

RECORD

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DR PATRICK J PRENDERGAST

IN THE

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31 August 2017

Address to the Provost's Council

PACCAR Theatre, Science Gallery Dublin

Good afternoon,

And welcome to the Provost's Council. For many of you – welcome back, and for our three new members, we're delighted you're joining us. It's wonderful to see so many of you here. Many have travelled far and all have taken time from busy schedules. On behalf of the whole College, I thank you all most warmly.

This Council is unique in the history of Trinity – now in its second year, it's the first time that an official external group has convened to strategize and to extend the college's network.

For me, it's of enormous value to have this time to work with people of your experience, assessing where the college is now; where we want to be in five/ ten/ twenty years' time; how we will get there; what are our key priorities? What is our national role? And what's our global one?

Being head of a university is a great job. The raw material you're dealing with is ideas, inspiration, life-changing discoveries, the education of future generations. There's nothing finer.

But it's also of course a CEO job, like any other, of a large, complex, multi-faceted organisation. As a Trinity Provost, you get ten years at this job, which is time enough to have impact if you know what you want, and focus on priorities.

When I took office it was 2011, the height of the recession, and there was only one preoccupation: funding. I wished it wasn't so. It would have been great to be heading up a really well-endowed university so I could launch straight into some brilliant new research project, but you have to play the hand you're dealt.

And I understood very quickly that it wasn't just that we were in the middle of a recession; and it wasn't just that the Irish state's contribution to higher education was declining year-on-year – it was more than this; it went beyond national and regional particularities.

Countries, all around the world today, are experiencing a decisive shift in the way higher education is funded. In Europe, we're moving from the 20th century system of high state support for universities to one based on non-exchequer, private funding. It's even happening in countries like Sweden with strong traditions of State support.

Regardless of whether I, or other university leaders, welcome the public-to-private shift as a good thing or not, it's happening. We have to understand this – or risk being left behind.

So the priority of my provostship was clear: in order to implement our mission in research and education, I had to grow non-exchequer revenue – or, to put it another way, I had to grow the revenue streams which Trinity has control over. I know that everyone in this room will get that being dependent on a subsidy which is not only declining but which has numerous conditions attached – well, that's curtailing and not productive of the kind of atmosphere where things get done.

So with the College Board, I identified the four things that are necessary to build up non-exchequer revenue. These are the four things I've staked my provostship on achieving:

- Number one, transform our global network and our intake of international students;
- Two: grow commercial revenue, including from industry/academic engagement and innovation;
- Three: successfully compete for research grants; and
- Four: embed a culture of philanthropy into the college community.

These sound prosaic, I know. If I'm asked that fundamental question - what are the three or four things you want to achieve? – well, the Trinity Business School or E3 or the Library would certainly be more vivid goals than revenue streams. But, for these inspirational initiatives to happen, we have to control our revenue.

A global student body, commercial revenue, research endowment and philanthropy – these are the four cylinders of the engine that is pulling Trinity into the future.

* * *

Now I'm happy to be able to report that at this stage – more than half way through my Provostship – three of these cylinders of the engine are running smoothly and the fourth, philanthropy, I hope to get into gear, with your help.

We will be hearing from Juliette Hussey and Gerard McHugh, speaking after me, on Trinity's global network. And tomorrow we'll be hearing from Diarmuid O'Brien and Carol O'Sullivan on Innovation and Technology. I don't want to be repeating what they will tell you - suffice to say that we're extremely proud of all we've done to further global relations and innovation and entrepreneurship.

Since 2011 we've seen a massive growth of international students – from 7 percent of the student body to 18 percent.

To date, Trinity's campus companies have generated over 3,500 jobs, €1.3 billion euro in exports and over €500 million euro in venture investment. Tomorrow, Diarmuid might put a figure on how that translates into increased college revenue – but what we're most proud of is the transformative effect this is having on the Irish economy as a whole.

In terms of commercial revenue generation activities, we've also seen pretty spectacular growth. Trinity has huge advantages that other universities can only envy - to put it bluntly: we have Front Square and the Book of Kells. By investing in the Trinity Visitor Experience we've doubled revenue since 2011 – and, like international student fees, this is recurrent revenue.

And when it comes to research, again our success is marked. Tomorrow we'll be hearing about some of the inspirational research carried out in Trinity, which is driving our reputation nationally and globally.

Just last week we learnt that of the eleven Investigator Awards from the Health Research Board, five of them – almost half – are going to Trinity.

This news follows on Trinity's success with other significant awarding bodies including Science Foundation Ireland and the European Research Council. Half of Ireland's European Research Council Awardees are in Trinity.

Looked at across a whole range of indicators and awarding bodies, Trinity is not only by far the strongest Irish research university, but one of the strongest in Europe – and that's why, in January this year, we became the 23rd member of the exclusive League of European Research Universities.

Trinity is ranked nineteenth among European universities in winning Horizon 2020 grants. And that ranking is before adjusting for size – Imperial College London, for instance, has a faculty of two thousand; Trinity has 800.

So, what I'm getting across is that Trinity punches far above its weight. We are competing for research grants with far better-endowed and more lavishly-staffed universities – and we're winning.

We've pulled away from other Irish universities, and we're competing now on the European and world stage. Last year we went up in the rankings for the first time since 2008. And I have news that we're going up again this year, at least ten places in the Times Higher Education rankings. I don't believe that you can reduce a university to a grade - but I do agree with the symbolism here: we've turned things around.

* * *

Our success in raising non-exchequer revenue from these sources – innovation, commercial activities, international students and research grants

– has come about because of careful, targeted strategizing and a lot of hard work across the university.

This is the background to the Philanthropic Campaign which, as you know, we're launching next year, the first such campaign in the College's history.

Philanthropy is the fourth cylinder in our engine! But we wouldn't have the confidence to launch this campaign, were the other three cylinders not running so well.

Because we have proven ourselves a great research university, and European leaders in innovation and entrepreneurship, and highly attractive to international students and staff, we're confident about approaching alumni and friends. Trinity is bringing life-changing discovery to the world; it is crucial to Ireland's growth and global standing; and it has proven itself resilient, responsible, and capable of rising to the challenge of a new global higher education landscape.

We're planning a comprehensive campaign to raise funds for initiatives across the College, and to establish processes that will encourage engagement in fundraising into the future.

When we were looking at what to focus on across the College, it was clear that there were two 'umbrella' areas for which philanthropy is essential:

First, Major capital development and research infrastructure projects. These include initiatives, like the Trinity St James Cancer Institute, which are still at concept and planning stage, and others, like the E3 Learning Foundry and the Trinity Business School, which are already substantially funded thanks to the generosity of alumni and friends, including those here today.

We still have philanthropic goals around those projects which are near completion – for instance we seek another €6 million euro for the Business School. And, of course, at the centre of the Campaign are key projects further down the pipeline - projects like the E3 Research Institute in the Trinity Technology Campus at Grand Canal Dock; and like the Library and its holdings, national and world heritage treasures for which Trinity is the custodian.

The second priority area for the Campaign is People. Our staff and students are why we're here - we provide opportunities for them to do ground-breaking research, and to transform their lives and the lives of others through education. In a global world, the competition for great staff and students is intense. Recognising this, a major strand of the campaign is to raise funding for a series of transformative professorships to bring new academic leaders into the country. Relatedly, we need a massive investment in scholarship funds to attract the best students from home and abroad. I'm going to create

a fund for 40 PhD students from unrestricted donations in the next academic year, and I would like to continue this on into future years.

These two priorities – capital developments and people – are related: we need new institutes to house new talent. However, it's can't be a question of making recruitment attendant on capital development. Education and research can't be delayed while institutes get built, and neither can competition for talented staff. We recruited strongly for the Trinity Business School before the first sod was even turned on the construction site. To accommodate them, we rented space, and we look forward to moving people in to fully occupy the new building when it opens. That's the right way around - to expand people ahead of building.

This is an important point with regard to the Trinity St James Cancer Institute. Last month we learnt that we've been accepted as the only Irish member of the Organisation for European Cancer Institutes, or OECI, which allows us to start the accreditation process to benchmark our performance internationally. It's excellent news. But for the moment our Cancer Institute exists only as a virtual entity - we have the researchers but not the physical building.

We can't put a date on the opening of the Cancer Institute, because it's not up to us. This will depend on government, our partners in this. Realistically, this will be a few years down the road.

Where does this leave us? Well, we can't stop investing in people and research. The solution I think is to be creative about using the space we have.

For instance, half the Trinity Biomedical Sciences Institute is currently rented out as part of the financing of the build, but perhaps it's time to take it back as expansion space for cancer and life sciences research.

The Philanthropic Campaign isn't just about big, stand-out projects – it's about having a clear and comprehensive vision that enables us to put endowment where it's needed in order to maximise resources and fulfil potential.

