intelligence and creativity and we want to ensure that we’re getting diverse talents on campus.

The Nord Anglia School broadens the choice and scope available to students and parents. No-one can doubt the excellence of the education on offer, nor the dynamism that it will bring to the whole sector. I know that this school will encourage its pupils to consider themselves citizens of the world and not limited in their options of where to study at third-level. I am sure some will be excited by the potential of Trinity - we certainly look forward to benefitting from the talent and dedication that will be nourished in Nord Anglia.

Thank you.

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* <http://www.launchbox.ie/pagenu/>

† <https://food.cloud/contact/>

01 June 2017

Public Unveiling and Celebration of the Early Irish Manuscripts

The Long Room, Old Library

Good afternoon,

And welcome, everyone, to the Long Room in the old Library for this historic launch. Today – following a three-year programme funded by Bank of America Merrill Lynch Art Conservation project – we are unveiling to the public, four rarely seen manuscripts from early Christianity.

The manuscripts are

- the **Codex Usserianus Primus**,
- the **Garland of Howth**,
- the **Book of Dimma**, and
- the **Book of Mulling**.

They join

- the **Book of Kells**,
- the **Book of Durrow** and
- the **Book of Armagh**

to form the world's pre-eminent collection of early Irish manuscripts.

The presence here today of the Chancellor of the University, as well as so many key figures from government, the cultural sector and the private sector, as well as from the American Embassy and the American Chamber of Commerce, is a measure of the importance of this project.

You're all most welcome and I thank you for marking this momentous occasion with us.

It's an extraordinary privilege – and a kind of sacred responsibility – to hold this collection. We have a duty of care and stewardship – to conserve these manuscripts for future generations, and to enable close scholarship.

The painstaking conservation project involved the treatment, technical examination and art historical study of the four priceless manuscripts. This included the repair of these fragile manuscripts as well as scientific analysis of the pigments. The manuscripts' pages have also been photographed and published online, making them available for the first time to the public, and to researchers around the world.

These manuscripts provide windows to the past, shining a light on the period known in Continental Europe as the 'dark ages', although in Ireland it was a

remarkable period of monastic learning.

Because of this project, we understand more about the function and influence of these books, about the communities that produced and used them, and about how they were made.

The range and diversity of skills required to produce these manuscripts is why they continue to fascinate and enthrall. For Gaelic scholars, theologians and medieval historians these are, of course, central texts and artefacts; likewise for calligraphers. And as an engineer, I'm fascinated by the precision of the repetitive design features, apparently achieved through compasses and templates*.

And these manuscripts are, of course, fabulous works of art. Indeed, this project is founded on a collaboration between the Library's conservation department and the Department of the History of Art & Architecture, so that the treatment and repair of these beautiful artifacts went hand in hand with the art historical study of the magnificent artistry and ornamentation by Ireland's earliest painters.

I congratulate all involved in achieving the project to this exceptional standard – particularly the academic leaders, Susan Bioletti and Rachel Moss, and their teams. Your collaboration exemplifies the interdisciplinarity which Trinity encourages, and which is proving particularly fruitful in the care and custodianship of our priceless library holdings.

The accessibility of the manuscripts, in physical and digital form, will open up new realms of scholarship between Trinity and other universities globally.

The imaginative philanthropy of Bank of America Merrill Lynch, through its Art Conservation Project, has played a vital role in enabling these four rare survivors to be brought out from the Library storeroom and made accessible to a global public.

* * *

In centuries past, the Library's development was made possible by other visionary benefactors, people who understood the importance of the Library for the future of civilisation, and who had the imagination and foresight to support Trinity's efforts to safeguard our iconic treasures.

Indeed, this stupendous building, the Old Library, is here because from 1712 to 1732 the Parliament of Ireland paid for it, every penny of the very large sum of over 20,000 pounds. Now the Irish Parliament had its own motives other than learning: they wanted rid of a Tory Provost and gave the money on condition that the College got rid of the Provost. Happily no such condition

* Bioletti & Moss, *Early Irish Gospel Books*, p.28

was attached to the generous support by Bank of America for this project!

Many of the Books and Manuscripts in this beautiful room are here because of the generosity of individual donors such as James Ussher, one of Trinity's first graduates and a prolific scholar. After his death, more than ten thousand volumes from his valuable library were presented to the Library of this College, and the Ussher Library is named in his honour.

His name and the names of other past benefactors are inscribed in gold on the friezes in the Dining Hall. This is the tradition of philanthropy to which the Bank of America Merrill Lynch has contributed so magnificently and which we celebrate this evening.

Thank you.

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06 June 2017

Provost Teaching Awards

Saloon, Provost's House

Good afternoon,

and welcome to the Saloon in the Provost's House. I hope you enjoyed the Bank Holiday Weekend. The news on Friday that Leo Varadkar has won the Fine Gael leadership means that for the first time in the history of the state, a Trinity graduate will be Taoiseach.

I'm delighted about this, as I'm sure are you, and I must say, I thought of my predecessor, A.J. McConnell, the Provost who did so much to bring Trinity back into the heart of Irish life. We have come so far since he took office in the 1950s, when most Irish schools didn't even consider encouraging students to apply to Trinity. McConnell would be thrilled. Leo has been making headlines round the world - the first openly gay Taoiseach, the first son of an immigrant. To which we add our own Trinity first! We wish him the very best.

Excitement about this was, of course, tempered on Saturday night and Sunday morning by the dreadful news coming from London. As the closest capital city geographically to us, one to which we have the warmest of historic links, where every year for generations past, hundreds of Trinity graduates have made their home – we share the sense of devastation and we send our deepest condolences to those who have been affected.

* * *

We're here this afternoon for one of our most important annual award ceremonies: the Provost Teaching Awards, now in their 17th year.

With these Awards, the university affirms its commitment to teaching, and we avow our equal and indivisible mission in education and research.

In the words of one of our winners today:

"I believe that being a teacher is a privilege. You have the opportunity to encourage, support and facilitate student's journey along a continuum of learning, self-discovery and personal development."

Increasingly, in universities round the world, the importance of excellent teaching is being prioritised. The World University Rankings are getting better at measuring teaching impact. Trinity was pre-emptive about recognising teaching. We founded these Awards in 2001, and they have

become indispensable to both staff and students.

They have helped encourage staff to focus on teaching, and students to pay attention to their part in the process, which is a reciprocal one.

As is clear from the citations that come in each year for these awards, great teaching is not about telling things to students – it's about providing the space to discover things with students.

The Awards obviously benefit the winners, who receive valuable recognition, but it goes beyond individuals. The process of nominating and shortlisting demands that, together as a community, we define great teaching and raise our ambition.

The success of these Awards has now led to the launching of Professional Staff Awards so that we can recognise, in a similar way, the huge contribution of professional and administrative staff.

I'm proud that Trinity acknowledges and rewards the multiple and myriad skills involved in delivering a great university in the 21st century.

* * *

Selection and short-listing for the Provost Teaching 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, the senior academic developer, undergraduate and postgraduate students, as well as an external reviewer.

Membership of the panel is a serious commitment of time and expertise. I'd like to thank our Review Panel this year, in particular

- the chair, the Dean of Graduate Studies, Professor Neville Cox, and
- our external reviewer, Dr Martyn Kingsbury from Imperial College London.

I also thank our Centre for Academic Practice 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.

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.

These awards, which have such impact, are hard-won. And because there are so few winners, there is widespread recognition that to be nominated is in

itself a significant achievement.

This year a total of 41 staff members were nominated. I commend each of you. Your enthusiasm and dedication to teaching and learning excellence is acknowledged and appreciated by students and colleagues. Many of you are here today. This year the panel commented on the very high standard of applications received, so congratulations to all.

Of those that went forward to the Review Panel, eight were shortlisted, eventually resulting in our five winners tonight. To be shortlisted in such a competitive field is a great honour. I'd like now to call on our three short-listed candidates to receive a certificate of commendation:

- Prof Mauro Ferreira, School of Physics
- Prof Celia Holland, School of Natural Sciences
- Prof Ronan Lyons, School of Social Sciences and Philosophy

* * *

I congratulate and thank each 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 teaching are greatly appreciated.

* * *

It now gives me great pleasure to announce the recipients of the Provost's Teaching Awards for 2016/17:

Professor Susan O'Callaghan, School of Medicine (Early Career Award)

Professor Susan O'Callaghan teaches in the School of Medicine. She has memorably described teaching as

"a continuum of patient care, requiring meticulous attention to detail and openness to unprecedented challenges. As in medicine, teaching must be tailored to students' individual needs while maintaining focus on an overarching end point."

Her students benefit hugely from her commitment. She engages widely with opportunities for professional development, and this informs all aspects of her teaching from classroom delivery to assessment methodology to obtaining and applying the results of student feedback.

A peer reviewer notes that

"She frequently comes into the hospital during the weekend to identify interesting cases that she can share with students during bedside teaching in the subsequent week."

One of her student nominees says that Professor O'Callaghan "has made me

think seriously about a career in geriatrics". Another says simply: *"I will credit this true teacher, over-brimming with a positive nature, to great extent in being awarded my degree."*

She is a worthy recipient of the Early Career Award.

Professor Michael King, School of Social Sciences and Philosophy (Early Career Award)

Professor King teaches in the Department of Economics in the School of Social Sciences and Philosophy. His teaching is centred on four innovative approaches, namely: multi-directional learning, research-led teaching, individualised regular feedback, and mixed assessment methods. Through all this, his primary concern is to encourage student interest in the issues and commitment to the pursuit of societal change. His own passion for his subject is a huge motivator. A peer reviewer credits him with

'the ability to inspire students to care...changing career trajectories and opening students' eyes to new issues.'

His commitment to the ongoing development of his pedagogy inspires others within the School. Indeed he is asked, on an annual basis, by the Head of Discipline, to work with other members of staff to develop their teaching portfolios. An Emeritus Professor of Economics, commenting on the department's *'long history of shaping the minds of Ireland's politicians, business leaders, public servants and journalists'*, says that

"With Dr King in the department, not only will the tradition of quality student-focused teaching continue, it will thrive and push the boundaries of teaching excellence."

He too is a worthy recipient of the Early Career Award.

Prof Mairead Brady, School of Business

Mairead Brady teaches in the School of Business in the broad area of marketing management. A peer reviewer says of her (quote)

'She is one of the few colleagues who can deliver excellent content at all levels from junior freshman undergraduate through postgraduate and on executive education programmes.'

Professor Brady's passion for education and her commitment to continuous professional development led her enrol on Trinity's Master in Education course, and she has researched widely in pedagogy. The result is an enormously self-reflexive and innovative pedagogical style. She has been a pioneer in the area of online game based learning, and has focussed on technologically enhanced learning techniques to ensure student involvement in and enjoyment of her classes.

Colleagues point to her as an example to all, with one peer reviewer commenting eloquently that (I quote)

“it would be difficult to identify a colleague that I could rate higher than Mairead in terms of her interest and commitment to teaching excellence, sustained engagement with professional development, positive impact on the School's teaching mission and multifaceted efforts to improve student learning and student experiences.”

Dr Marie Morris, School of Medicine

Dr Marie Morris is Clinical Skills Tutor in the School of Medicine. She was nominated by sixteen different students, and what comes through again and again is their deep appreciation for her energy and willingness to go the extra mile – from sending reassuring emails in times of stress to turning up in the exam hall to wish them luck.

Her teaching is supported by deep research and by considerable professional development and is particularly characterised by a commitment to enhance not just her students' education but their lives. Her philosophy is that (I quote):

“every student is an individual with differing prior experiences, knowledge, attitudes and skills and the teacher should respect this and always be inclusive.”

Students testimonies get across their sense of Dr Morris as (I quote) *“not just a teacher but a friend - she is easy to chat to and never turns you away even when you have the silliest of requests.”*. Another calls her *“a mother figure to all”* and says *“Tallaght Hospital is a better place because of her”*.

Professor Anita O'Donovan, School of Medicine

Professor O'Donovan teaches in the School of Medicine, in the area of Radiation Therapy. Her teaching is:

- Innovative, in that she brings new techniques into the classroom in everything from class delivery, to assessment, to obtaining student feedback.
- It is research led, benefitting from her work as a leading contributor to geriatric oncology research in Ireland.
- Her focus is always on the individual student and his or her needs, to the extent that in order to better to integrate the school's Singapore students, she undertook a course in cultural awareness.
- And finally, she seeks to instil in her students her own realization of the privilege in being involved in medical practice.

She has said that one of her key objectives in all of her lectures

“is to bridge the gap between theory and practice to ensure more effective learning takes place”.

Her approach has galvanized the work of others in her school, with one peer reviewer saying that her infectious enthusiasm

“has encouraged other members of our Discipline, myself included, to review our own teaching and assessment methodologies.”

* * *

May I now invite Susan, Michael, Mairead, Marie and Anita to come forward to receive their awards.

Thank you.



(L to R) Dr Marie Morris, Professor Michael King, Professor Mairead Brady, Provost Patrick Prendergast, Professor Susan O’Callaghan and Professor Anita O’Donovan.