Trinity is a magnet for international talent in all disciplines: the humanities and the sciences. We bring great people into this country and they act as multipliers. Through strengthening Trinity, we strengthen Ireland.

* * *

The Philanthropic Campaign is ambitious and demanding. We need for it to be a success – not only to drive our projects in the immediate future but to create a culture of giving in Trinity.

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 the DNA.

Launching a successful campaign depends on creating a compelling narrative with commanding projects, and it depends on reaching a strong global, connected network. There's no point in having great campaign ideas which don't get to the people needed.

Your input is indispensable. Each of you has the understanding and judgment to help establish a compelling campaign, and collectively this Provost's Council connects to a truly remarkable global network.

Not to utter the usual cliché about the diaspora and how brilliant the Irish are at networking – but in truth, we're lucky to be able to draw on such talent. Already we are far ahead of other European universities in philanthropy – and I know that we can equal the great American universities.

Today, we'll be looking at ways of growing Trinity's network, while tomorrow we'll look into the mechanics of the campaign in terms of funding, communications, development, and core themes.

In today's breakout sessions, we'll be dividing into groups. Collectively, you are based all round the world and because of your professional success you have access to key people in your regions. For the philanthropic campaign to be successful, it needs to be global – it can't be based on the island of Ireland only. We look forward to brainstorming with you about ways to interest your networks in our campaign – whether it be through linking Trinity people in via hosting dinners or events or other compelling initiatives.

Already, we've benefitted hugely from your support. The generosity of many has been remarkable.

This year Martin Naughton endowed Trinity with €25 million euro for the E3 project, and the Bank of Ireland gave €4.7 million for the Innovation and Entrepreneurship Hub. As examples of individual and corporate support, these donations are exceptional. Such support enables us to raise our ambition, which in turn raises the ambition of the whole country. And it's also, of course, a measure of Martin's and the Bank's confidence in Trinity and Dublin and Ireland, and in the great future that we can collectively build together.

* * *

This year is the 425th anniversary of the foundation of Trinity College Dublin. And in a month's time we'll be celebrating with a Trinity 425 Symposium, looking at the history of the college through five centuries – from the late 16th to the early 21st Century.

Six historians will be speaking. And I'll be talking myself about the College in its fifth century – that's starting in 1992 and going up to 2092, so it's recent history and projecting into the future. The Taoiseach, Leo Varadkar – the first Trinity graduate to achieve the office of Taoiseach – is opening the event. We've sent invitations to all of you and I hope you can make it. It's a great opportunity to take stock and evaluate how far the college has come and what our key achievements have been.

I look forward to hearing about the challenges the College faced across the five centuries. It's always salutary to remind ourselves that the problems we're confronting aren't uniquely difficult. Let's hear about:

- 1689, the year of the so-called Glorious Revolution, when the college was taken over as a garrison and all the Fellows fled;
- and about the horror of the Great Famine, which devastated the country, and had impact for many generations;
- and about World War One, when hundreds of Trinity students, staff and graduates were among the thousands of Irish soldiers who died;
- and about the desperate penury of the first decades of the Free State. Before independence Trinity was in receipt of 20 thousand pounds annually from the British Treasury; in 1922 Michael Collins gave a cheque to the then Provost for ten thousand pounds and said, 'that's all we've got'. Trinity received no more money until 1949. That's 27 years on a shoe-string. Ernest Walton recalled that when he returned to Trinity in 1934 – after splitting the atom – to run the department of Physics, his budget for the department was approximately half a Fellow's annual salary!

All this puts into perspective our current challenges. What I take from the history, and what I hope will be brought out during the 425 Symposium, is Trinity's formidable ability to adapt and surmount challenges. This isn't true of every university. The history of Trinity can make it look easy - as if it were somehow pre-ordained from our foundation that we would today be in such a leading position. But nothing is pre-ordained and the evidence is all around us, in many countries, of once great universities reduced to the lower ranks, by refusal to take on leadership.

Trinity has survived and flourished because at crucial moments, people have come forward and shown leadership, taken the hard decisions necessary to advance the university. The very first Provost, Adam Loftus, began it all...

And in the 17th century, James Ussher, from a wealthy Dublin family, bequeathed his enormous – and enormously expensive – personal library to

the college – 10,000 volumes of manuscripts and printed books. It put Trinity's library on the map of Europe.

And in the 1960s and '70s Provost A.J. McConnell opened Trinity outwards and helped the university re-connect with the State after many difficult decades. Thanks to McConnell, Trinity was ready for the great expansion of the 1980s, when the state was desperate for more university places to educate a growing population. The '80s was when I came to Trinity – ten years' earlier that wouldn't have been an option.

Today is another such period of expansion and transformation for higher education. With Ireland boasting the youngest population in Europe, the Department of Education estimates that the demand for third level places will rise by 25% between 2011 and 2028. And as I began by saying, higher education is in transition globally - the way that countries fund and position their universities is changing. Trinity must draw on its great tradition to make sure that we meet these challenges with the courage and leadership that we have shown at other crucial junctures.

We must put in place initiatives - like this Campaign – which meet the demands of the moment.

What makes Trinity great is its people - I believe this will be the emergent message from the 425 Symposium.

Trinity isn't just a brand, or a book, or even this beautiful campus – it's the sum of the meaningful ideas and achievements of generations of students, scholars and graduates, for centuries past and stretching into the future.

That's why I have confidence in this Campaign, ambitious as it is. Because we are drawing on some of Trinity's best people – on all of you, on the extraordinary array of talent in this room, and of passion and commitment – without which talent has no focus.

I know that there is enough boldness, decisiveness, creativity, originality and generosity here to find solutions where others would see problems.

Together we will prevail and transition Trinity into its next phase of growth and strength, so that the university can continue to drive prosperity in Ireland, and to find solutions to the global challenges that confront us so urgently.

I thank you most warmly for being here and I look forward to what this Council will achieve.

Thank you.

* * *

05 September 2017

Academic Induction Programme

The Loyola Institute Building, College

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

I look forward to meeting you all personally, and to engaging with you over the year. There are, I think, some 28 of you here today, hailing from different Schools and disciplines, and at different stages in your careers. What you have in common is that this is your first introduction to Trinity – at least as staff members.

* * *

Today is the start of a three-day induction programme, which has been carefully devised for you. I hope it answers any questions you might have and provides a good introduction to college life and the way we do things here.

This morning is a chance for me to meet you. And in our time together I'd like to give you a brief overview of Trinity, our strategic goals, and how we achieve success in academic leadership.

As it happens, this year the University is commemorating the 425th anniversary since our founding by charter in 1592. To celebrate this, we're holding a Trinity 425 Symposium at the end of this month, looking at the history of the college through five centuries – from the late 16th to the early 21st Century.

Six historians will be speaking. And I'll be talking myself about the College in its fifth century – that's starting in 1992 and going up to 2092, so recent history and projecting into the future. The Taoiseach, Leo Varadkar – the first Trinity graduate to achieve the office of Taoiseach – is opening the symposium.

I hope some, or all, of you will be able to attend because it's going to be an unmissable opportunity to learn about the College: where we started from, what have been the challenges and opportunities along the way, and where we're heading. In Trinity, there is great cohesion between our traditions and our current planning and strategies for the future.

First and foremost are our values:

				
01 Multidisciplinary Excellence	02 Diversity and Inclusivity	03 Dialogue, Civic Action, and Global Citizenship	04 Responsible Governance	05 Academic Freedom
We meet the highest standards in learning, innovation, and independent critical enquiry, where staff and students conduct research at the frontiers of their disciplines, and where interdisciplinary academic activities are promoted.	We reach out to a wide cultural, social and educational spectrum with the aim of creating a community based on a collegiality in which all are encouraged to use their talents to achieve their potential.	We aim to secure the greatest benefit to the public good through our active participation in the social, economic, and cultural life of Dublin, Ireland, and the world.	We are a self-governing corporation, accountable to diverse stakeholders, operating transparently and with integrity. We value autonomy with accountability as the best way to advance our mission in education and research for the public good.	Above all else, we value the freedom to teach and pursue all avenues of intellectual enquiry, wherever they may lead.

The university you have joined is founded on a cohesive mission in education and research. We pledge:



You will find these three missions in our current Strategic Plan. From each mission flow three goals, and from each goal flow four actions, <https://www.tcd.ie/strategy/goals/>

The Plan is strongly cohesive.

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

The Plan represents a very comprehensive vision for the university, and it sets targets and parameters. We're half way through the current 5 year Plan and we're meeting – and indeed exceeding – our targets.

I won't go into detail on all our commitments; you will get a sense of them this week – I note that there are sessions scheduled on the Trinity Education Project, on research development, and on global relations and innovation. 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 it's one of Europe's principal research universities; in January this year we became the 23rd member of the exclusive League of European Research Universities, or LERU. And for the past two years running, we've been rated the number one university in Europe for educating entrepreneurs, according to evaluation by research firm, PitchBook. And we just got the news that we have top again this year – that makes for three years running.

We recognise the responsibility that comes with this: the responsibility to educate the talent, incubate the research, 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 may have heard something about this.

Ireland isn't alone. All round the world, state funding to universities is falling. In Europe, we're moving from the 20th century system of high state support for universities to one based on non-exchequer, private funding. It's even happening in countries like Sweden with strong traditions of state support.

Regardless of whether we academics welcome this or not, it's happening. It's 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 Trinity we're not sitting around, waiting. We're actively developing new revenue streams: for instance, licensing and spin-outs, international student fees, commercial revenue activities, philanthropy and alumni-giving.

Sixty percent of our revenue now comes from non-State sources. And next 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 needed.

Academics now hook up with industry; they launch spin-out companies, lead international research teams, advise policy-makers, manage global relations, and direct institutes. They are entrepreneurs, managers and leaders as well as thinkers and teachers.

To be an academic leader in Trinity, or any high-ranked university, you will probably need to develop a portfolio of skills, and you will certainly need to engage fully with the institution in all its workings.

We're delighted and honoured that you have chosen to come to Trinity. It's wonderful for the university to be benefitting from your expertise and commitment. You will contribute hugely to growing our research and refreshing our educational approach.

We want you to get the most out of your time here. This is a challenging but also a hugely exciting time to be in academia. The changes in higher education in the past two decades are revolutionary – I think we can use that word – in terms of technological advances, applying and commercialising research, extending education opportunities including through online, and forging international collaborations.

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. Some of the way is clearly signposted. Other paths will emerge as we surmount challenges and discover opportunities.

I thank you again for coming here and strengthening this university. For all of you in the audience I have a copy of Trinity 425 – I hope you find it inspiring.

I wish you the very best and I look forward to meeting you all personally and hearing about your research.

Thank you.

* * *

05 September 2017

“Economy of Ireland” Book Launch

Saloon, Provost’s House

Good afternoon,

and on behalf of the College, welcome, everyone, to this launch of the 13th edition of the *Economy of Ireland*. We will be hearing from the editors about the evolution of the book, from its first edition in 1975 to this, its latest edition.

Let me just say that I’m immensely proud of the contribution of Trinity people to the series and this edition, which showcases the strength of economics as a discipline here in this university.

I congratulate John and Francis. It’s a measure of their success and of the book’s importance that we have here today, to launch the book, the Minister for Finance, Paschal Donohoe, who is himself a distinguished Trinity graduate in Politics and Economics. He arrived here on a scholarship; he left with a first-class honours, having served as secretary to the Phil. And his subsequent career, first in business and then in politics, has more than justified the high expectations of his stellar college years.

The Minister arrived as an undergraduate in 1992. For the latest edition of *Trinity Tales*, he wrote a memorable and moving account of his time here. Like many an undergraduate – like indeed myself a decade earlier – he had what might be termed ‘an epiphany’ as soon as he walked through Front Gate. He writes of his sense that this

“wonderful experience would immeasurably change and improve everything that would follow it – and was not something to be taken for granted”.

He remained true to this epiphany in that he proceeded to throw himself into College life. He was not one of those who are blasé and disengaged through college. He entered wholeheartedly into societies, into making friends, into his studies. And it’s a measure of the education he received and of his own generosity of spirit that twenty years after graduating he remembered so well his lecturers and what they imparted to him. Particularly gratifying for any educator, reading his essay, is the credit he gives the university in his formation.

We are, of course, extremely proud of Paschal. We have watched with some awe his meteoric rise in government. Elected to Dáil Eireann for Dublin

Central in 2011, he was Minister of State within two years, and Minister of Transport in three. His success in getting re-elected in a 'notoriously difficult constituency' last year made for one of the memorable scenes of last year's election. And he now holds one of the most important jobs in the country, Minister for Finance.

And all this has been achieved with a consensus, which crosses party lines, that he is immensely able and deserving, one of the most brilliant, dynamic, hard-working and humane of any of the country's elected representatives.

We could not fail to be proud of Paschal – to point to him as an example to our students. But what makes us not only proud, but even in a sense, proprietorial, is that he is so definite about the part that the College played in his success. He writes simply that it was studying Politics and Economics here that *'led to a career in public and political life'*. His realisation, as a student, that the *'nature of political and public institutions is fundamental to the performance and design of an economy'* could stand as an endorsement to everyone to read the book he will be launching this evening.

It's not only in what he writes and says that the Minister has remained loyal, generous and supportive of Trinity. He has also taken time to support our programmes and initiatives. I think particularly of his support for the Career LEAP programme developed by Trinity's School of Education, which helps at-risk young adults enhance the skills necessary for developing career identity and work-readiness.

It's the Minister's palpable belief in the transformative power of education that makes him such a natural ambassador for Career LEAP and other access programmes.

* * *

It was a great day for Trinity when, earlier this year, we learned that both the new Taoiseach and the Minister for Finance were graduates. This wasn't simply vulgar satisfaction in having our graduates in "the top jobs". It's because Leo and Paschal exemplify this university's presence now at the heart of Irish public and political life after what might be termed the 'wilderness years' of much of the 20th century, when Trinity was isolated for various reasons not of the college's making, including Archbishop McQuaid's infamous ban on Catholics attending.

We want our students to feel a stake in the country that educated them and we want them to feel the joy that comes from 'giving back' – from using their talents and skills for the greater good – whether that be through politics, the arts, entrepreneurship, health, ecology, education, research or in whatever domain.

No-one can doubt Minister's Donohoe's sense of public service. And what is striking is his unaffected zest for the great role he has taken on. He is not bowed down by the cares of office; he is elevated by it.

He ends his essay in Trinity Tales with the memorable words – *luck and gratitude*, that is what he feels about his time here. I venture to say, as an educator and as the parent of a daughter who is starting in Trinity this year – that a sense of luck and gratitude, as opposed to entitlement or laid-back indifference, will take you very far. To keep our youthful excitement and idealism alive as we progress through life – this brings personal and professional fulfilment and it has an invigorating effect on all whom we encounter.

* * *

It's now my pleasure to invite the Minister to launch this book, but first, it's our honour to present to Paschal this gift: a limited edition copy, from 1926, of a First Edition of *Gulliver's Travels*.

This is the most widely-read book ever written in Ireland, or by an Irish person anywhere, or by a Trinity graduate. It was a sensation when it was published in 1726 and in almost 300 years it has never not been famous.

This year is the 350th anniversary of Swift's birth – which we commemorated with a symposium and with an exhibition in the Long Room.

And what makes this gift particularly apt, we feel, is that Swift's genius was political as well as literary. Who can forget his attacks on the governing of Ireland in *A Modest Proposal*? Or indeed his satire on the pettiness of party politics in the Lilliputian section of *Gulliver's Travels*?

He is certainly one of the most effective satirists who ever lived. Swift was the man who not only wrote, but lived, these words: '*Power is no blessing in itself, except when it is used to protect the innocent.*'

In the memory of this great Dubliner, graduate, and defender of the poor and marginalised, it's our honour to present this limited edition to our graduate, Paschal Donohoe, Minister for Finance and for Public Expenditure and Reform, in whose achievements we take great pride, and whom we wish continued future success.

Ladies and Gentlemen, Minister Donohoe.

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(L to R) Dr Francis O'Rourke (Department of Economics); Minister for Finance & Public Expenditure and Reform Paschal Donohue, T.D.; Provost Patrick Prendergast; Professor Gail McElroy, Head of the School of Social Sciences and Philosophy & Professor John O'Hagan (Department of Economics)

11 September 2017

Address to new Postgraduate Students

Edmund Burke Theatre, Trinity College

Thank you, Neville, and good afternoon everyone,

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

You are now counted among Trinity's 4,500 postgraduates, 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 speaking to you all, and I look forward to meeting you many more times, over the course of your time here.

For those new to Trinity, let me introduce myself. I'm Patrick Prendergast, and I was elected by the staff and student representatives in 2011 as the 44th Provost. I'm a Trinity postgrad in the School of Engineering, and a former Dean of Graduate Studies. Between 2004 And 2007, I held this position, as Neville Cox does today, with responsibility for supporting postgraduate students in their research and integration into university life.

* * *

Let me say how delighted we are that you have chosen Trinity for further study. Because of your academic distinction, you will have had the choice of many universities.

It's a privilege for us to be nurturing your talent, and when you submit your dissertations or graduate thesis, it will be a 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 being here. So I'd like to take this opportunity to tell you a bit about Trinity and how I think you can make the most of your time with us.