* * *

07 June 2017

Swift 350

Saloon, Provost's House, Trinity College

Good afternoon,

You're all most welcome to the Saloon in the Provost's House, and on behalf of the whole university, what a pleasure and privilege it is for Trinity to be hosting this conference, part of the Dublin-wide celebration of one of the most remarkable and original minds Trinity ever unleashed on the world.

Over the next three days we will be hearing from more than sixty eminent speakers – coming from universities in the UK, the US, France, Finland, Australia, Italy, Canada, Israel, and of course Ireland. And taking place across three venues: Trinity College, Marsh's Library, and the Royal Irish Academy.

This wonderful show of strength is a tribute to the organisers – Aileen Douglas and Ian Campbell Ross from Trinity, and Andrew Carpenter from UCD. I congratulate them for a tremendously exciting symposium.

Indeed, participation is such that it's difficult to fit all into the Saloon. But we felt it was important to convene here. This house was built in 1759, fourteen years after Swift's death, but it belongs, like Swift, to the Age of Reason. Like Swift, it is Georgian. The 18th century was a high point for Irish architecture and letters – the age of Gandon and Edward Lovett Pearce, and of Berkeley, Swift, Goldsmith, Sheridan, and Burke.

So it's right that we gather in one of the architectural masterpieces of that astonishing age. We don't know for sure who built the Provost's House – it may have been the Dublin architect, John Smyth – but we do know that the then Provost was supposed to build student residences but instead spent the money on this mansion. Swift - whose solidarity for the marginalised was all the more remarkable for its complete lack of sentimentality – might have found a savage metaphor to contrast Provost Andrews in his marble halls with the students consigned to God-knows-where.

But Swift would surely have appreciated the survival of this house, with all its original features intact. Two of the portraits on the walls are of Provost Andrews and Elizabeth the First who founded this university by charter in 1591. We don't own a portrait of Swift but there is a fine bust in the Old Library, which is part of the Swift exhibition that I'm sure you'll all visit.

The range and diversity of the conference papers – from feminism to the advertising world to climate change – is the greatest possible tribute to the

genius of Swift and to his relevance, which has never abated over three centuries.

Some writers are celebrated and go out of fashion, others are only discovered after their death, most go through peaks and troughs. But since the publication of *A Tale of a Tub* in 1704, Swift has never not been famous, and he is one of a vanishingly small number of writers who has given to the world words and phrases in such common usage that they have become divorced from their source – Lilliputian, Yahoo, a modest proposal, a confederacy of dunces.

As fate would have it, in this his 350th anniversary year, we find ourselves in an age so confounding and alarming that it has called forth brilliant satirists – fantastically witty men and women whom we turn to on our screens and pages to hear them mock and pillory the madness around us. Their humour gives us sustenance.

But it's no disrespect to say that even among this company, Swift stands out for the savagery of his indignation, the merciless logic of his absurdities, and the effectiveness of his interventions. This is the man whose pen caused a coinage to be withdrawn.

We take great pride in the education delivered in this university for over four centuries, and of course we take great pride in Swift, but I guess it would be over-reach to claim him as a product of the Trinity Education. It's somehow fitting that he was a poor student here, with a bad disciplinary record, and had to be granted his BA *ex speciali gratia* – by special grace.

But perhaps the true significance of Swift's time in Trinity is that it helped to seal him as a Dubliner. Of all the great 18th century Irish writers, already mentioned, only Swift and Berkeley had Irish careers.

Of course, Swift didn't want an Irish career, and remained here against his ambition. But it was the nature of his genius to be fanned by frustration. The peculiarities and inequities of 18th century Ireland brought forth his greatest work. And this brought him fame and the love of his native city.

More than any Irish writer – except perhaps James Joyce – Swift belongs to Dublin. For centuries, he was known here familiarly as 'the Dean' and was referred to with the greatest possible affection by Dubliners of all classes. This is because of the unrivalled power of his imagination; because of his vulnerabilities, the health and career setbacks which stirred pity; and most of all it's because he used his genius to defend and uplift the poor of Dublin and Ireland, to lacerate against injustice in words that still reverberate today.

For these reasons, Trinity is delighted to join with the Jonathan Swift Foundation in this Dublin-wide celebration which places Swift at the heart of the city. He belongs to Trinity College, to St Patrick's Cathedral, to St

Patrick's Hospital, to the Church of Ireland, to the communities of mental health workers, of satirists, of social activists, the community of readers and writers.

I thank you all, the community of scholars, for coming from so far afield to celebrate with us and share your knowledge of this very great man, who not only wrote, but lived, these words: "*Power is no blessing in itself, except when it is used to protect the innocent.*"

Thank you.

* * *

12 June 2017

Launch of MIE President's Report 2017

Marino Institute of Education

Good afternoon,

Two years ago, to this very day in fact – the 12th of June 2015 – I helped launch Marino's Strategic Plan. I'm delighted to be back now to launch this President's Report, marking the progress made in implementing the strategy.

The association between the Marino Institute of Education and Trinity College Dublin began over forty years ago, in 1976, with Trinity accrediting Marino's courses and offering Marino students access to our student services and supports.

In 2011 relations were further strengthened when Trinity became joint trustee of Marino, together with the Congregation of Christian Brothers' European Province.

In the past five years' Trinity and Marino have developed joint academic strategies and collaborations in teaching and research. As an example of such collaborations, last year we launched the Trinity International Foundation Programme – an access programme for international students, developed in Trinity and delivered in Marino. This pre-undergraduate programme equips candidates with appropriate English language skills, as well as academic and learning skills to prepare them to undertake full-time undergraduate studies at Trinity. The programme is mentioned prominently in the President's report.

The partnership and collaborations between Trinity and Marino are of the closest nature, and it gives me great pleasure to be here today, launching the President's Report.

Marino's Strategic Plan focuses on four strategic priorities:

- Teaching & Learning;
- Inclusion & Equality;
- Student Life; and
- Collaboration, Engagement & Quality Services.

The structure of the President's Report mirrors these priorities and provides a comprehensive update on the considerable progress on achieving the four strategic priorities.

The highlights from this report are many. One area of particular note is

Marino's increased activity in relation to accessing competitive research funding. Marino is the coordinator of a large-scale Erasmus project, *Empowering Inclusive Teachers for Today and Tomorrow*, which is already garnering interest at national and European level, and which Trinity is also involved with - Professor Michael Shevlin sits on its Advisory Group.

Accessing competitive funding is essential for the delivery of research ambitions. I congratulate Marino on their success here. I note also that Marino and Trinity are awaiting the outcome of a joint research proposal, again submitted to the Erasmus programme, which will focus on inclusive Early Childhood Education.

Success with this proposal will further cement the fruitful relationship between staff in Marino and Trinity, evidenced by this report and its many details of co-publications, joint funding proposals and research projects.

It will be clear to anyone reading this report that Marino is successfully hitting milestones in the implementation of its strategy. And it's also clear that Marino's sense of identity and community, and dedication to promoting inclusion and excellence in education, are very much retained and remain to the fore as key drivers underpinning success and progress.

I must add my congratulations to those of Dr O'Gara to Pat Kenny for his excellent chairing of Marino's Governing Body for the past five years. Marino was fortunate in securing his talents for this important role. He has seen Marino through a crucial period – the launching of the Strategic Plan and the development of a closer relationship with Trinity College.

Marino looks forward now to welcoming his successor, Professor Linda Hogan as new chairperson of the Governing Body. I cannot speak highly enough of Linda and I speak from experience since she served as Vice-Provost & Chief Academic Officer for the first five years of my term as Provost. Her skill, talent, diplomacy and vision were invaluable to me. I'm delighted that Marino is now to benefit from her wise stewardship.

The education of teachers is one of the things that successful societies must get right. Ireland's growth and competitiveness depends on maintaining a high quality of education. The reason why Ireland is an attractive location for multinationals and why Irish graduates are sought after worldwide is because of our high education standards, from primary through to third level. If we jeopardise this, we're in serious trouble.

We're lucky that we have a very strong educational tradition to draw on in this country, but we cannot afford to be complacent or to rely on past excellence.

We're currently in an era of extraordinary advances in education, facilitated by the technology and communications revolutions. As higher education

institutions, we have to be constantly innovating, planning, looking ahead, putting in place initiatives that will challenge faculty and students and keep us globally competitive. Marino, like Trinity, has risen to the challenge and opportunity.

In conclusion, may I congratulate Marino on the evidence, from this President's Report, of a strong, coherent Strategy that is being well implemented and delivered. Trinity looks forward to continued collaboration and partnership for the benefit of our students and faculty, and indeed for the whole country.

Thank you.



Dr Anne O'Gara (President of Marino Institute of Education) and Provost Patrick Prendergast

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20 June 2017

IUCN Dialogue on exploring environmental and conservation

Global Room, Watts Building, Trinity College

Good morning,

On behalf of the whole university, it's my pleasure to welcome you all to the Global Room here in Trinity College Dublin for this dialogue to explore environmental and conservation-related opportunities.

We're delighted to see so many significant players from the sector here today:

- From the National Parks and Wildlife,
- the National Biodiversity Forum and the Biodiversity Working Group,
- the Irish Forum on Natural Capital,
- from the EPA and Teagasc,
- from the School of Natural Sciences here in Trinity,
- and of course from the IUCN, whose members have travelled to be here.

You're all very welcome. Trinity is really delighted to be hosting, and to be part of this crucial initiative for global conservation.

Here in Trinity we are dedicated to conservation, sustainability and biodiversity, both through our research and teaching, and through our practices here on campus.

Let me pay tribute, if I may, to our staff in the School of Natural Sciences, many of them here today, who are helping to position Trinity as a leading research university in the area of biodiversity, natural capital and nature-based solutions – and who are also keeping these issues to the fore with the public.

Our staff have taken on national roles – Yvonne Buckley chairs the National Biodiversity Group while Jane Stout chairs the Irish Forum on Natural Capital. Both frequently make headlines for their research, as do other members of the School. They are vital when it comes to reminding the public and policy-makers of the value of our natural capital.

Speaking of Trinity people taking on leading roles, we do not forget our graduate and adjunct professor in Zoology, Ed Barrow, who is here today in his capacity as head of the Global Ecosystem Management Programme in IUCN. And indeed Ciaran O'Keeffe, here today from National Parks and Wildlife, is also a Trinity zoology alumnus.

There's no doubt that the excellence and proactivity of our staff is helping with setting the agenda nationally and internationally. And the collegiality across the sector is notable and I am sure, is greatly useful in agreeing strategies and positions.

The work done by all Trinity researchers is vital, but there's no doubt that when it comes to sustainability, biodiversity and conservation, there is particular urgency. As a species, we have to get this right, and we have to move quickly and we have to move together, internationally. These are not issues which can be addressed by a single country or institute, or within a single discipline.

That's why today's initiative is so important as it links our national programmes with the IUCN.

Sustainability is enshrined in Trinity's current five-year Strategic Plan, which we launched in 2014, the year after Trinity won the prestigious Green Flag Award for our green campus.

A key action in our University Sustainability Plan is to "promote the campus as a living laboratory", and we have recently formed a Provost's Advisory Group of staff and students on sustainability and low carbon living which will promote this.

We want to generate ideas, products and services for sustainable living. We've already started to do this in many different ways. For instance, a few months ago we launched the Campus Pollinator Plan. Through this we contribute to key objectives of the All-Ireland Pollinator Plan, by supporting beekeeping on campus, protecting pollinators and raising awareness and collecting evidence to track change.

We're also particularly excited about our planned new Engineering, Environment and Energy Institute, E3, which is to be a major engagement between Engineering, Natural Sciences, Computer Science and Business, as well as nanotechnology and biomedical sciences.

E3 will set radical agendas where technology and nature meet, ensuring that Ireland is at the vanguard internationally in meeting the emerging opportunities of a livable planet through innovation in energy and engineering design that sustains our natural capital.

E3 will be an industry-academic partnership, cross-disciplinary and cross-faculty, and it will collaborate internationally with other institutes and researchers. E3 will work best if it can bring academics together with industry, government, and policy-makers around the world.

Such collaboration will be central to addressing environmental and

conservation issues. The IUCN, on its website, talks about biodiversity, climate change and sustainability in terms of ‘universal goals’. ‘Universal’ is the right adjective since these goals will only be met if countries and institutes adopt an international, collaborative and interdisciplinary approaches.

Next year is the 70th anniversary of the Universal Declaration of Human Rights, and indeed the year after, 2019, is the 230th anniversary of the Declaration of the Rights of Man.