* * *

As it happens, this year the University is commemorating the 425th anniversary of Trinity's foundation in 1592. To celebrate this, we're holding a Trinity 425 Symposium at the end of this month, looking at the history of the college through five centuries – from the late 16th to the early 21st Century.

Six historians will be speaking. And I'll be talking myself about the College in its fifth century – that's starting in 1992 and going up to 2092, so recent history and projecting into the future. The Taoiseach, Leo Varadkar – the first Trinity graduate to achieve the office of Taoiseach – is opening the symposium.

I hope some, or all, of you will be able to attend because it's going to be an unmissable opportunity to learn about the College: where we started from, what have been the challenges and opportunities along the way, and where we're heading. In Trinity, there is great cohesion between our traditions and our current planning and strategies for the future.

This university, of which you are a decisive part, is founded on a cohesive mission in education and research. We pledge:

- to give our students a distinctive education and transformative experience;
- to undertake research at the frontiers of disciplines, making a catalysing impact on innovation; and
- to fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society.

You will find these three missions in our current Strategic Plan. From each mission flow three goals, and from each goal flow four actions.

The Plan is strongly cohesive and the 36 actions cross all our commitments – including in interdisciplinarity, global relations, access and inclusion, creative arts, online education, and innovation and entrepreneurship. We're half way through the current 5 year Plan and we're meeting – and indeed exceeding – our targets.

I won't go into detail on all our commitments; you will get a sense of them this week. A great programme has been put together for Orientation Week. I congratulate the Dean of Students, the Dean of Graduate Studies and all involved in organising it. I thank particularly the volunteers.

Trinity is Ireland's highest-ranked university and it's one of Europe's principal research universities. In January this year we became the 23rd member of the exclusive League of European Research Universities, or LERU, which includes the universities of Oxford, Cambridge, Zurich, and Paris-Sud among its members. And for the past two years, we've been rated the number one university in Europe for educating entrepreneurs, according to evaluation by research firm, PitchBook. And we just got the news that we are top again this year – that makes for three years running.

We recognise the responsibility that comes with this: responsibility to educate talent, incubate research, and produce products and services that drive growth and discovery in Ireland, Europe, and the world.

You are an indispensable part of our mission. We have a responsibility towards you – to give you the opportunity to develop your skills in research, education and innovation. And, of course, you have a responsibility towards yourselves, and towards those who have helped you get to this position where opportunities are open to you.

So, how to best fulfil your great potential?

* * *

Regardless of what field your specialization 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 typical undergraduate structure of 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 specialist area of study isn't easy. Particularly not in the beginning. You have two main support tools: your academic mentor and your fellow postgrads. Share your experiences and your concerns. Consult often with your mentor. It may be that, as you explore, you will re-think the terms of your research. That happens a lot. The area of focus at the beginning may give way to new avenues of investigation as you delve deeper into the subject – “follow the truth – wherever it may lead” as it says in the College statutes.

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 Dissertation, you will eventually know more than anyone else in the world, whether you be a Masters or a Doctorate candidate. Indeed you will know more than the professor mentoring you. If you persist, there will come a moment, I promise, 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.

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 Trinity community – of this collegial group of scholars, students and professional staff working to the same values and in a common mission. You bring dynamism, fresh ideas, energy, and support to the community. You give tutorials. Often you are the mainstay of our conferences and events. And as your research progresses, you deliver brilliant papers, which inspire undergraduates.

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 go on to become academics, you will not just be engaged on research, you will be teaching, publishing, administrating, organising events and conferences, leading teams, collaborating, fundraising, innovating, commercialising, and launching spin-out companies. Academia is a multi-faceted career, and now more so than ever.

And if you choose not to go down the academic path, you will, in any case, need 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 student and extra-curricular activities. Be proactive. Learning new skills is essential; taking on responsibilities and building relationships and trust is even more important.

Look to build relationships 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 opportunities. Don't remain isolated in your department. 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 links around the world. Make the most of this to build international contacts. The Trinity Trust Postgraduate Travel Grants are available for you to attend conferences or carry out research abroad – do make the most of them.

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 develop opportunities for innovation arising from their research. It's 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 health sciences – can be commercialised, 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 – as a product or a tool, or a service or a performance.

If you use your time wisely over the next few years, 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.

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 with the Dean of Graduate Studies, as the needs arises. 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.

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The Dean of Graduate Studies (Prof. Neville Cox) introducing the Provost, Dr Patrick Prendergast in the Edmund Burke Lecture theatre, Arts Building

15 September 2017

Address to Faculty, Thapar University

Thapar University, Patiala, India

Good afternoon,

It's a great pleasure to be here, and I thank you for giving me the opportunity. I was last here two years ago, as a Guest of Honour at the 2015 Convocation Ceremony. Our two institutions have developed much stronger relations since then. I've spent a wonderful morning visiting your teaching and design laboratories and the New Learning Centre, and it was a privilege to inaugurate the new Girls' Residences.



In our time together this afternoon I'd like to talk to you a bit about Trinity's relationship with Thapar University and how we might continue developing it; and I'd like to talk about Trinity's recent and planned initiatives in innovation and entrepreneurship, and future developments in Trinity's School of Engineering, and I'll also talk about some of the developments in Higher Education worldwide which affect us all.

But first let me congratulate you on your recent ranking, which is a tribute to staff, management and students. Trinity also went up in all the rankings this year, after some difficult years of economic recession in Europe. I'm delighted that progress and achievement in our two institutions is being recognised internationally.

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This partnership with Thapar University is the only partnership of its kind that Trinity has embarked on, and it's probably unique in its structure globally. We are blazing a trail here, and of course both our institutions want to do everything we can to maximise the opportunities of our partnership for staff and students.

Many of you have been to Trinity College Dublin - some frequently and for long periods of time. Likewise our professors have visited Thapar on many occasions and we are learning how teaching and research work in India. One of the successes to date has been the engagement and trust built between colleagues from both our institutions.

It's a credit to you that the 18 Thapar students, who have been with Trinity on the Pilot over the last two years, have excelled, winning several prestigious awards.

We look forward to welcoming the current group of 39 who are joining us this week.

Our two universities have successfully matched our Curriculums in the areas of Computer Science and Engineering, and we are looking at how we can further propel ourselves to the forefront in Engineering pedagogy in the 21st Century.

Independent learning, creativity, communication, responsibility and leadership are all central to the Trinity Education Project, which is an ambitious university-wide project to renew the undergraduate curriculum to ensure that we're preparing our students appropriately for global changes in the workplace and society.

I'll go into more detail on the Trinity Education Project in a bit because it ties directly into our initiatives in innovation and entrepreneurship. We will be rolling out changes in the undergraduate curriculum in the next academic year, and of course Thapar students coming to Trinity will directly benefit.

Progress is well under way on the contemporization/internationalisation of the undergrad programme in Thapar in collaboration with Trinity and challenges in this implementation are being systematically addressed.

However, the contemporization programme alone will not establish Thapar as an international centre of technical excellence. The development of a research-led graduate programme is key. Thapar has now established international links with Trinity College and with the universities of Groningen and Waterloo, which have a track record in research-led teaching and in industry collaboration. The aim is for Thapar to develop research-led programmes, with the added value of linking Indian industry and development.

We welcome the iconic IT library facility being developed here, and look forward to it being deployed to its fullest potential.

On the immediate staffing front, the L.M. and B.M. Thapar Professorships have been established, with the role to translate research activity between the two institutions. We could expect these to be filled by early 2018. In addition, five post doc positions have been awarded to commence in September 2017. These are aligned with:

- Garret O'Donnell -- Additive Manufacturing / Applications
- Anil Kokaram -- Video Signal Processing
- Roger West -- Sustainable Concrete Technology
- Carol O'Sullivan x 2 -- Graphics and Animation

As well as being exposed to state of the art equipment, the researchers will be embedded in thematic research groups and directly engaged on funded research projects. The post-docs will also engage with the PhD research students and masters level projects. Shortly after arrival, the post-docs will be expected to formulate a research plan in consultation with the PI and will contribute to publication and seminar activities.

In terms of research and education collaborations, I should mention the satellite project, which we discussed earlier today with your board member, Dr Pillai, and our own professor, Peter Gallagher (Birr telescope- I-LOFAR development) who joined us by Skype from Ireland. Technology is a constant, and work between students of our two universities on such a project will greatly enhance the reputation of both our institutions.

Further down the line, we look forward to identifying thematic areas of mutual interest to Trinity and Thapar, with a view to eventually establishing complementary – rather than directly duplicated - facilities at each institution. The training of the post-docs will be key here, as well as input from the Thapar chairs.

In parallel, we will identify supporting industry in India and Ireland who will drive initiatives and, in some cases, may fund laboratories. To this end, it may be useful to appoint an industry liaison strategist to look after targeted/strategic internships and to explore supporting funding mechanisms.

Trinity is extremely well-placed to drive these, and other initiatives, forward, and to partner Thapar in these ambitious undertakings.

I will turn now to Trinity's recent and planned strategies in Engineering and across the university.

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Many of you are familiar with how we do things in Trinity. You know that we are a large multidisciplinary university of 24 Schools across three faculties; that we have a singular mission in education and research as described at www.tcd.ie/strategy and that we encourage collaboration on all fronts: between our disciplines; globally with other institutions around the world; and with industry.

In short, we like to take a comprehensive and joined-up approach. We don't think disciplines, or scholars, or institutions should only function on their own. We believe that the most exciting research happens at the interface of disciplines and that our campus is invigorated by having an international body of students and staff, as by external links with industry and policy-makers.

This comprehensive approach is proving successful. To name some recent highlights:

- In terms of **research**, in January Trinity joined the prestigious 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.

- In terms of **entrepreneurship**, we just found out that this year, for the third year running, Trinity has been 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. You can download the pitchbook report from this website: <https://pitchbook.com/news/reports/2017-universities-report>
- And in terms of **global engagement**, Trinity has become the first university outside the United States 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 world-ranking universities of Brown, Columbia, Cornell, Dartmouth, Harvard, Johns Hopkins, and

Vanderbilt. Trinity is the 10th member. In January this year the first Trinity students were part of the CASA group studying in Havana, Cuba.

These are just a few of our recent highlights. They underline the success of our strategic planning and initiatives.

* * *

In Trinity, we understand that this is a period of significant transformational change in higher education, globally:

- New and merging disciplines;
 - the technology revolution;
 - globalisation and the resulting student mobility;
 - new models of funding, and the emergence of for-profit universities; and
 - changing employer needs and the student focus on employability
- are all contributing to a transformed higher education landscape.

Regardless of whether we welcome these changes or not, universities have to be prepared for them, because they are happening.

In Trinity, our initiatives are strongly premised on our understanding of these changes. For instance, I mentioned already the Trinity Education Project, our ambitious university-wide project to renew the undergraduate curriculum. This is about building on our traditional pedagogical strengths to ensure that we're adapting appropriately to global changes in the workplace and society, including more flexible job practices and the growth of the digital workplace.

The Trinity Education Project has agreed a set of graduate attributes which will shape the kind of education we offer. There are four graduate attributes:



Students will acquire these attributes through academic and co- and extra-curricular activities. Some of the changes we're making include:

- More diverse styles of assessment – moving away from exams to assess students on, for instance, by peer-to-peer assessment – and recognising assessment as 'formative' rather than 'summative';
- More team and group work;
- more opportunity for students to take modules outside their core discipline – for example we will have "Trinity Electives" with students obliged to take special modules outside their core discipline and linked to Trinity's research strengths; and
- continued emphasis on taking on leadership roles in clubs and societies, and in fundraising and volunteering.

More information can be found at <http://www.tcd.ie/academic-services/tep/>

Let me focus now on how the changes we are making will impact engineering.

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Engineering is a core discipline for Trinity. The School of Engineering was founded over 170 years ago, in 1842, making us one of the earliest universities in the world to teach engineering.

It's a large and prominent School; collectively, staff have published over 1,000 academic research papers over the last five years. There are three research centres located within the School, , and staff contribute significantly to three of Ireland's most important research centres: CONNECT, the research centre for future networks and communications, ADAPT the centre for digital content, and CRANN, the Centre for Research on Adaptive Nanostructures and Nanodevices.

And Engineering is now at the epicentre of one of the university's most exciting initiatives: the Engineering, Energy and Environment Institute, which we're calling E3.

Many of you will have heard something about E3. An industry-academic collaboration space, it will be one of the first institutes globally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable 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. 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.

There brochures of the E3 project are available and have been circulated for your information.



E3 is being developed in two phases: the learning institute, which we're calling the E3 Learning Foundry, and the E3 Research Institute.

The E3 Foundry is already substantially funded and it will open in three years' time. It will change the way that engineering, natural sciences and computer science students learn, both in terms of content – with more focus on the challenges of managing the earth's resources – and in terms of method – with more peer-to-peer learning and smaller group teaching. The new building will reflect the new curriculum – for instance it will have no large lecture theatres, but many student-bookable rooms to meet and brainstorm. It will be a wonderful learning environment, which I know your students will exhilarate in.

The Foundry is the first phase of E3. The second phase is the E3 Research Institute which will bring researchers together with industry and policy-makers in an interdisciplinary environment. They will focus on bringing solutions rapidly to market and will be instrumental in the development of new energy solutions and a more sustainable approach to natural capital. The Research Institute will also be housed in a new impressive building – it will be in the Trinity Tech Campus, close by our main campus, on Grand Canal Dock, which is the area in Dublin that is developing into a kind of

cluster because it's where Twitter, Facebook, Google, and other tech multinationals have their European headquarters, as well as Irish start-ups.

In Trinity our researchers already have substantial collaborations with these companies; locating the E3 Research Institute in the centre of Dublin's 'Silicon Docks' will facilitate many more collaborations.

We're tremendously excited about E3. It addresses, of course, a fundamental need for the planet, and in tandem with other developments such as the Trinity Business School, it will unleash the creativity and innovation potential of staff and students.

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Let me talk a bit about this creativity and innovation on campus. One of the most exciting developments of the past decade in Trinity has been the growth in innovation at all levels of the university, including at undergraduate level.

To date, Trinity's campus companies – or spin-out companies - have generated over 3,500 jobs, €1.3 billion in exports and over €500 million in venture investment. And all this has happened within the last eight years. Trinity went from creating just one campus company a year between 1986 and 2008, to creating seven companies a year.

We achieved this by revising the procedure for campus company formation in 2009 and establishing a new Office of Corporate Partnership and Knowledge Exchange in 2014, which brings under one roof all the functions necessary to support research collaboration and commercialisation.

This means that our staff and postgrads are ever increasingly involved in hugely successful spin-out companies such as Iona Technologies, Havok, and Opsona Therapeutics.

In the past few years we've extended this innovation and entrepreneurial success to our undergraduates. Four years ago, we set up a student incubation programme, LaunchBox, which has proved hugely successful. In its first three years, it supported 24 student companies which went on to raise a total of €1.2 million in venture capital.

Engineering, business and computer science undergraduates have featured strongly as founders of successful LaunchBox companies. To give some examples:

- iDLY Systems is a software-as-a-service company offering digital identification services to universities and institutions in Ireland. It was set up by a mechanical engineering and a computer science students after they launched the highly successful Trinity Digital Student ID.

- FallSafe is a fast system to help elderly call for immediate assistance when falls happen, thus improving care and reducing the 400 million euro economic costs related to falls in Ireland. The system comprises a mobile app and a wearable emergency button. It was founded by a computer science & business student and an industrial engineering student.
- HaySaver is a temperature and humidity sensor that gets inserted directly into your hay bales to assess for nutritional losses, mould defects and over-heating which can damage your forage. It was established by two mechanical engineering students.
- TouchTech secures online payments by using fingerprints and eye-scans. It is one of the earliest LaunchBox companies – set up by an engineering and a management science student. It now supplies customers, principally banks, in Ireland, the UK and Europe and has announced 40 job creations.

These companies were created, scaled up and marketed, from conception to product, by students. We're hugely proud of them.

This is just the beginning. Our current and planned initiatives are focussed on further unleashing the creative, entrepreneurial and innovation capacity of staff and students.

For instance, the new Trinity Business School will open next year in a state-of-the-art building on campus. It's to be co-located with an Innovation and Entrepreneurship Hub, and will also include a 600-seat auditorium; a public space for students to meet and exchange ideas; 'smart' classrooms with the latest digital technology; space for prototyping and company incubation projects; and a rooftop conference room.

The Trinity Business School will have a cataclysmic effect on our already impressive success in innovation and entrepreneurship, as will E3. Commercialisation and entrepreneurship will be embedded into both the E3 Learning Foundry and the E3 Research Institute.

With focus on combatting climate change, finding new energy sources, and encouraging sustainability and biodiversity, we expect staff and students to make ground-breaking discoveries and to contribute towards new ways of living on this planet together. This is essential. Collectively, as a species, we need to rethink and rework our relationship to the planet and to each other. No one country or institution can do this alone, but we can all make a contribution. I look forward to staff and students in Thapar University and Trinity College Dublin working towards solutions together.

I thank you for your attention. For me it has been very useful and interesting and instructive to focus on the partnership between our two universities and how we can best develop this, capitalising on our strengths in education, research and innovation, and always taking into account and preparing for the changes that are affecting the global higher education landscape.

This year is a special one in Trinity – because we are celebrating our 425th anniversary – that’s 425 years since the University was founded by charter by Queen Elizabeth the First. To celebrate this, we have produced a book, *Trinity 425*, which I look forward to presenting to you later.