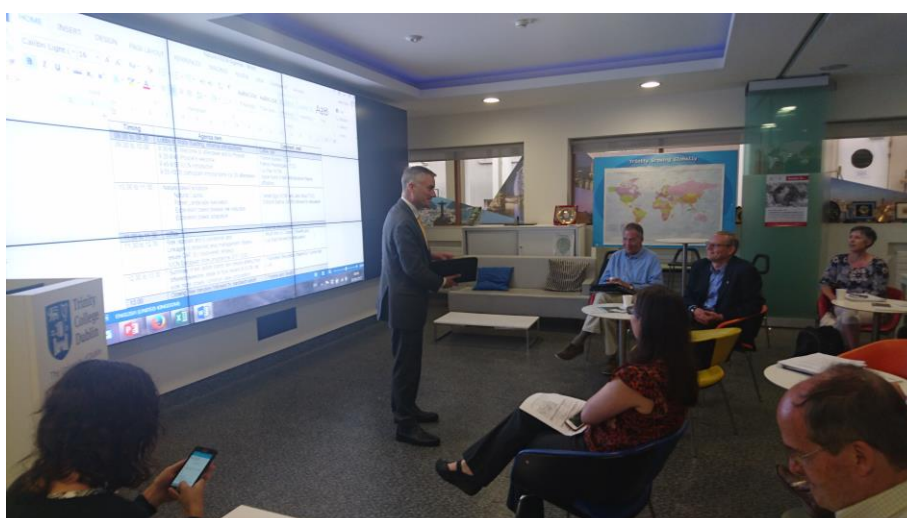
We are reminded by these anniversaries that people work best when they work together. Earlier this month we got bad news when President Trump announced that he intended pulling the United States out of the Paris Climate Agreement.

But the news since has been better – across the US, city councils and businesses, state and non-state partners, have announced their intention to comply. They have understood the importance of ‘universality’ and of ‘united’, two concepts enshrined in the IUCN.

Today’s event showcases the interaction and collaboration between partners which is so necessary if we are to succeed in meeting our universal goal to protect nature.

Some of the world’s most exciting research is in this area. I wish you all the very best with today’s symposium. And I look forward to the research and the policies that will emerge from your dialogue here today.

Thank you



Provost Patrick Prendergast speaking in the Global Room

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22 June 2017

ADAPT Centre SFI 2-Year Progress Review

Regent House, Trinity College

Thank you, Vinny, and good morning everyone, and welcome to Regent House.

It seems like only yesterday – and it is, in fact, just two and a half years – since we were in the Science Gallery launching ADAPT. I recall saying then that ADAPT was a model of academic-industry partnership and of interdisciplinarity, and was unique in looking at the full lifecycle of digital content. I said how far-seeing it was of the Science Foundation Ireland to establish such a centre, harnessing and reinforcing the research and innovation expertise available in Ireland in this field.

And here we are at the two-year progress review, and it gives me great pleasure to welcome you all, in particular our seven external reviewers, coming from the USA, Germany and Switzerland. We appreciate very much the time and expertise you are giving to this review.

I'm delighted to welcome you to Regent House, which is one of the oldest buildings on campus, built in the 1750s. It only re-opened a few months ago, after closure for extensive renovations.

This room was used in earlier times for the disputations which formed the necessary preliminary to getting a degree – a recent graduate would preside as a 'regent', hence the name.

During the 19th century, this building housed the College museum. In my day, it was the Junior Common Room, the JCR, ... and what I chiefly remember is the thickness of the cigarette smoke.

Well, times change. We now keep this building pristine for important launches and events like this.

As we know, ADAPT launched with great ambition in 2015: a national centre, spread across four Dublin institutions – UCD, DCU, DIT and Trinity – it brought together more than 110 researchers from diverse disciplines, in key areas related to digital content and media technologies, and engaging with multi-nationals and start-up companies in Ireland and beyond.

Two years on, and how have things developed from this auspicious start? Well, you'll be hearing all about this over the next two days, and in great detail. So rather than pre-empting what the ADAPT team will say, let me just talk about the Centre from my perspective as the head of one of the

participating institutions, which is also the host institution.

What is striking and valuable for me – as I’m sure for my counterparts in UCD, DCU and DIT – is the extent and range of ADAPT’s activities and achievements.

In Trinity we have a mission in education, research, innovation and public engagement. We are interdisciplinary and we seek international and inter-institutional collaborations to deliver excellence in research; we partner with industry to drive our innovation mission; we seek to make our research and education create for societal benefit; and we feel a particular responsibility towards the city and region which we serve.

Such goals and objectives are, I think, characteristic of research universities.

ADAPT is instrumental with the delivery of this mission across the board:

- In **research**, the publication and citation record speaks for itself: 369 publications in peer-reviewed journals – or a paper every two days! – And the many awards won for papers at international conference is testimony to the quality - in Digital Content Technology research, ADAPT teams have won 14 international competitions over the past two years.
- In terms of **industry collaborations**, ADAPT has licensed over 14 technology licenses to industry in the area of Language (Sentiment) analysis, Machine Translation, Personalisation, Recommenders, and Natural Language Processing. It has won almost €4 million in industry cash and in-kind investment through its research programmes. And it has been involved in attracting FDI into Ireland, through for instance, the establishment of Huawei’s strategic Video Research Laboratory in Dublin, with 60 jobs created, and of Deutsche Bank’s long-term research labs in Dublin, creating 165 jobs.
- In terms of **public engagement**, ADAPT organises and runs the largest Scientific Olympiad held in Ireland – the Linguistic Olympiad, which focuses on symbolic and logic problems for 13-to-18-year olds. ADAPT is now hosting the International Linguistics Olympiad for the first time in Ireland; over 40 countries will compete. ADAPT also runs industry community monthly events (called ‘Meetups’) which enable industry employees to remain up-to-date in technology.

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Science Foundation Ireland showed great foresight and commitment in establishing ADAPT and it’s wonderful that this has been rewarded: the Centre has brought jobs, and dynamism, and innovation and educational opportunities to Dublin. And I thank Dr Darrin Morrissey and Dr Roisin

Cheshire and their colleagues at SFI for their continued support of the Centre.

For Trinity, ADAPT is a vital platform upon which our multidisciplinary and interdisciplinary research is built, particularly in the areas of digital arts, digital humanities, digital engagement, creative technology, aging, and educational technology. It's also an important means for collaboration with our academic partners at DCU, DIT and UCD, and we value this greatly.

I'd like to pay tribute to the five theme leads of the Centre's research strands: professors Qun Liu, Andy Way, Owen Conlan, Naomi Harte and Dave Lewis. Your leadership has given ADAPT its international position. And I thank and congratulate of course, the centre director, Vinny Wade, and his fellow directors: Andy Way, Páraic Sheridan, Dave Lewis, and Liam Cronin. Your vision and commitment have made ADAPT what it is, and not the least part of this review process is that we get to thank you for this.

I'm most disappointed that I won't be able to join the breakfast meeting tomorrow, which I know will be a valuable exchange. I wish you all the best for the review, and I hope our visitors enjoy Dublin in this unusually warm weather.

Thank you.

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23 June 2017

Summer Commencements Dinner

Dining Hall, Trinity College

Pro-Chancellors, Distinguished Guests, Honorary Graduates;

Welcome everybody to the Dining Hall in Trinity College Dublin. Tonight we pay tribute to five exceptional individuals by bestowing on them our highest honours.

Since the Middle Ages universities have had the right to grant degrees '*honoris causa*' on individuals who are judged of merit. In this university only a few exceptional individuals are ever honoured annually.

This privilege reminds us that a university's primary purpose is to enhance the public good by educating the thinkers, doers, artists, and activists that society needs, as well as yielding the research which improves our way of being in the world.

Trinity has a mission, inscribed in our Strategic Plan, to "fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society". We deliver on this commitment through engaging wider society and by "creating a positive environment in which all can participate, and all are recognized fully for their contributions".

Our recognition of the work of the men and women whom we honour today is part of this commitment. Between them, they have illuminated the fields of medicine, history, music, social activism, the environment, and social science. We know that each is an educator in the true sense of the word, seeking to spread knowledge for the benefit of the world.

Ladies and Gentlemen, it's my pleasure now to introduce you to Trinity's five new honorary graduates.

* * *

Terence Dwyer (Sc.D)

Professor Terry Dwyer has the distinction of having brought about a significant reduction in cot deaths, thanks to the seminal research of the team he led on the positioning of infants during sleep.

He is currently executive director of The George Institute for Global Health in the University of Oxford, having served formerly as director of the Murdoch Children's Research Institute at the Royal Children's Hospital in Melbourne

and director of the Menzies Research Institute in the University of Tasmania.

His current work focuses on the joint effects of genes and environment in diseases as diverse as cancer, cardiovascular disease and multiple sclerosis. The International Childhood Cancer Cohort Consortium, which he leads, is pooling data from 1 million mothers and babies to examine exposure-disease associations.

The recipient of numerous national and international honours, Professor Dwyer has been an international scientific advisor to the Health Research Board and is a valued advisor to Trinity, the ESRI, and the Department of Health and Children on the 'Growing Up in Ireland' study.

Ladies and Gentlemen, Professor Terry Dwyer.

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Marianne Elliott (Litt.D.)

Professor Marianne Elliott is the former director of the Institute of Irish Studies, University of Liverpool, which she helped to establish and to develop as the most important centre of Irish studies in Britain. She was the inaugural holder of the Blair Chair in Irish Studies, a professorship endowed by the Irish government in 2007.

Born in Belfast, she is a history graduate of Queen's University Belfast and the University of Oxford. A leading international authority on the United Irishmen, she is perhaps best known for her award-winning biography of Wolfe Tone.

After serving on Northern Ireland's Opsahl Commission in 1993, she co-wrote its report, *A Citizen's Inquiry*. For this and other services towards the promotion of peace in Northern Ireland and the development of Irish Studies, she was awarded an OBE in 2000, and was elected a Fellow of the British Academy in 2002. In 2009 she was named one of 'the Global Irish' in *Irish America* magazine.

A great supporter of this university over the years, she was instrumental in developing the ground for the partnership agreement signed between Liverpool University and Trinity in 2014. We are honoured to award her a Doctor in Letters.

Ladies and Gentlemen, Professor Marianne Elliott

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Bob Geldof (LL.D.)

Robert Frederick Zenon – or ‘Bob’ – Geldof is a singer-songwriter, author and political activist. He rose to prominence as lead singer of the Dublin rock band, The Boomtown Rats, with its notable hits ‘Rat Trap’, ‘I Don’t Like Mondays’ and ‘Banana Republic’.

In the 1980s he created a global phenomenon when he founded, with Midge Ure, the charity supergroup, Band Aid, to raise money for famine relief in Africa, followed by the charity super-concert, Live Aid. His commitment to anti-poverty efforts for Africa has continued unabated – in 2005 he reprised the original concert with ten simultaneous concerts across the G8 and South Africa. A single father, he has been outspoken for the fathers’ rights movement. And last year he was among the most prominent Remain campaigners for the United Kingdom to stay in the European Union.

Among numerous international honours and awards, he was invested as a knight by Queen Elizabeth in 1986 and received the Man of Peace Award from the World Summit of Nobel Peace Laureates in 2005. Most important of all from our point of view, Bob played the Trinity Ball in 1976

Bob Geldof exemplifies for our students all that can be achieved through passion, commitment, and refusing to take ‘no’ for an answer. Trinity College is honoured to recognize him with a Doctor in Laws.

* * *

Patricia Oliver (LL.D.)

Patricia Oliver is the founder of An Taisce’s Environmental Education Unit, the largest and most influential environmental education organisation in the country and one of the most successful in Europe. From 2005 to 2015 she served as its director.

Born and raised in Dublin's inner city, she has worked with An Taisce and other environmental initiatives for over 40 years, and has helped to change the way that people feel about protecting our natural heritage. Through the National Spring Clean, she helped bring about behavioural change towards littering. And through the Green Schools Programme, she has had a transforming effect on hundreds of thousands of Irish children. 97% of Irish Schools now fly the green flag. Her presentation of this programme at the 12th Commission on Sustainable Development at the United Nations in 2004 was acknowledged as "Best of Best Practice".

Her links with Trinity go back to the 1990s when she took over the Foundation for Environmental Education co-ordinated schemes for Ireland from Trinity and grew them professionally to become models for Europe, while maintaining the links with this college. She has also been instrumental

in the Green Campus programme and is an inspiration to our students who are particularly motivated by ecological and environmental issues.

Ladies and Gentlemen, Dr Patricia Oliver.

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James P. Smith (Sc.D.)

James Smith is among the first scientists, globally, to establish strong associations between childhood mental health and adult economic outcomes. A graduate of Fordham University and the University of Chicago, he holds the Distinguished Chair in Labour Markets and Demographic Studies at the RAND Corporation in Santa Monica in the US. He is internationally renowned for his works on the economics of ageing, immigration, the effects of economic development on labour markets, and the interrelation of health and economic status.

In 2011, he was elected to the US National Academy of Medicine of the US National Academies of Sciences. He twice received a MERIT award, the highest honour that the National Institute of Health can give to a researcher. Among his international honours, in this country he is recipient of the Ulysses Medal from UCD.

He has served as chair or external assessor for a number of important longitudinal studies of ageing around the world. Since its inception in 2006, he has championed The Irish Longitudinal Study on Ageing (TILDA) in his capacity as Chair of the Scientific Advisory Board. He has also mentored Trinity students and conducted research workshops here. We are honoured to award him a doctorate in science.

Ladies and Gentlemen, Professor James P. Smith.

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These five men and women are true role models of what can be achieved – in terms of their specific fields, and of serving the greater good. I congratulate each and every one of our distinguished and distinctive new honorary graduates. We are privileged to have you join the family of the University of Dublin.

Before I call on Marianne Elliott to reply on behalf of the new graduates, I would ask you all to rise to toast the new Honorary Graduates.

* * *

TOAST to

The Honorary Graduates

* * *

And now Professor Elliott.

*TOAST to
Trinity College*

* * *

I ask you to rise for the final toast of the evening.

TOAST to
Ireland

* * *



(L to R) Professor Terry Dwyer, Dr Patricia Oliver, Chancellor Mary Robinson, Professor James P. Smith, Sir Bob Geldof, Professor Marianne Elliott, and Provost Patrick Prendergast

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26th June 2017

Tutors Annual Reception

Provost's Garden, Trinity College

Good afternoon,

And welcome. I'm delighted to see so many of you.

Today is about marking the importance of our Tutor system, and thanking you all for enabling this system to continue. And it's also a chance to get together. As academics, our schedules get busier all the time – and as Tutors of course you have taken on extra responsibility – so it's good to take this time to reconnect.

The Tutor system is one of the College's oldest and most important traditions, and one of the most distinctive, nationally and internationally. It's one that we guard jealously. That we have been able to maintain this system in the face of cutbacks is proof of your commitment and your understanding of the importance of incorporating a pastoral role into the Trinity Education and the Student Experience.

With the Tutor System, we recognise that our students are at an intensely exciting but vulnerable stage of their lives, and need support, and not only for their intellectual formation.

It is also a unique facet of professional development learning, in that tutors gain a perspective on and knowledge of students in College that they might not achieve in the classroom. In addition, tutor meetings are an important means by which especially new academic staff in College can get to know colleagues from all parts of College, thus enhancing the growth of a shared academic community with shared values.

In the last year or so, the Tutorial System has undergone a fundamental review which led to the establishment of a working group of Council that reported recently. The review and the recommendations of the working group are aimed at a greater and more visible integration of tutorship into academic life, and life in general in College.

I must take this opportunity to thank Aidan Seery, who in his first year in the challenging and important role of Senior Tutor, has been extremely proactive and committed. It has been greatly helpful to have him in this role as we refreshen and renew the Trinity Education and the Student Experience.

Over the coming years, it will be expected that colleagues offer a number of years of service as tutors at different stages in their careers. This service will be acknowledged explicitly, not only in workload models but also in promotions. At the same time, some changes in practice will be made to promote greater agency and responsibility in students in their dealings with College. However, when appropriate, the tutor will remain an advocate for students in key situations.

The College acknowledges the considerable time and effort that tutors give to their tutees. Often this service is to vulnerable and fragile students who, without their tutor, might not succeed or even remain in College. As the first point of reference, the tutor is the portal to many professional services in College but also the repository of a composite and comprehensive picture of the situation of a student and, as such, a valuable asset to other colleagues and units in College.

Finally, a word to note the work of the Postgraduate Advisor Service which is part of the Senior Tutor's office. With growing numbers of postgrads, both local and international, there is also a growth in challenges and difficulties for these students. Here too, College is active in providing excellent advice on academic and personal issues that are often complex, culturally different and which can impact greatly on careers in College.

So, once again, this year, I'm happy to welcome all the tutors and thank you for your work. I thank especially those retiring after long years of service – Terence Orr, Michael Bridge, David O'Shaughnessy and Amanda Piesse have all given more than two decades of service. Each is distinguished in his or her field as a scholar, lecturer, and researcher, and today we also pay tribute to their work as Tutors – to the support, kindness, pragmatism, and, no doubt, the life-saving humour they have shown to so many undergraduates down the years.

I thank Terence, Michael, David and Amanda, as I thank you all for taking on this vital role, without which the education we offer would simply not be possible. I affirm the College's commitment to this unique and distinctive service.

Thank you

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27 June 2017

Atlantic Philanthropies Board Dinner

1592 Dining Room, Trinity College

Good evening, and welcome all,

It's a particular pleasure to welcome the members of the Atlantic Philanthropies' Board, and Atlantic's executive management, headed by Chris Oechsli, to Trinity on this, the occasion of their last board meeting in Ireland.

The word "last" is potentially elegiac, but I know that we're all thinking of Chuck Feeney's and Atlantic's "lasting" legacy that will have impact for generations to come, thanks to the foundation that Atlantic has built.

I'm also delighted to welcome colleagues from Atlantic's programme in Australia - Atlantic Fellows for Social Equity. I hope that interactions in Dublin are very productive.

And welcome also to colleagues from the Global Brain Health Institute, especially those visiting from UCSF. We are delighted to be partners in this significant initiative that will contribute to finding solutions to one of the most serious challenges facing society today. It's befitting that an organisation with the vision of the Atlantic Philanthropies is to undertake this initiative by training leaders to tackle the problem in different parts of the world.

As this international grouping of people here today illustrates, the story of the Atlantic Philanthropies is truly unique internationally, and also exceptional in the Irish context. I see the contribution of the Atlantic Philanthropies to Ireland as two-fold:

- first, as playing a significant, if quiet, role in the Northern Ireland peace process; and
- second, transforming the educational landscape through the Programme of Research for Third-Level Institutions, which ushered in a new era for research and innovation in Ireland.

We, at Trinity College, are so honoured to be part of the Atlantic Philanthropies story. The extraordinary legacy of Chuck Feeney and of the Atlantic Philanthropies will live forever in our hearts and minds and through the magnitude of transformational initiatives that have contributed to making Trinity the institution it is today.

Chuck Feeney is the most generous benefactor to Trinity since its foundation, and that is saying a great deal. His life story is an inspiration to

philanthropists around the world.

We have prepared a small memento - a booklet for each of you - that gives some examples of Atlantic's tremendous impact on this university.

I hope your meetings are successful and we look forward to working with Atlantic Fellows programmes in the future.

Thank you.

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Provost Patrick Prendergast with, inter alia, Chris Oechsli (front) and Professor Veronica Campbell (Bursar)

* * *

28 June 2017

Trinity Global Engagement Awards

Saloon, Provost's House, Trinity College

Good afternoon,

And welcome to the third annual Trinity Global Engagement awards. These awards recognise the contribution made by staff to global education, cultural understanding and global experiences that

- directly benefit the Trinity community,
- raise the College's profile internationally, and
- support the development of students into global citizens.

Global engagement is a core strength of the College, which we have built up significantly over the past few years. Let's look at some of the advances that have been made:

- This year we have seen an increase of applications from non-EU students of 75 percent on last year – a truly remarkable increase.
- We've signed student exchanges with eight new partners across Japan, Korea, Hong Kong, China, New Zealand, and India.
- This academic year 471 Trinity students are studying abroad as part of exchange or Erasmus programmes. That's up 38 students since last year. Next year a hundred students will be going on non-EU exchanges – up from just 37 in 2012/2013.
- Trinity is the first non-US university to join the Consortium for Advanced Education Abroad (CASA), a non-profit organisation comprising just nine leading US universities. This year the first Trinity students were part of the CASA group studying in Havana, Cuba.
- Our engagement with the Ivy League continues with the development of a Dual Degree Program with Columbia University, due to launch later this year.
- And, of course, in November last we became the 23rd member of LERU, the League of European Research Universities.

This is just a flavour of our recent global engagement. The achievements indicate a high level of activity and excellent progress in global relations.

Because of our proactivity, Trinity is well-positioned to take up the challenge which confronts all higher education institutes today: to seize the opportunities of globalisation and the communications revolution to become a truly global university.

With these awards, we send out the message - internally and externally, to

staff and students, to peer institutions and potential applicants round the world - that we're proud, in Trinity, of our level of global engagement and that we intend to grow it yet further.

I'm delighted that this year we received a high number of nominations – 11 – across the three faculties and from both academic and professional staff. Global development is a horizontal activity which engages the efforts of all of us, and one which helps us deliver on all the important goals in the Strategic Plan.

The applications were of particularly high quality. It has been no easy process to select winners. Juliette will speak further of the applications. I will just say that the exceptional quality of the winners is indicative of the wider quality of all the applicants.

Trinity staff are highly globally engaged, in a myriad of different ways. The nomination process for these awards has been useful in gleaning and collating the different global activities of our staff. Let me list some of these:

- developing Trinity's academic partnerships abroad;
- expanding the range of study areas available to students;
- developing exchange programmes;
- supporting international students' integration on campus;
- contributing significantly to global research issues, working to solve real-world problems; and
- helping to raise Trinity's visibility internationally – both online, and through lectures, exhibitions and open days abroad.

This gives some idea of the extent and range and diversity of global activities that Trinity staff are involved in. Considering all the other actions which staff take on in research, education and innovation, it's remarkable and encouraging how much focus is given to global engagement.

I want to take this opportunity to thank the Vice-President for Global Relations Professor Juliette Hussey and all the team in Global Relations for the great work they have done in growing the College globally and enhancing our reputation abroad. I thank the Award Adjudication Committee for their hard work and good judgement.

And I must thank all the nominees for your initiatives in this area, for building on our core strength, and helping to make Trinity a truly global university. I know that while only one person is nominated, you will have received support in your actions from colleagues, and from the Global Relations Office - good global relations is a group activity.

Next academic year, as most of you are aware, we're launching the first Philanthropic Campaign in the college's history. We will be making the

appeal internationally to all our alumni and friends. We feel confident to do this because we are secure in the excellence of the university – in our education, research and innovation. We know that we compete with the world's best, and we know that our aim to be recognised as one of the world's leading universities strengthens Dublin and Ireland.

The many initiatives in global relations which we celebrate today raise the profile of the university internationally and advance our reputation in the world. By raising Trinity, we raise Dublin and Ireland. Global relations is part of our responsibility towards our city and our country; and our success in global relations is part of what gives us the confidence to launch our Philanthropic Campaign – with verve, with assurance, and with enthusiasm. I thank everyone for their contribution.

It's now my pleasure to invite our Vice-President of Global Relations, Juliette Hussey, to tell you a bit more about these awards and reveal our nominees and winners.

Thank you.



(L to R) Provost Patrick Prendergast, Ms Cliona Hannon, Ms Karen Mortell (accepting on behalf of Professor Brian Foley), Ms Jennifer Taaffe, Dr John Gormley and Vice-President for Global Relations, Professor Juliette Hussey

* * *

29 June 2017

Toronto Alumni Event

The National Club, Bay Street, Toronto, Canada

Thank you, John*,

And good evening, everyone. It's an enormous pleasure to be here, on this, my first official visit to Canada as Provost, meeting Trinity alumni – and meeting so many of you!

I thank His Excellency, the Irish Ambassador to Canada, Jim Kelly, for making the journey from Ottawa to be here, and it's also an honour to have present the Irish honorary consul in Toronto, Dr Tim McTiernan, President and Vice-Chancellor of the University of Ontario Institute of Technology. Like so many of us here this evening Dr McTiernan is a Trinity graduate. And also it is a pleasure to acknowledge the presence here this evening of Daisy White – Daisy told me just now that she graduated “just after the War”.

Wherever I go in the world, I like to meet with graduates. Trinity has 100,000 alumni, and counting, in 130 countries around the world, and there are alumni branches everywhere – from Seoul to Stockholm, from Uganda to Tel Aviv.

It's so important for me to meet graduates, and I think it's wonderful for you to connect with each other. Particularly in a teeming metropolis like Toronto, it's great to feel this evening a sense of a Trinity community based here.

There are 2,000 Trinity alumni in Canada, and Toronto has been a key destination for Trinity people for at least a century. The distinguished mathematician John Lighton Synge – a nephew of the playwright – divided his time, from 1920, between Trinity, the University of Toronto and Princeton. He specialised in general relativity. His daughter Caroline Synge Morawetz, who was born in Toronto, is a noted Canadian mathematician, the first woman to belong to the Applied Mathematics Section of the US National Academy of Sciences.

This is just one of the many potent links between Trinity and Canada - links which are reflected so well in the number and diversity of you here tonight. What a wonderful turn-out! I'm delighted to see so many of you – and from so many disciplines and years.

The great turn out has a lot to do with the energy and commitment of the

* John Payne, Toronto branch head

Toronto branch of Trinity alumni – I thank you all, particularly John Payne, Bill McConnell, John Cary and Bruce Buttimore for the commitment you bring to organising events like this.

As I said, this is my first official visit to Canada and it's the beginning of a series of visits by Trinity staff to engage with alumni, academic institutions and industry here. We're delighted at the strong relations between Trinity and Canada, which is the third most popular destination for our students for internships. And we currently have over 200 undergrads and postgrads from Canada studying in Trinity. This is a strong showing but we want to grow relations further – with more student exchanges, more research collaborations, and more industry and innovation engagements that will benefit both countries.

As well as Toronto on this trip, my team and I will be visiting Montreal, Ottawa, Vancouver, Vancouver Island, Calgary and Edmonton. And we'll be visiting universities, including Toronto, Waterloo, McGill, Polytechnique De Montreal, University of British Columbia, Calgary, and Alberta. And everywhere we go, we'll be meeting alumni and we'd be delighted to hear from you about ways you think we can engage.