Like all venerable institutions, Trinity has enjoyed a very interesting, sometimes turbulent history. As I’ve mentioned, this year we also celebrate 170 years since the founding of our Engineering School, and it is exactly 255 years since Trinity first made direct engagement with India - in 1762 the College appointed Mir Aulad Ali, an Indian Muslim, as Professor of Arabic, Hindustani, and Persian.

Our engagement with India grew substantially during the 20th century as we began to welcome many students, particularly to the Medical and Engineering Schools.

In the 21st century, engagement has gone to another level entirely. As I’ve said this partnership between Trinity and Thapar University is probably unique in its structure globally, and I believe it will become a model to other universities wishing to foster closer partnerships.

And this year is historic for Ireland-India relations - and more specifically, Trinity-India relations - because the country got a new Prime Minister – though in Ireland we don’t say ‘Prime Minister’ we say ‘Taoiseach’ – and our new Taoiseach is called Leo Varadkar and he is the son of an Irish mother and an Indian father who moved to Ireland in the early 1970s.

When Leo was elected there were headlines around the world because he was the first son of an immigrant to be Prime Minister of Ireland and he is also young, just 38 years old.

He has many cousins, uncles and aunts on his father’s side still living in Mumbai. Naturally, they were extremely proud, and Irish journalists went to interview them and we learnt that he gets his political talent from his father’s side because two of his uncles were involved in the struggle for Indian independence; one of them was arrested and served a year in jail as a political prisoner*.

* <https://www.irishtimes.com/news/politics/meet-the-varadkars-handsome-beautiful-38-year-old-doctor-becomes-pm-of-ireland-1.3114419>

He is a graduate of Trinity, from the School of Medicine and he is in fact the first Trinity graduate to be elected to the office of Taoiseach, so we are very proud of him. And I like to point to him as an example to our students of flexibility: most young people who dream of running the country don't necessarily study medicine, they rather do Political Science.

But the way the world is going, your primary degree does not define your future career and what you learn in one field can be applied to another. In Medicine, Leo learnt critical thinking, independent judgement and responsibility - which are proving very useful in his new job as Prime Minister.

This is the mindset that we seek to embed in our students.

Openness to other cultures is fundamental to resilience and creativity. In this historic year for India-Ireland relations, let's our two universities build on our remarkable partnership and make ever stronger connections in research, education and innovation.

Thank you.

* * *



(L to R) Mr Gautam Thaper & Provost Patrick Prendergast

18 September 2017

Welcome to Junior Freshmen Students

Edmund Burke Theatre, Trinity College

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

It's such a pleasure for me to get this opportunity to meet you now, at the start of your college adventure.

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 six years ago by the staff and the students to lead this university as Provost until 2021.

I want all of you to have as good an experience as undergraduates 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 only a proportion of the population ever gets to third level. You're in a privileged position, and this means that much is expected of you.

This is a life-changing opportunity. 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 independent thought. It's no longer about what you can remember, but what you can discover for yourself.

It's not about regurgitating what lecturers say, it's about your own interpretation.

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.

We are currently in the middle of an ambitious, university-wide initiative to renew and refresh the undergraduate curriculum. The Trinity Education Project – as we're calling it – is about ensuring that we're preparing you appropriately for global changes in the workplace and in society, including more flexible job practices and the growth of the digital workplace.

The new curriculum will be rolled out next year, and it will impact you in when you come to choose modules in your senior years. Some of the changes we're making include:

- More diverse styles of assessment – moving away from exams to assess students on, for instance, by peer-to-peer assessment – and recognising assessment as 'formative' rather than 'summative';
- More team and group work;
- more opportunity for students to take modules outside their core discipline – for example we will have "Trinity Electives" linked to our research strengths, which means that, for example, science students can take modules in arts and humanities, and vice versa; and

- continued emphasis on taking on leadership roles in clubs and societies, and in fundraising and volunteering.

That's all I'll say about the Trinity Education Project for the moment. You'll be hearing more about it over the next year, I'm sure. These changes are our way of ensuring that we are preparing you properly for a world which is ever more global, entrepreneurial, and technological, and more flexible in terms of jobs and career-building.

The old model of a job for life has gone – it's likely that many of you will develop a number of different careers, and in different cities and countries. It's our responsibility to prepare you for this as well as we can.

This preparation isn't about teaching you the latest technology – although of course it's important to stay on top. But more important than content and information is developing the right mindset.

The Trinity Education Project is about encouraging you to develop a mindset premised on four attributes:

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

If you leave college having developed an independence of mind; able to express yourselves clearly and vividly – written, spoken and digitally; and if you are capable of adapting to change and imbued with a love of learning; and if you understand your responsibilities to your fellow human beings and to the natural world, and are ready to take up leadership roles – then you will have the right mindset for a successful career and active citizenship.

This is what we seek for you; this is what our education is aimed to deliver.

We will deliver this through the curriculum and through extra-curricular activities - through the Library and Lab, and through clubs and societies and volunteering.

Let me talk a bit about the curricular and the extra-curricular.

Research

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

For instance, if you were following the news the last few weeks, you may have heard about Trinity scientists' breakthrough with developing a cartilage-derived 3D scaffold to act as a template to guide the growth of new tissue – this is a potentially transformative therapy for treating degenerative joint diseases like arthritis*. Or you might have read about Trinity leading an EU project to lessen the load on stressed waterways† - hugely improving the efficiency of delivering water to our homes, a big topic in Ireland, obviously.

On a very practical level, you may have heard about our Campus Pollinator Plan. We're committing to supporting beekeeping on campus, raising awareness of pollinators and how to protect them, and expanding knowledge and collecting evidence to track change. We've reduced mowing on grassy areas, planted pollinators, and welcomed honeybee hives and solitary bee hotels to campus.

This is applied research – we're applying the knowledge we've gathered on how to combat loss of biodiversity - and it's on-going research; we're tracking change. This is typical of how we work in Trinity. We keep our research active and we seek to apply our discoveries to make impact.

Our professors act as advisors to government and policy-makers and they collaborate with industry and establish start-up companies, also called spin-outs, to commercialise their research. A fifth of all spin-out companies in Ireland stem from Trinity.

This is relevant to you, because research, and commercialising research, isn't just something your professors do. In your final years as undergraduates, you will be engaged on original research, using primary sources. You will be discovering and analysing 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.

Let me give you a great example of how students and staff have worked together to make impact.

The College recently took a decision to divest from fossil fuels. Our investment portfolios, which are managed externally, did involve some investments in fossil fuel companies. It's difficult to divest strands of a portfolio, but that's what we have taken the decision to do.

* <http://www.techcentral.ie/cartilage-printing-research/>

† <https://www.siliconrepublic.com/innovation/trinity-redawn-water-networks-project>

How did we come to take this decision? It started with the students. In October 2015 the Students Union passed a motion to campaign for Trinity to end its investments in fossil fuels.

And now we are applying to join the International Sustainable Campus Network, which is a global forum to support leading universities and corporate campuses in the exchange of ideas and best practices for achieving sustainable campus operations.

This will involve, for instance, recycling, energy efficiency, water efficiency, and clean energy. And what's exciting is that we will integrate research, education and campus practice to achieve this.

So Trinity is a leader in campus sustainability thanks to staff and student research and activism together.

Innovation & Entrepreneurship

In the past five years, there has been huge emphasis put on developing student innovation and entrepreneurship skills. Our student accelerator programmes, Blackstone Launchpad and LaunchBox are designed to help you incubate and market your ideas and to apply your knowledge in practical ways that improve people's lives.

Let me give you an example of a project which was incubated under LaunchBox: last year two of our computer science students developed a 'Trinity ID' app which resulted in Trinity becoming the first higher education institute in Ireland to introduce student digital ID. This app replaced the traditional hardcopy student card as a way to access services on campus like the Library, the Sports Centre and Health Services. And now, the student entrepreneurs have founded a company, iDly, to roll their product out across other university campuses.

The Trinity Experience – 2. Extracurricular

Currently students work on founding companies and developing apps during extracurricular time. In the future, thanks to the Trinity Education Project, you might be able to count a new piece of technology as your original research project – or indeed you might be able to so count a performance or a film.

We understand that the world is changing and that a written dissertation isn't the only way to present research - although good written skills remain essential.

Increasingly, we are blurring the distinction and hierarchy between curricular and extra-curricular. We regard both as central to the Trinity Education.

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

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.

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. Do plunge into college life.

As students you have all kinds of 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 talk to you shortly about the full range of extracurricular activities.
- 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.

The Trinity Community

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

If you go to the Dining Hall, you will see a frieze in the grand 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 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.