* * *

In our time together this evening, I'd like to fill you in briefly on how Trinity is doing. We've all come together through memories of our college years. As friends and alumni, you have a strong interest in Trinity's future. As Provost, I feel a responsibility towards staff and students, and towards you, our alumni, to ensure that the university, which means so much to all of us, continues on its path of excellence.

I don't have time to go into all our initiatives – we'd be here all night. Let's focus on recent highlights.

One very recent highlight, of course, one that made headlines around the world three weeks ago: we have new Taoiseach who is a Trinity graduate. I'm delighted about this, as I'm sure are you.

Other highlights: in the past year, Trinity has joined two prestigious leagues. We have become the first non-US member to join the Consortium for Advanced Studies Abroad, or CASA. CASA is a non-profit organisation, formed in 2014 to facilitate student mobility internationally through the establishment of study-centres around the world.

CASA member institutions include the universities of Brown, Columbia, Cornell, Dartmouth, Harvard, Johns Hopkins, and Vanderbilt. Trinity is the 10th member and the first CASA partner institution based outside the US. We would very much like to do something similar with Canadian universities.

And in November last, Trinity became the 23rd member of the League of European Research Universities, or LERU.

LERU is a prestigious, exclusive league whose members include Europe's highest ranked research universities such as Oxford, Zurich, Amsterdam, Helsinki, Paris-Sud, Cambridge, Utrecht and others. The network counts 230 Nobel Prize winners and Field Medal winners among its staff and students and is a key influencer on European research policy.

Getting into LERU is a huge endorsement – it's a lengthy process: publications, citations, funding bodies, industry collaborations, and graduate trajectories are all evaluated. I'm proud, as I hope are you, that Trinity made the grade.

But I wasn't surprised Trinity got in because our research frequently makes headlines globally, and one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

Last September, for the second year running, Trinity was rated the number one university in Europe for educating entrepreneurs, according to evaluation by research firm, PitchBook, based on the number of undergraduate alumni who go on to create companies that secure first-round venture capital funding. Trinity is the only European university in PitchBook's global Top 50.

This is because our graduates are brilliant, of course! But it's also thanks to the initiatives and incentives which the College has put in place to promote an innovative and entrepreneurial mindset among staff and students.

One of the most successful such initiatives is the accelerator programme, LaunchBox, which enables students to develop business ideas from concept through to design and marketing.

Those of you who graduated within the last three years will have heard about LaunchBox; you may even have participated in the programme. Older graduates will be intrigued to hear what's now available to undergraduates on campus: they get office space, mentoring, seed funding, and access to launch start-ups.

In its first three years, LaunchBox supported 24 student companies which went on to raise a total of €1.2 million in venture capital. These companies included, most famously, FoodCloud, which aims to bridge the gap between food wastage and food poverty and was written up in *Time* magazine.

LaunchBox, by the way, is available to all undergraduates, not only business students. We believe that all students can benefit from innovation and entrepreneurship training.

LaunchBox came about through the vision of the ‘Trinity Angels’, the high-achieving Trinity alumni who supplied funding and mentoring for the initiative. This is just one of the areas where we’re indebted to our alumni’s inspirational leadership.

* * *

We’re currently engaged on an ambitious university-wide project to renew the undergraduate curriculum. The Trinity Education Project, as we’re calling it, is about building on our traditional pedagogical strengths and ensuring that we’re adapting appropriately to on-going changes in the workplace and society.

We’ve agreed a set of graduate attributes which will shape the kind of education we offer. These attributes are centred round four core pillars:

- To think independently
- To communicate effectively
- To grow continuously
- To act responsibly

Students will embed these attributes through academic and co-curricular activities; they will learn through more diverse styles of assessment, greater flexibility, and continued emphasis on depth in disciplinary knowledge.

Renewing our education feeds into two of our most exciting new initiatives – for a new Business School and a new Engineering, Environment and Energy Institute. You may have heard about one or other of these.

Construction of the new Trinity Business School has started at the Pearse Street end of campus, beside the Science Gallery. It’s to be co-located with an Innovation and Entrepreneurship Hub, and will include space for prototyping and for company incubation projects.

The new Dean of the Trinity Business School, Professor Andrew Burke has described Trinity and Dublin as “a sleeping giant” when it comes to third-level business education because of the college’s city-centre location and Dublin’s status as an innovation hub, the European headquarters to 9 of the top ten global software companies, and 9 of the top ten US technology companies.

With the new Business School, we look forward to further engaging with industry and to doing research that is relevant to real businesses and to public policy; and we look forward to educating dynamic entrepreneurial students dedicated to societal improvement.

The other great capital development project on campus is for the new Engineering, Energy and Environment Institute, which we’re calling E3. An industry-academic collaboration space, it will be one of the first institutes

internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable planet.

With E3, we're seeking to direct technologies to sustain, rather than deplete, our natural capital. We hope to create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force', if you like, directed for the good of life on earth.

E3 will co-locate staff from the Schools of Engineering, Natural Science and Computer Science and Statistics, and it will link-up with our centres for nanomaterials and raw materials. A key partner for government, industry and NGOs, it will help meet emerging opportunities in energy and engineering design, while sustaining natural capital.

A site has been selected in the Trinity Tech Campus at Grand Canal Dock. We want E3, which is so ground-breaking in concept, to be ground-breaking in construction and design. Trinity encompasses some of Dublin's greatest architecture over the centuries, and this is a tradition that we want to continue.

* * *

This year is Trinity's 425th anniversary. It's now four centuries and a quarter since the university was founded by charter. To mark this anniversary, the college has brought out this book [hold it up] of recent photos taken by students, staff and alumni, with an introductory essay by myself, in which I walk around campus – reflecting that the campus now extends all the way up to Grand Canal Dock.

For those who would like a copy of the book, they're available online through the Library Shop and proceeds from sales go to Trinity Alumni and Development.

I think we can all be proud of the way that the college has survived and flourished over the centuries.

In its long history, Trinity has been through triumphant times and difficult ones. I took office as Provost in 2011, in what will historically be reckoned a difficult time. The country was still reeling from the downturn and austerity; state funding to higher education was falling year on year, and politically no-one wanted to take the hard decisions necessary to put the financing of higher education on a firm foothold.

Five years on and we're still waiting for government to take those decisions, but nevertheless the whole atmosphere is different. Economically, growth has returned to the country, but the greatest change, I think, has come from within the campus, where there is a strong atmosphere of confidence and hope.

Despite a challenging environment, we've marked up significant successes. I've mentioned some of them this evening, and of course there are many others. I'm proud to lead a university which punches so far above its weight. On comparatively restricted funding and staffing, we compete with the world's best.

This is thanks to the creativity, talent and commitment of so many people across the university. And it's thanks to the strength of our wider community – to you, our alumni.

You give financial support through the University of Dublin Fund, and through funding scholarships and access programmes. Many of you help with mentoring students and graduates; you attend college activities and take a keen interest in college developments.

We're most grateful. Quite simply, the university could not have developed in the way it has without your support.

Thank you all very much.

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Provost Patrick Prendergast with Daisy White (Trinity graduate of the 1940s)

05 July 2017

Montreal Alumni Event

Inter Continental, Saint-Antoine Street Ouest, Montréal

Good evening, everyone. It's a great pleasure to be here in Montreal, on this, my first official visit to Canada as Provost.

We arrived in Toronto almost a week ago and we'll be here another week, visiting Ottawa, Vancouver, Calgary, and Edmonton. It's a longer and fuller trip than is usual but we wanted to see as much of this great country as we could and to engage with alumni, academic institutions, and industry.

It may seem a paradoxical time to be leaving Ireland to come to Canada. Prime Minister Justin Trudeau is currently wowing Dublin.

In Canada, my team and I will be visiting universities, including U of T, Waterloo, McGill, Polytechnique De Montreal, Universities of British Columbia, Calgary, and Alberta. And everywhere we go, we'll be meeting alumni. Seven universities and seven cities.

There are 2000 Trinity graduates in Canada – and Canada has been a key destination for Trinity people for at least a century. Canada is the third most popular destination for our students for internships. And I'm happy to say that it's reciprocal - we currently have over 200 undergrads and postgrads from Canada studying in Trinity.

We're delighted at the strength of Trinity-Canada relations but we want to grow them further – with more undergraduate exchanges with top Canadian universities – our aim is to have one third of Trinity undergraduates so a semester or year abroad and today we signed a student exchange agreement with McGill University. We're also aiming for more research collaborations, and more industry and innovation engagements that will benefit all. And I'd be delighted to hear from you about ways you think we can engage.

* * *

In our time together this evening, I'd like to fill you in briefly on how Trinity is doing. We've come together this evening through memories of our college years. When the College statutes were revised in 2010 we included alumni explicitly in the Trinity community, which now consists of student, staff, and alumni. As Provost, I feel a responsibility towards you to ensure that the university, which means so much to all of us, continues on its path of excellence.

I don't have time to go into all our initiatives – we'd be here all night. Let's

focus on some recent highlights.

One of the highlights, of course, made headlines round the world a few weeks ago: Ireland has a new Taoiseach. The international media has made much of three characteristics which are firsts for any Taoiseach: he is 38, gay, and the son of an immigrant. On campus, we noted another unique characteristic of Leo Varadkar: he's the first Trinity graduate to be Taoiseach.

Other highlights: in the past year, Trinity has joined two prestigious leagues. We have become the first non-US member to join the Consortium for Advanced Studies Abroad, or CASA.

CASA is a non-profit organisation, formed in 2014 to facilitate student mobility internationally through the establishment of study-centres around the world.

CASA member institutions include the universities of Brown, Columbia, Cornell, Dartmouth, Harvard, Johns Hopkins, and Vanderbilt. Trinity is the 10th member and the first CASA partner institution based outside the US, and we would like to build similar collaborations with Canadian universities.

And in November last, Trinity became the 23rd member of the League of European Research Universities, or LERU.

LERU is a prestigious, exclusive league whose members include Europe's highest ranked research universities such as Oxford, Zurich, Amsterdam, Helsinki, Paris-Sud, Cambridge, Utrecht and others. The network counts 230 Nobel Prize winners and Field Medalists among its staff and students and is a key influencer on European research policy.

Getting into LERU is a huge endorsement – it's a lengthy process involving assessing publications, citations, funding bodies, industry collaborations, and graduate trajectories. I'm proud, as I hope are you, that Trinity made the grade.

But I wasn't surprised Trinity got in because our research frequently makes headlines globally, and one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

Last September, for the second year running, Trinity was rated the number one university in Europe for educating entrepreneurs, according to evaluation by research firm, PitchBook, based on the number of undergraduates who go on to create companies that secure first-round venture capital funding. Trinity is the only European university in PitchBook's global Top 50.

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We're currently engaged on an ambitious university-wide project to renew the undergraduate curriculum. The Trinity Education Project, as we're calling it, is about building on our traditional pedagogical strengths and ensuring that we're adapting appropriately to on-going changes in the workplace and wider society.

We've agreed a set of graduate attributes which will shape the kind of education Trinity offers. After much internal debate, consensus was achieved around four attributes. Our students will

- think independently,
- communicate effectively,
- grow continuously, and
- act responsibly

Students will embed these attributes through academic and co-curricular activities; they will learn through more diverse styles of assessment, greater flexibility, and continued emphasis on depth in disciplinary knowledge.

Renewing our education feeds into two of our most exciting new initiatives – for a new Business School and a new Engineering, Environment and Energy Institute. You may have heard about one or other of these.

Construction of the new Trinity Business School has started at the Pearse Street end of campus, beside the Science Gallery. It's to be co-located with an Innovation and Entrepreneurship Hub, and will include space for prototyping and for company incubation projects.

With the new Business School, we look forward to further engaging with industry and to doing research that is relevant to real businesses and to public policy; and we look forward to educating dynamic entrepreneurial students dedicated to societal improvement.

Another other significant capital development project on campus is for the new Engineering, Energy and Environment Institute, which we're calling E3. An industry-academic collaboration space, it will be one of the first institutes internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable planet.

With E3, we're seeking to direct technologies to sustain, rather than deplete, our natural capital. We hope to create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force', if you like, directed for the good of life on earth.

A key partner for government, industry and NGOs, E3 will help meet emerging opportunities in energy and engineering design, while sustaining natural capital. A site has been selected in the Trinity Tech Campus at Grand Canal Dock, and I look forward to bringing you further news of this.

And finally, we have commenced construction of new student residences in College. On a site on Pearse Street, behind the Printing House, we will build 270 new student rooms, with sports facilities and a student health centre.

* * *

This year is Trinity's 425th anniversary. It's now four centuries and a quarter since a group of Dublin citizens came together to advocate for a university in their city. They persuaded Queen Elizabeth I to grant only the third ever university charter granted by an English monarch. After a serious fundraising drive by the first Provost Adam Loftus, and the grand of lands by Dublin Corporation, the life of Ireland's first university began. For our 425th anniversary, the college has brought out this book of recent photos taken by students, staff and alumni, with an introductory essay by myself, in which I walk around campus – reflecting that it now extends all the way up to Grand Canal Dock. There is also a brief history of the College, a timeline of events over the centuries.

I think we can all be proud of the way that the college has survived and flourished. In its long history, Trinity has been through triumphant times and difficult ones. I took office as Provost in 2011, in what will historically be reckoned a difficult time. The country was still reeling from the downturn and austerity and politically no-one wanted to take the hard decisions necessary to put the financing of higher education on a firm foothold.

Despite a challenging environment, we've marked up significant successes, some of them mentioned this evening. I'm proud to lead a university which punches so far above its weight. On comparatively restricted funding and staffing, we compete with the world's best.

This is thanks to the creativity, talent and commitment of so many people across the university. And it's thanks to the strength of our wider community – to you, our alumni.

You give financial support through the University of Dublin Fund, and through funding scholarships and access programmes. Many of you help with mentoring students and graduates; you attend college activities and take a keen interest in college developments.

We're most grateful. Quite simply, the university could not have developed in the way it has without your support.

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Through the ages, the whole Trinity community - staff, students, alumni, and friends – have taken responsibility for the success of the university. As a community, we've realised that we can't wait around for things to happen, nor rely on others to take decisions to secure our future. We have to drive

change ourselves – through strategizing, raising revenue, and connecting.

I've mentioned the graduate attributes which we want to instil in students through renewing the Trinity Education: to think independently, to communicate effectively, to grow continuously, to act responsibly.

I'm confident about our success in imparting these attributes because as a community, we have collectively proved ourselves, time again, independent, communicative, responsible, and committed to the college's growth.

As we approach the 2020s, we have so many exciting initiatives and plans in place. With your help, we look forward to continuing with the great education, research and innovation that has such impact in Dublin, Ireland and the world.

Thank you.



Provost with Montreal Alumni

* * *

8th and 9th July 2017

Speech at Alumni Events in B.C., Canada:

Westin Hotel, Robson Street, Vancouver & Murdoch Road, Vancouver Island

Good evening, everyone. It's a great pleasure to be here, on this, my first official visit to Canada as Provost.

We arrived in Toronto just over a week ago and I was in Montreal on Wednesday and Thursday, and we'll be here another week, visiting Calgary, and Edmonton. It's a longer and fuller trip than is usual but we wanted to see as much of this great country as we could and to engage with alumni, academic institutions, and industry.

It may seem a paradoxical time to be leaving Ireland to come to Canada, while Prime Minister Justin Trudeau has just been wowing Dublin.

In Canada, my team and I are visiting universities, including U of T, Waterloo, McGill, Polytechnique De Montreal, and tomorrow we will sign a student mobility agreement with UBC allowing Trinity students to come here, and UBC students to come to Trinity for a semester or year abroad, gain academic credit, and do it all without paying further tuition fees. So spread the word to your network!

And everywhere we go, we'll be meeting alumni. There are 2000 Trinity graduates in Canada – which has been a key destination for Trinity people for at least a century. Canada is the third most popular destination for our students for internships.

And I'm happy to say that it's reciprocal - we currently have over 200 undergrads and postgrads from Canada studying in Trinity.

We're delighted at the strength of Trinity-Canada relations but we want to grow them further – our aim is to have a third of Trinity undergraduates do a semester or year abroad so we do need more university partnerships, and a global university of the kind coming into existence now builds industry partnerships at many levels: for internships, for research, and for corporate philanthropy. I'd be delighted to hear from you about ways you think we can engage.

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In our time together this evening, I'd like to fill you in briefly on how Trinity is doing. We've come together this evening through memories of our college years. As friends and alumni, you have a strong interest in Trinity's future. As Provost, I feel a responsibility towards you to ensure that the university,

which means so much to all of us, continues on its path of excellence.

I don't have time to go into all our initiatives – we'd be here all evening. Let's focus on some recent highlights.

One of the highlights, of course, made headlines round the world a few weeks ago: Ireland has a new Taoiseach. The international media has made much of three characteristics which are firsts for any Taoiseach: he is 38, gay, and the son of an immigrant. He brings a freshness and excitement to the role – and that was very clear the other day when he met Justin Trudeau in what the Irish Times has christened a 'bromance'.



In Trinity, we noted another unique characteristic of Leo Varadkar: he's the first Trinity graduate to be Taoiseach. And let's hope not the last!

Other highlights: in the past year, Trinity has joined two prestigious leagues. We have become the first non-US member to join the Consortium for Advanced Studies Abroad, or CASA*.

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And in November last, Trinity became the 23rd member of the League of European Research Universities, or LERU†.

* <http://casa.education/home/>

† <http://www.leru.org/index.php/public/home/>

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But I wasn't surprised Trinity got in because our research frequently makes headlines globally, and one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

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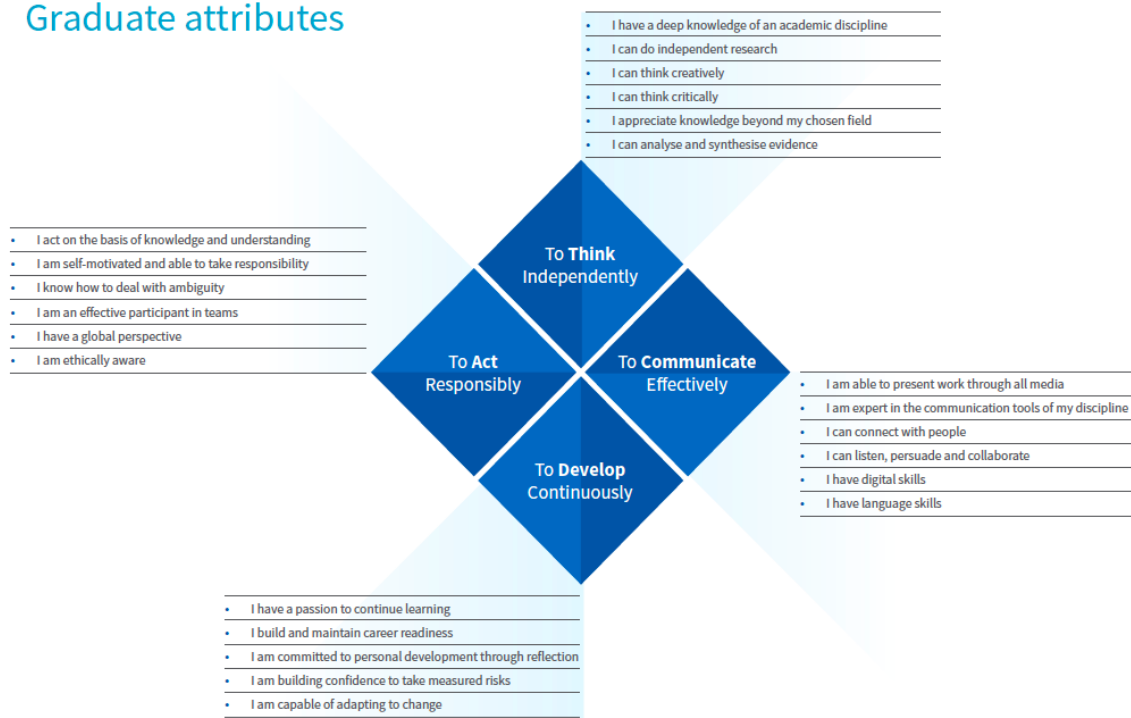
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- communicate effectively,
- grow continuously, and
- act responsibly

Graduate attributes



Students will embed these attributes through academic *and* co-curricular activities; they will learn through more diverse styles of assessment, greater flexibility, and continued emphasis on depth in disciplinary knowledge.

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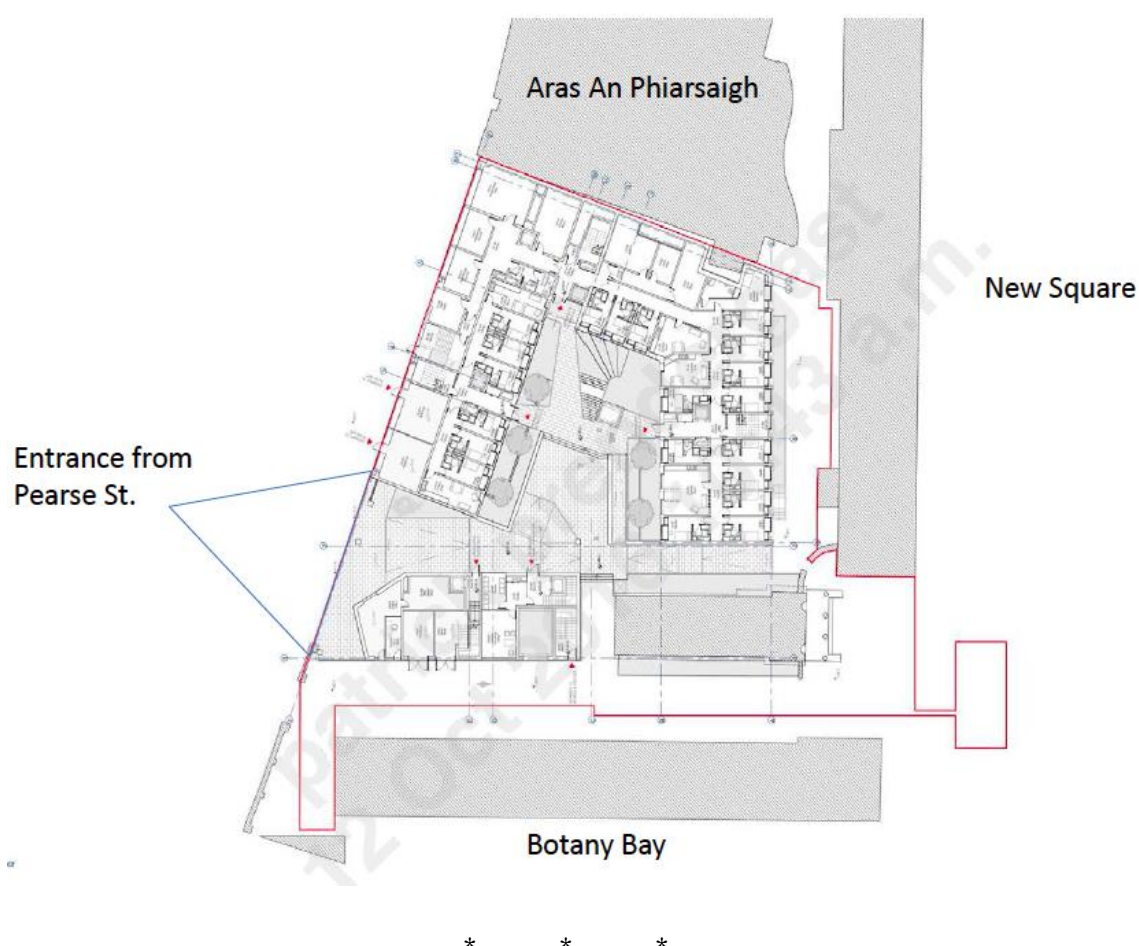
With the new Business School, we look forward to further engaging with industry and to doing research that is relevant to real businesses and to public policy; and we look forward to educating dynamic entrepreneurial students dedicated to societal improvement.

Another other significant capital development project on campus is for the new Engineering, Energy and Environment Institute, which we're calling E3. An industry-academic collaboration space, it will be one of the first institutes internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable planet.

With E3, we're seeking to direct technologies to sustain, rather than deplete, our natural capital. We hope to create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force', if you like, directed for the good of life on earth.

A key partner for government, industry and NGOs, E3 will help meet emerging opportunities in energy and engineering design, while sustaining natural capital. A site has been selected in the Trinity Tech Campus at Grand Canal Dock, and I look forward to bringing you further news of this.

And finally, we have commenced construction of new student residences in College. On a site on Pearse Street, behind the Printing House, we will build 270 new student rooms, with sports facilities and a student health centre.

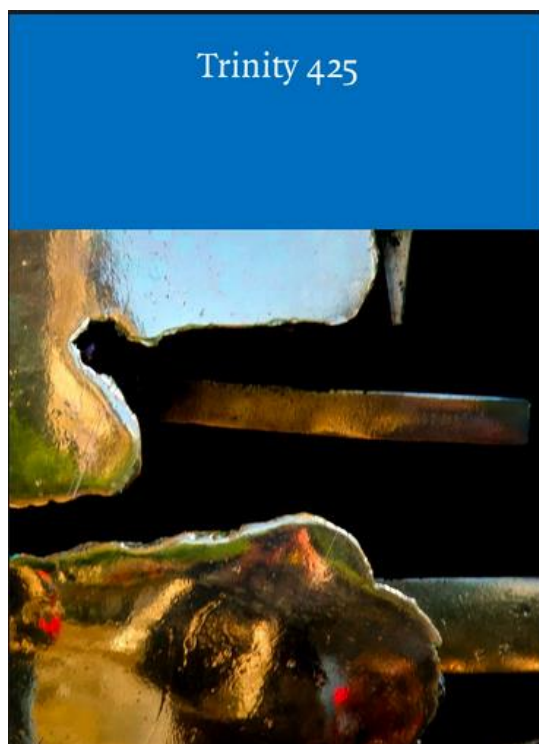


This year is Trinity's 425th anniversary. It's now four centuries and a quarter since a group of Dublin citizens came together to advocate for a university in their city. They persuaded Queen Elizabeth I to grant only the third ever university charter by an English monarch. After a serious fundraising drive by the first Provost, Adam Loftus, and the donation of lands by Dublin Corporation, the life of Ireland's first university began.