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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Provost Patrick Prendergast speaking in the Edmund Burke Theatre, with Dr Kevin O'Kelly (Dean of Students) and Dr Aidan Seery (Senior Tutor)

22 September 2017

Henry Grattan Lecture 2017: Mario Draghi, President European Central Bank

Edmund Burke Theatre, Trinity College

Good morning,

And welcome everybody to the Edmund Burke Theatre in Trinity College Dublin for the Henry Grattan Lecture.

This lecture series is a flagship initiative of Trinity's School of Social Sciences and Philosophy. Over the past six years, since the lectures were founded in 2012, they have brought to Trinity leading politicians, economists and public figures, engaging with vital contemporary issues. Our College community and the wider public in Dublin have benefitted hugely from the articulation and debate of such central issues.

A word on the title. Henry Grattan is a Trinity alumnus and the only Irish politician to enjoy the accolade of having a phase of parliamentary history named for him. 'Grattan's parliament' operated, as many of you will know, from 1782 to 1800, just outside these walls - in College Green, in what was then the Irish parliament, now the Bank of Ireland.

Grattan is famous as a constitutional parliamentarian, who rejected extremism but was vigorous in his demands for legislative independence, and for extending the definition of the political 'nation' to include Catholics. He expressed these views with clarity and passion – his famous oratorical skills were first honed in our college debating society, the Hist. He was a pragmatist and a superb communicator who threw himself into the vital issues of the day – his is a worthy name to be evoking in these lectures.

The Henry Grattan Lectures invite an influential public figure to address contemporary issues. There has been, from the start, a strong focus on European issues: the inaugural lecture, in 2012, given by Joschka Fischer, had the provocative title: 'The End of the European Project?' – but with a question mark. In subsequent years, speakers have included such well-known Europeans as Peter Sutherland and David O'Sullivan, speaking on migration and on EU-US relations respectively. And just a few months ago, John Bruton gave a Henry Grattan lecture in the Embassy of Ireland in London on the *Political Consequences of Brexit*.

And there has also been a strong focus on economics, with Patrick Honohan giving the 2016 lecture on the Irish economy since independence.

Collectively, then, these lectures amount to a vital and incisive look at major EU and Irish issues, by people directly involved, in a crucial period for Europe.

Today's speaker continues in the tradition that has developed. Mario Draghi is, of course, the President of the European Central Bank, a role he has held since 2011; previously he was Governor of the Bank of Italy. As such, he has never been out of the news this past decade; he is among the world's most important leaders, and it's an absolute honour to welcome him here today.

I thank the Central Bank of Ireland and European Central Bank teams for collaborating so closely with the Trinity team, to make this visit happen. And I thank Mario Draghi for making the time. I know that he is to be honoured later by an award from our Student Debating Society, the University Philosophical Society. It's tremendously exciting for students and staff to welcome Mr Draghi to campus and we're delighted also that we can open this important lecture to the wider public.

Ladies and Gentlemen, to talk on

'Youth Unemployment in the Euro area',

please welcome the President of the European Central Bank, Mario Draghi.

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23 September 2017

The Outer Edge: Workshop in Honour of Professor David Dickson

Neil Lecture Theatre, Trinity Long Room Hub

Good morning,

I'm delighted to be here welcoming you all, and celebrating David, but it is for me, as I know for all here, a mixed delight. The only way to approach David's retirement with equanimity is to hope that it will be retirement in name only and, that as Emeritus, David will continue to publish – indeed will have more time to publish – and more time to bring his scholarship and insights into the public sphere.

And that he will continue to be strongly connected to the college.

I'm not going to presume to tell a roomful of historians, how great a historian I think David is. But for someone like me, with a strong 'lay interest' I guess you would call it, in history, David is wonderful, not only for the clarity of his writings but for his willingness to share his learning.

When, a few years ago, I was looking for research projects to showcase in the annual Provost's Review, which captures the highlights of the College year, I immediately thought of David. He had just published *Dublin, The Making of a Capital City*, and it was receiving wide coverage in the media. It's a marvellous book, scholarly, accessible, full of riveting detail, and of course the story of Dublin is also, from 1592, the story of Trinity because of the College's centrality to the city.

And when we began considering how to celebrate this year's anniversary, the 425th year since Trinity's founding, I again turned to David. He will introduce the symposium we are holding on Tuesday.

These are just two of my recent personal contacts with David.

I was Secretary to the Fellows in 1998, and the minute book in those days was all done by hand. Some years earlier David had also been Secretary to the Fellows, and leafing back through the pages of the minute book admired this I handwriting. So my first encounter with David was through his handwriting! And later I worked with David when he held the office of Registrar in or around 2004. The Registrar's role is a complex one involving representing both the College and the University externally, and at the time David held it, was also concerned with international student recruitment.

Subsequently these portfolios were divided and in carrying them forward David showed considerable administrative skill which David has in spades.

More recently David has been convenor of the research theme 'Making Ireland'; that this was selected as one of the key college research themes is a huge tribute to David. This theme is now going forward to be one of the "Trinity Electives" under the Trinity Education Project.

I know you have a very full programme today so I won't go on further. Let me just say, on behalf of the whole university - David, you have been a wonderful member of staff. History is one of Trinity's most glittering schools, and it's one of the top History Schools in the world. You have done so much to bring this about – through your scholarship, your teaching, and the way you have inspired students and colleagues. I wish you the very best in your retirement and I hope you will remain deeply connected to the college.

Thank you.

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23 September 2017

Naughton Scholar Awards

Stanley Quek Theatre, Trinity Biomedical Sciences Institute

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

Good afternoon, and welcome to the Quek Theatre in 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 mathematics – called the STEM subjects. We celebrate the increased focus, across the country, on these disciplines, which are so important to innovation and to driving the Ireland's economic development. And we celebrate the generosity and vision of the Naughton family, who have been instrumental in enabling this increased focus.

Today thirty-six new students 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 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 a decade 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.

Such jobs are particularly critical to a country's innovation and competitiveness, so the issue of third-level admissions to STEM subjects is of national concern.

At the same time, the country is confronting another issue: the rise in the expense of studying at third level. It costs to educate someone to university degree level and beyond and, in an increasingly competitive and globalised world, costs keep rising.

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

No-one of potential should turn away from third-level because of financial concerns: that makes no sense, either at the private level of the individual – since education is the means through which we turn around our lives – or at the public level of society and the economy, which needs bright, skilled workers.

Various solutions have been suggested. The issue is under continuing debate. In the midst of such concerns, the Naughton family stepped in, bringing action.

They knew how crucial these issues are; they also knew that the proposed solutions would take time to have effect, and in the meantime, talented students were coming through secondary school every year. Their potential risked going to waste.

The solution the Naughtons came up was strong, simple and impartial: to provide scholarships for exceptional students to study science, engineering or technology at any Irish third-level institution of their choice.

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

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The Naughton scholarships are a community initiative in the best sense. So it's particularly appropriate that the whole Naughton family is involved, and we're delighted to see them here today. That this is a family initiative gives special heart and value to these scholarships.

In Trinity, some of our original Naughton scholars from 2008 and 2009 are now pursuing PhDs with us. They are contributing original research, linking with industry, and providing important support to our academic and teaching programmes. This is a palpable achievement of these scholarships, in just a few short years.

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To the new Naughton scholars, our 2017 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.

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.

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(Centre in photo) Carmel and Martin Naughton, with Taoiseach Leo Varadkar, T.D. and the Naughton scholars

24 September 2017

The Rooney Prize 2017

Hallway of the Provost's House, Trinity College

Distinguished Guests, Colleagues, Ladies and Gentlemen,

You're all very welcome to the Provost's House in Trinity College Dublin for this great annual event: the awarding of the Rooney Prize to a new emerging Irish literary talent.

* * *

This year is a sombre one because we mourn the death in April of the founder of the Prize, Daniel Milton Rooney, former chairman of the Pittsburgh Steelers, US Ambassador to Ireland, and co-founder of the Ireland Funds – a remarkable owner-manager of a legendary American Football team, a philanthropist and benefactor of the arts, an early and active supporter of Barack Obama, and a true friend to this country.

For forty years, since its inception in 1976, he presided over the Rooney Prize for Literature – and whatever his commitments, he was here in Dublin, in person, to present the Prize. Last year, exceptionally, ill health presented him and his wife, Patricia, from travelling. But we are thankful that Dan did live to see the 40th anniversary of the Prize he inaugurated.

He knew that it was exceptional among literary awards for its longevity – the same Prize with the same name and the same benefaction for four decades – and a prize remarkable for its ability to spot talent. I once toted up all the Bookers, IMPACs, Tonys, and Oscars held by Rooney prize-winners; it was an impressive tally. Just in the past three years, Doireann Ní Ghríofa, Colin Barrett and Sara Baume are more than justifying the judges' faith in them. Dan Rooney was rightly proud of this Prize and its support for Irish literary talent.