For our 425th anniversary, the college has brought out this book of recent photos taken by students, staff and alumni, with an introductory essay by myself, in which I walk around campus – reflecting that it now extends all the way up to Grand Canal Dock.

I've brought along a few copies of the book. For those who are interested, the

book is available online through the Library Shop with proceeds going to Trinity Alumni and Development.



I think we can all be proud of the way that the college has survived and flourished over the centuries.

In its long history, Trinity has been through triumphant times and difficult ones. I took office as Provost in 2011, in what will historically be reckoned a difficult time. The country was still reeling from the downturn and austerity and politically no-one wanted to take the hard decisions necessary to put the financing of higher education on a firm foothold.

Five years on and we're still waiting for government to take those decisions, but nevertheless the whole atmosphere is different. Economically, growth has returned to the country, but the greatest change, I think, has come from within the campus, where there is a strong atmosphere of confidence and hope.

Despite a challenging environment, we've marked up significant successes, some of them mentioned this evening. I'm proud to lead a university which punches so far above its weight. On comparatively restricted funding and staffing, we compete with the world's best.

This is thanks to the creativity, talent and commitment of so many people across the university. And it's thanks to the strength of our wider community – to you, our alumni.

You give financial support through the University of Dublin Fund, and

through funding scholarships and access programmes. Many of you help with mentoring students and graduates; you attend college activities and take a keen interest in college developments.

We're most grateful. Quite simply, the university could not have developed in the way it has without your support.

* * *

Through the ages, the whole Trinity community - staff, students, alumni, and friends – have taken responsibility for the success of the university. As a community, we've realised that we can't wait around for things to happen, nor rely on others to take decisions to secure our future. We have to drive change ourselves – through strategizing, raising revenue, and connecting.

I've mentioned the graduate attributes which we want to instil in students through renewing the Trinity Education: to think independently, to communicate effectively, to grow continuously, to act responsibly.

I'm confident about our success in imparting these attributes because as a community, we have collectively proved ourselves, time again, independent, communicative, responsible, and committed to the college's growth.

As we approach the 2020s, we have so many exciting initiatives and plans in place. With your help, we look forward to continuing with the great education, research and innovation that has such impact in Dublin, Ireland and the world.

Thank you.

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The Provost of Trinity College Dublin with alumni and friends,
Vancouver, 6th of July, 2017



The Provost of Trinity College Dublin with alumni and friends,
Vancouver Island, 7th of July, 2017

* * *

13 July 2017

Community Liaison Officer

St Andrew's Resource Centre, Pearse Street

Thank you Dermot*

And it's a pleasure to be here in the Andrew's Resource Centre, and to have the opportunity of marking the important liaison work being done between Trinity College and the communities in this surrounding area.

In the College's current Strategic Plan, launched in 2014, we include, as one of our principal goals to 'Engage Wider Society'. A key action under this goal is to

'recognise Trinity's civic responsibility to the communities in the college's immediate hinterland and to acknowledge the contribution our neighbours make to the life and work of the university.'

Our aim is (I quote): *'to continue to develop and enhance relations with the communities living alongside the college, with whom we share many challenges and opportunities, and on whom Trinity's steady growth and expansion has had impact.'*

This is a key goal. Trinity has stood in the same city-centre spot for over four centuries – this September we celebrate its founding by charter 425 years ago, in 1592, when Dublin Corporation generously donated lands. Since that date the college has developed and expanded and this has of course effected local communities, through the ages.

We like to think that the impact of the College is positive and that local businesses have benefitted from the dynamic campus community of students and scholars, but we recognise that the College hasn't always got it right. On part of Pearse Street, for instance, Trinity was accused of 'turning its back' to the street when it bought up the row of houses but closed up the entrances. We're ensuring not to repeat this with our current developments on Pearse Street.

The best way to resolve issues and prevent future problems is, of course, to maintain continuous communication with our neighbours. Decisions should be taken together and initiatives should benefit all.

Central to maintaining continuous communication is the Community Liaison Officer who – in the words of our regulations –

'discharges the dual role of ambassador to the local communities,

* Dermot McCarthy, Chairman, St Andrew's Resource Centre

giving an account of the college's current and planned initiatives, and communicator to the college of the concerns, interests and needs of the local community.'

The role of Community Liaison Officer was established by my predecessor as Provost, John Hegarty. I'm delighted to welcome him here today and for him to see the important work that is being done in this field, which he inaugurated.

I know that everyone will agree that the College and the local community have been particularly fortunate in Ciaran Brady as Community Liaison Officer.

Ciaran is one of the luminaries of the College – an outstanding professor and lecturer, a remarkable writer, and a scholar whose enthusiasm is infectious – and this is literally true. He has inspired so many students and helped to make History in Trinity rank among the top 50 History Schools worldwide.

He has brought to the role of Liaison Officer his warmth, intelligence and positivity. Hugely proactive, he works always towards concrete results. During his tenure he has engaged with local communities on some wonderful initiatives, including:

- the Voluntary Tuition programme,
- the series of extra-mural lectures in both arts and science;
- the oral history, 'Trinity and its Neighbours' with Mary Muldowney;
- and the St Andrews School Roll Book digitisation project, which I had the pleasure to launch here last year.

These are all key initiatives which deepen our understanding of this part of Dublin and which engage local residents in the academic activity of the university.

As most of you are aware, Trinity will continue to transform this neighbourhood. Work has begun on the Trinity Business School which will open beside Science Gallery and we have plans for the Technology Campus at Grand Canal Dock.

We're hopeful that these plans will have the same positive, transformative effect on the area as Science Gallery has. We want to bring dynamism and great architecture to these streets.

We know that the key to success here is maintaining continuous communication – listening to the local communities and acting on their concerns. We acknowledge that there is much still to be done. We thank Ciaran Brady most sincerely, and the local community representatives who worked with him. Together you have created a legacy which we can all now build on.

Ciaran is now passing the mantle to another Ciaran – Ciaran O'Neill, his colleague in the School of Histories and Humanities. I would like to thank the younger Ciaran for taking on this role. I know him as a winner of the prestigious Provost's Teaching Awards and can therefore vouch for his commitment, enthusiasm and rigour as a teacher. I'm sure he will bring these gifts to this role. I know that exciting new initiatives are planned – such as the College providing expert advice on designing commercial and public tenders, as well as advice on planning for retirement.

It's through these and other initiatives that we will continue to grow this relationship, which must continue to be of mutual benefit – and ultimately of benefit to all the citizens of Dublin, because bringing dynamism to these streets will benefit the whole city.

Please join me in thanking Ciaran – and welcoming Ciaran.

Thank you.



(L to R) Professor Cliona O'Farrelly, Dr Ciaran O'Neill, Ms. Betty Ashe, Provost Patrick Prendergast, Professor Ciaran Brady, Dr John Hegarty (former Provost), and Dermot McCarthy, Chairman, St Andrew's Resource Centre

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22 July 2017

RTÉ Radio 1 Interview Transcript of Provost Patrick Prendergast with Richard Curran, The Business

RTÉ Radio Centre, Dublin

http://rte.ie/r.html?rii=b9_21206979_172_22-07-2017

RC: Well after 425 years at the very centre of academic learning on the island, Trinity College Dublin has its eye on a very particular expansion. The University has announced plans to build a second campus on land it owns at Dublin's Silicon Docks off Pearse Street in the City Centre. The college says the move is based in a belief that computer science, engineering and natural sciences now need to be taught in radical new ways to future proof Ireland's finest academic minds and the location of the proposed second campus is key at the heart of Ireland's tech industry surrounded by companies like Google, Facebook, Twitter and Air BnB, and only a stones throw from the IFSC.

I am joined now by the current resident of No 1 Grafton Street, the Provost of Trinity, Patrick Prendergast. Patrick, you are very welcome to the show. This is certainly a new departure for Trinity, assuming all of this goes ahead and we can talk about funding later, what's different about this approach?

PP: Well the new approach is to develop our campus at the Grand Canal Dock, at the moment it's called the Trinity Technology Enterprise Campus. A five acre campus there, as you say a stones throw from the campus itself, to expand in the area of engineering, energy and environment. Create a new Institute there that will combine our Schools of Engineering, Computer Science and Natural Sciences. It's not a building project only though, it's about a new way of educating engineers and scientists.

RC: So if I became a student there, what would be different?

PP: Well fair more project work than is currently the case in the engineering curriculum, working together with computer sciences and natural sciences. If you're an engineer, if you're doing natural sciences, working more with engineers. Also a curriculum recognising the future development of industry which will have to take account of the fact that we are doing design in a resource-constrained environment for example. That the environment is important, that we must develop technologies that sustain and develop our natural capital in the environment rather than deplete it. These kind of ideas.

RC: So in other words, when you might mix students together to work on projects who one is doing engineering and one is doing natural sciences, traditionally they would have been maybe separate courses with a limited amount of overlap in lectures you'd actually envisage them working together on specific projects?

PP: Coming together and starting this from day one on entry into their course, they work together in a multidisciplinary way with others. Absolutely, that's the way university education has to go and more project work and experiential learning rather than didactic sitting in a large lecture theatre looking at a lecturer or a professor down at the bottom of a lecture theatre, there might be four or five hundred people in the lecture. We want to stop doing that kind of teaching and do more experiential learning type teaching in small groups. Absolutely.

RC: That sounds fairly staff heavy, could it be an expensive proposition to run?

PP: We think it can be done, and a lot of it can involve new concepts such as peer to peer learning where students work in groups and teach each other or maybe students take courses online so it's not all learning from an individual professor but they do what's called blended learning so an amount of learning from a professor and an amount of learning online. Doing courses that have been pre-recorded for example. A lot of material can be more efficiently delivered to students now online than can be in the old style lecture. So we change the way we teach.

RC: To what extent would these courses and these graduates be streamlined as it were to become the new workforce for the Googles and the Air BnBs and the Facebooks and whoever is literally physically all around them in the Silicon Docks?

PP: Yeah... we're recognising very importantly that these industries are all around the campus at Grand Canal Dock, the companies that you mention, but it's not just educating students for the jobs these companies have now, it's for the jobs these and many companies like them, companies that probably don't even exist now but will exist in five, ten, twenty years' time, what kind of employees they will want, what kind of futures exist in these industries. So we have to think of imparting our students with a much more flexible learning, giving them as much a desire to learn when they finish their degree and that can be the most important thing a degree course can deliver; this real desire, this need, this in-built intensity to continue learning once you have finished your degree can be more important sometimes than what you learn in the actual degree itself.

RC: Can you do both, what I mean is, can you provide a new type of course which will give those employers in technology the kind of graduates that they want while at the same time instilling in a general way a desire for people to educate themselves, to learn how to learn, you know to have that creativity? Are they not a bit mutually exclusive?

PP: They are not mutually exclusive, no, because the way you deliver the curriculum as students learn as undergraduates' forms, what we call their graduate attributes. Those things that they have really when they leave and

they finish their course. We have four graduate attributes that we think about as part of this project and indeed generally for all our students. That our students should think independently, that they grow continuously, communicate effectively and act responsibly. We want these (gr) attributes to infuse the learning of all our students in Trinity College and we are adapting the curriculum within the Trinity education as a whole to deliver this. Specifically within the project on the Trinity Technology Campus which we call the Engineering, Energy and Environment Institute, we are thinking about that in terms of the education of engineers and scientists.

RC: What about funding for this new campus, how much will it cost, where will the money come from?

PP: The funding will come partly from Trinity's own resources, we know that we can borrow from the EIB; the European Investment Bank has very good rates for educational institutions. Some of the money will come from philanthropy and some of the money must from the nature of science and engineering education must come from the State. We're going to build part of this on the old campus, you might call it, and some of it on the new campus that you mentioned on Grand Canal Dock. We intend to go forward first by building some of it on the old campus and we want to do the technology campus at Grand Canal Dock, that will come later and it will come when we have master planned the whole site. The Engineering, Energy and Environment Institute won't take up the whole site, there will be other things on the site like student accommodation, like industry academic collaboration space, those latter two being revenue generators which can fund the site as a whole. So we are in the process of doing the master planning for the whole site and developing the business plan to get it financed.

RC: Yeah; are you close to getting, you know, provisional green lights on all the funding at this stage and when do you think it might happen?

PP: Well we're having very important discussions with philanthropic donors. Certain philanthropists have already promised money for the development of our campus. We have pledges. Significant pledges running into the tens of millions of euro. And we are presently discussing how this can be made a reality with the Ministers and the public funding bodies.

RC: What about funding for universities in general, there's a huge debate at the moment. We've the Castles report. It appears to favour this idea of having a student loan scheme that basically people would pay back the money in the future after they have been to university if their income levels reach a certain level. Is that something you think is the best way forward?

PP: Now this is a bigger question and it would be well worth a debate and a discussion in itself. I think that something needs to be done about the funding of Irish Higher Education. Everyone's agreed that it's underfunded at the moment. How to get it to a better situation either is going to be more

public funded or more private funded, I think the Castles report has been very good and laying out the options. The political system now must see how it can move forward having that Castles report that has laid out the options and I wish, I think we all wish, that progress could be made on that.

RC: Now, one of the big planks in relation to the whole new venture is around engineering and it's about rethinking and responding how you might teach engineering for a changing world. Engineers sort of built the world that surrounds us but if anything with the changes that are in place now with data, with technology, they are probably going to shape the world even more in the future?

PP: Well, indeed, they may very well. I am an engineer myself so I think that engineering and how engineering is taught will have an increasingly important effect on the planet as a whole. When I was an undergraduate engineer in the early 1980's I think the definition of an engineering went something like 'Engineers exploit the resources of nature for the benefit and use of man', now there's many things wrong with that definition on many levels, the genderised version of it for one thing! But this idea of exploiting nature, we have to put that aside, that's no longer what engineers want to think about. We have to recognise that we are living, and I think we all do as engineers, on a resource-constrained planet. There's not infinite resources, we have to develop our technologies recognising that we can't do at infinitum that there are constraints, there are constraints on energy use and there are constraints on the availability of raw materials. This must all factor now into engineering design. There are also constraints on population growth on the planet and this has to factor into how we develop new technologies. I often think of it as a way; human beings are ingenious, they are going to continue to develop technology and it is in our nature to want to do that. We can't stop it and we shouldn't stop it but on the other side we are also living on a biosphere, a planet that is not we now know impervious to what human beings do. We've got to make these two things compatible with each other, that we're going to continue to develop new technologies on the one hand and that we are living on a rather delicate planet on the other hand. And engineers are central to doing that and therefore engineering education is critical to solving those great challenges that we all face as a species and as a planet.

RC: Do we run the risk of engineering so to speak our university education system towards American multinational employers because they're here and they create a lot of valuable employment but equally they could be just a few corporation tax percentage points away from shutting up shop and going elsewhere?

PP: Well I don't think they are just a few percentage points away from going elsewhere, I think they're here for the talent in a lot of cases. There are parts of the world with lower tax rates than Ireland and they haven't all upped sticks and gone there, and that's because we have a good culture in this

country, a good environment for attracting talent and developing talent. And our universities despite all the challenges of course the financial ones are turning out graduates that these companies want to employ generally speaking. I don't think we are in danger of, and I wouldn't want to shape, I can't speak for other universities, but Trinity's education solely about the employability in large multinationals. It turns out I'm glad to say that many of the large multinationals do want our students, that's great, but that hasn't been the primary nature. Students come to Trinity for an education, an education they hope will give them employability and the opportunity to develop their careers and live happy and successful lives. That's our primary purpose and that's what we're going to stick to.

RC: But increasingly those corporations are asked to write cheques to fund the educational process. They're going to want certain things in return aren't they, and that puts them in a position of influence which is not necessarily a bad thing. I'm not saying it's intrinsically bad but it's different, it's a change.

PP: I think we'll have to see how that works out but it will create an additional driver within the system. We have an employers' forum where we engage regularly on an annual basis with the CEOs and others in top companies and in fact they often don't want to talk about the specifics of individual curricula, they're interested in the high level things about independent thinking and communication skills what often in the past used to be called soft skills but actually probably the wrong name for them because they are very important skills and skills that should arrive in a student through following their curriculum not come about through some separate activity. Skills often times in fact like leadership which arrive not through an individual curriculum but involvement in extracurricular activities, sporting activities, clubs and societies and so on. So I don't think we are in danger of this and I think that there's nothing to suggest within my personal dialogue with employers that they're banging the table looking for particular attributes, if they are we'd love to have the dialogue with them and see how that dialogue concludes.

RC: Well Patrick Prendergast, Provost of Trinity College thanks very much for joining us on the programme.

PP: Thank you.

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25 July 2017

The Irish Convention 1917-18, a Centenary Symposium

Regent House, Trinity College Dublin

Good evening,

On behalf of the College, it's my pleasure to welcome you all to Regent House on this very special occasion.

The Irish Convention met 100 years ago when Lloyd George invited what he called 'representative Irishmen' to come together to find a means of introducing Home Rule.

The Convention is the most significant event in this, the fifth year of the 'Decade of Commemorations'.

It's often overlooked – sandwiched as it is between the Easter Rising and the War of Independence – so it's important that it's now getting scholarly attention.

Of course, it's particularly significant for Trinity since the Convention met here in this very room – in Regent House.

When Provost Mahaffy offered the use of Regent House, the *Irish Times* took this as evidence that he was 'a good Irishman'. However, his godson Walter Starkie recalled that Mahaffy was more concerned to have the 'dilapidated old hall' spruced up. With 'great satisfaction', he apparently 'chuckled at the thought that the British Government were defraying the cost of renovating the dingy Regent House which had been the eyesore of the College.'¹

As it happens, all last year Regent House was closed for renovation. It only opened this January – with a recovered stone floor and a lift. It's great that it was ready in time for this event and is again 'spruced up'. I thank and congratulate Eunan O'Halpin, Anne Dolan and the Long Room Hub for organising this symposium to such a high standard. And I thank all of you for coming and making this such an occasion.

We're particularly fortunate in the guests and panellists here today and tomorrow – as well as distinguished historians, we welcome two former Taoisigh, Bertie Ahern and John Bruton, former minister and special adviser Martin Mansergh, and the Attorney General of Northern Ireland, John F. Larkin. Unfortunately the Minister for Arts, Heritage and the Gaeltacht, Heather Humphreys, can't be with us this evening, but her department provided a grant in aid towards the publication of the conference proceedings; we thank her.

* * *

The 1917 Irish Convention can be seen as a last valiant attempt to hold the 'centre' together. Trinity historians have written about the event:

- R.B. McDowell called it 'a 'brilliant failure.'
- David Fitzpatrick has described it as 'utterly futile' and, most recently,
- Tomás Irish, in his history of Trinity in the period 1913-1923, has called it: 'a microcosm of a wider political transformation'.

I'll leave it to you, historians and politicians, to debate the significance of the Convention.

Let me just say, from Trinity's point of view, most members of the College badly wanted the Convention to work.

That's not what happened, and Trinity entered difficult decades. The university got no state support until 1947 and Archbishop McQuaid's ban on Catholics attending Trinity was an attack on our long tradition of educating all faiths on this island.

It's worth remembering all this because when we look back at what happened here in 1917, we're also seeking to understand how the university, the city, and the country as a whole, have changed in the intervening period.

Especially in the presence of such key political figures from both parts of the island, it's important to take stock of the century past – that, of course, is one of the purposes of the Decade of Commemorations.

Looking back at Trinity in 1917, and 1918, when the Convention failed, and the first world war had wrought its devastation – almost 500 staff and students killed, many more injured – things looked very bleak for the college. And, as I've said, for many decades, things *were* bleak.

Ernest Walton once recalled humorously that when he returned to Trinity's Department of Physics from Cambridge in 1934 – having split the atom – the budget for running the whole Department was approximately half a Fellow's annual salary.

That story perhaps encapsulates like no other, how far we've come as a university and as a country. We have hugely upped our ambition.

This academic year was significant: Trinity became the 23rd member of the prestigious League of European Research Universities, or LERU, joining Oxford, Cambridge, Paris, Utrecht and Zurich, among others. The network counts 230 Nobel Prize winners and Field Medal winners among its staff and students and is a key influencer on European research policy.

Getting into LERU is a huge deal – it’s a rigorous, lengthy process involving publications, citations, funding bodies, industry collaborations, and graduate trajectories.

Trinity certainly wouldn’t have got in if we were still running our Departments on half a Fellow’s salary!

I think the whole country can take pride in this achievement, which signals to the rest of the world the seriousness with which we, as a country, take research and education. The Cassells’ report also signals serious intention, and we look forward to seeing it implemented.

And, of course, this year has seen the first Trinity graduate become Taoiseach. May I say, in the presence of two distinguished Taoisigh, that here in Trinity we were absolutely dying to count a Taoiseach among our alumni!

This provides a symbol, like no other, that this university is now at the heart of Irish life. This was not the case in 1917 when some members of the Convention expressed concerns that Trinity was (I quote) “a centre of controversy and of bitter jealousy and of very bad feeling on the part of large numbers of people.”² Just this quote, in itself, shows how bad things were because countries need their universities, just as universities need their countries.

A hundred years on from the frustrating and painful events which this conference will study, then - among all the marks of progress - I count particularly high that wariness and suspicion between populace and university has been replaced by warmth and a sense of common purpose. This is the strongest possible foundation for future progress.

Thank you for your attention, and I’m now delighted to open this symposium and hand over to the chair of this panel session, Professor Eunan O’Halpin. I wish everyone a most enjoyable and instructive two days.

¹ Starkie, *Scholars and gypsies*, 160

² T.P. Gill in a letter to Francis Hopwood, see Tomás Irish, p. 186



(L to R) Provost Patrick Prendergast, Professor Anne Dolan, Mr John Bruton, Professor Eunan O'Halpin, Mr John F. Larkin QC (Attorney General for Northern Ireland), Dr Margaret O'Callaghan (Queen's University of Belfast), Mr Bertie Ahern (former Taoiseach), and Dr Martin Mansergh

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27 July 2017

Opening Solo Exhibitions Isabel Nolan and Brendan Early

Douglas Hyde Gallery, Trinity College

Thank you, Georgina, and good afternoon, everyone,

On behalf of the college, it's my pleasure to welcome you all to the Douglas Hyde Gallery to these two solo exhibitions, which Trinity is absolutely delighted to be showcasing.

I would like to take this opportunity to welcome Georgina as the new director of the Douglas Hyde Gallery. She took up her appointment less than two months ago – at the end of May – and this is the first exhibition under her directorship.

A History of Art graduate from Trinity, she has held significant curatorial positions at the Hugh Lane and IMMA, and her most recent role was director of Exhibitions and Programmes at Mercer Union in Toronto where she initiated substantial projects and exhibitions with notable artists and put in place programming partnerships with international organisations, as well as teaching at the University of Toronto.

She brings to the Douglas Hyde her exciting experience and research, and is taking over from John Hutchinson who was director here for 25 years.

I thank John for his vision and for placing the Douglas Hyde at the centre of the Dublin art scene, making it renowned as a showcase for artists, both emerging and established, from around the world.

In this, her opening two exhibitions, Georgina has worked within the tradition of the Douglas Hyde, while bringing her own unique perspective.

With Isabel Nolan and Brendan Early, she brings to the Gallery two wonderful Irish artists. These works are fresh and vivid (and strange) in the best sense of the word. I'm no art critic and nor have I spent enough time with the works to come to any definitive conclusion on them – but, like I am sure the rest of you, I have enormous pleasure in looking and feeling and reacting to these works, and I'm really delighted that they'll be here until end September.

I'm lucky enough to live and work on campus and there are many Trinity places which I like to check in on regularly, places like Science Gallery and the chapel and 1937 Reading Room and the trees in College Park. So I look

forward to visiting these exhibitions over the next two months. And I hope that those working in the city centre will also make return visits. This is indeed the great advantage of the Douglas Hyde, as of the campus in general: we're situated in the heart of Dublin and we love to welcome visitors.

Next year the Douglas Hyde will celebrate its 40th anniversary and this year, the Berkeley Library celebrates its 50th. Both are, of course, designed by Paul Koralek and are recognised masterpieces of the Brutalist style.

This year is also the fiftieth anniversary of the exhibition 'Banners by American Artists' – with Roy Lichtensteins and Jasper Johns - which opened in the Exhibition Hall in the Berkeley Library, then Ireland's first university art gallery.

This is important because the success of the Berkeley Exhibition Hall led to the decision to invite Koralek back to design a purpose-built Gallery here a decade later. It's typical of Koralek's innate understanding of urban spaces that he positioned the Gallery so close to the Nassau Gate, making it easy and welcome for passers-by to drop in.

In Trinity, we're proud to have opened Ireland's first university art gallery and we're proud of the way it all began in the 1960s, with the visionary professor of Genetics, George Dawson working with students to bring radical and innovative Irish and international art to campus.

Not only our history of art and architecture staff and students but all working in Trinity and visiting Trinity benefit from the focus and energy that is put into living contemporary art.

I thank those who made these two exhibitions possible: the Patrons and Friends of the Douglas Hyde, the Arts Council of Ireland, Wicklow County Council and O'Hara's Beer.

I congratulate Isabel Nolan and Brendan Earley and thank them for showing with us. And I congratulate Georgina on a wonderful first exhibition. We look forward to all you will bring to the Gallery.

Thank you.

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