* * *

Last year, at the 40th anniversary, we took the opportunity to pay particular tribute to Dan Rooney. This year let us reassert our pride and faith in this Prize, and our thanks to Dan and Patricia Rooney, on behalf of the whole country.

This is a Prize indelibly associated with its founders and we're so delighted that the Rooney Family connection is holding strong. Dan and Patricia's nephew, Peter Rooney, is now taking over the Prize. Peter is a Dublin resident

and for the last number of years - indeed since I've become Provost - he has accompanied Dan and Patricia to the prize-giving every year, so he is already a friend to the College and to the Prize. We are delighted to welcome him and his husband, John Curran, here tonight. We thank them, on behalf of the arts in this country, for their generous support and their enthusiastic commitment.

The Rooney Prize has done its founders, and winners – and their readers – proud for 40 years; and will continue to do so.

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For over a decade now, the Prize has been administered by the Oscar Wilde Centre for Irish Literature in the School of English, here in Trinity. It's a tremendous honour for the university to manage and administer this prestigious prize.

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. This is Gerard Dawe's final year; he is retiring as chairperson of the judging committee. He was wonderful in this role. We thank him most sincerely.

Rosie Lavan, assistant professor of Irish Studies in the Trinity School of English and the School's Literary Arts Officer, is now joining the Rooney Prize Committee. She joins:

- Eiléan Ní Chuilleanáin, poet, critic, Ireland Professor of Poetry, and Fellow Emeritus of Trinity College.
- Éilís Ní Dhuibhne, novelist, dramatist and lecturer in creative writing in UCD;
- 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 the Committee for the work they have put into this Prize.

The Oscar Wilde Centre and Trinity's School of English include among its staff and graduates significant names in literature. We are very proud of it, and its role in releasing the creative potential of future writers and supporting the practice of literature in Ireland and the world.

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In the College's current five-year Strategic Plan we affirm our commitment to (I quote) "contributing to the sustainability of culture and creative enterprise in the capital." And 'Contributing to the sustainability of culture' involves doing all that's necessary to create a flourishing literary ecosystem. That means supporting small publishing presses and literary journals;

establishing excellent creative writing courses; providing writers' bursaries and retreats - and supporting literary prizes that become markers of talent.

We thank Peter Rooney for putting confidence in the Oscar Wilde Centre to manage this truly extraordinary Prize.

And now I'd like to invite to the podium, committee member Riana O'Dwyer, to announce the winner of the 2017 Rooney Prize for Literature in this, its forty-first year.

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(L to R) EM Reapy (Rooney Prize winner) & Provost Patrick Prendergast

26 September 2017

Age Friendly Trinity

Long Room Hub, Trinity College

Minister*, Distinguished Guests,

Colleagues, Ladies and Gentlemen,

It's my pleasure to welcome you to the Trinity Long Room Hub for the launch of Age Friendly Trinity.

With this launch Trinity formally joins the international network of Age Friendly Universities and commits to the ten principles which unite its members. These principles encompass public engagement, dialogue, education, lifelong learning, and the university's research agenda.

The Age-Friendly University network is a global initiative which was instigated here in Dublin in DCU, and we are delighted to have with us this morning the President of DCU, Professor Brian MacCraith, who will address you shortly.

This is a wonderful initiative and it's one which Trinity fully supports. Ageing is one of the most important of our thematic research themes. Just over a decade ago, in 2006, we established The Irish Longitudinal Study on Ageing, TILDA - a ground-breaking multidisciplinary study, which has made Trinity and Ireland a first port of call for researchers round the world seeking information on ageing.

The Intellectual Disability Supplement to TILDA – IDS-TILDA – was launched soon after, and last week it celebrated its tenth anniversary with the launch of the Trinity Centre for Ageing and Intellectual Disability, which is the first dedicated Centre worldwide to investigate key issues in ageing, intellectual disability and the life course.

And last year we celebrated the donation from Atlantic Philanthropies to establish 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 to tackle the looming dementia epidemic and to improve care worldwide. It aims to train global leaders in

* Mr. Jim Daly, Minister for Mental Health and Older People

brain health by the rapid translation of research in neuroscience and ageing into policy.

All these initiatives – TILDA, the Centre for Ageing and Intellectual Disability, the Global Brain Health Institute – go across the university, engaging multiple researchers, including from epidemiology, geriatric medicine, demography, social policy, psychology, economics, statistics and nursing.

They impact our educational programmes. We are delighted that since launching in 2016 our Massive Open Online Course, or MOOC - “Strategies for Successful Ageing” – has been accessed by more than 30,000 learners from over 100 countries, the majority of them over 56 years of age.

And our initiatives in Ageing are intrinsic to our mission in public engagement – to be engaged, locally, nationally and internationally, with key policy initiatives.

This is why we are so delighted to join the Age Friendly University Network, because it takes a similarly broad and inclusive and engaged approach to Ageing.

If a university does great research into ageing, but doesn’t open its educational programmes to older adults; or if a university is supportive of its own retired community but doesn’t involve older adults in its arts, cultural, health and wellbeing activities, nor open a dialogue with older communities – then the university is missing an opportunity. Instead of flow and energy between all its goals and actions, there is stoppage and incoherence.

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The Ten Principles of Age Friendly Universities go across a University’s mission in education, research, innovation and public engagement. By adhering to these ten principles, a university ensures that it is truly serving the older community and genuinely orienting its programmes to intergenerational and lifelong learning.

I congratulate Professor MacCraith and DCU for instigating this initiative which has proved so important and so popular.

I’d like to thank Professor Des O’Neill who first proposed to the Equality Committee that Trinity adopt these Principles. And I thank the Age-Friendly Trinity Working Group which has enabled Trinity to join the Network, including surveying a wide range of stakeholders across the university about their ongoing actions which support the ten principles. My thanks to the chair of the Group, Professor Sabina Brennan, and to all the members.

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I look forward to Trinity continuing to promote positive ageing in Irish and global society; and I look forward to sharing our experience and achievements in this area with other members of the Age Friendly University Network.

Thank you.

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Provost Patrick Prendergast opening “Age Friendly Trinity” with Sabina Brennan and Prof Brian MacCraith (DCU) also present

26 September 2017

425 Symposium: ‘Trinity in the Fifth Century’

Dining Hall, Trinity College

Good evening,

It's an honour to be speaking in the company of such great historians. On behalf of the College, may I thank them for lending their scholarship to our commemoration.

It's my privilege to be looking at Trinity in its fifth century – which began in 1992, so that's the last 25 years and projecting into the next 75. I'm not speaking as a historian, of course. My qualification to address you is that I lived through this period in Trinity, and was fortunate enough to play a role in many decisive initiatives. So I'm speaking as a member of staff and latterly a College Officer and Provost.

We've been hearing about Trinity's rich history. The past two and a half decades do not – thankfully – compare with the dramatic violence of some of the earlier years. But it's my contention, that in terms of transformation in research and education, they are as momentous as any 25 years in our history.

If we go back to 1992, the College certainly differed greatly from 25 years earlier, from 1967. There were far more students, and many more of these were women, and Catholics, and Trinity was much more embedded in national life. All significant social changes.

But in terms of pedagogy and research, not so much had changed. While there was excellent scholarship on-going in Trinity in 1992, Ireland was still a poor country by European standards and there was minimal investment in laboratories and research programmes.

Essays were still hand-written, and student exchanges were within Europe and mostly taken up language students; the college was beginning to strengthen its links with industry and there was one remarkable spin-out, Iona Technologies.

The difference with today I need hardly spell out. By 1992 we were prepared for change, and the past 25 years have been the years of:

- new and emerging disciplines – I was lucky enough to spearhead one of them, Bioengineering;
- huge investment in research and scholarship;
- growth in innovation, entrepreneurship and industry collaborations;

- a revolution in information and communications technologies, and in digitisation and online education;
- growth in international students, and in student exchanges and global research partnerships;
- and, on the negative side, taking the last decade, they're the years of reduced state funding on a per student basis.

This revolution has been global – all universities are experiencing the transformation in technology and communications. But it has also been driven internally – for instance, Trinity has emerged as a research leader in many disciplines, within Europe and internationally, in a driver of interdisciplinarity through subjects like Digital Humanities, Nanoscience, Deaf Studies, Neuroscience, and Life Sciences.

I'd like to pay tribute to all who brought these changes about. These achievements were effected across the university, by academic and professional staff, working together.

I'm speaking as if this is a great 'success story'. Which I believe it is. Not in every sphere. There have been mistakes, inevitably. But if I look at where we were, and where we are now, and what we had to come through, and compare us to other universities, I think "Success Story" is a fair summation.

I see these two and a half decades as a cohesive period of transformation during which the College responded to many challenges and opportunities to become Ireland's research flagship.

You could see the last 25 years as a tale of two halves: the Celtic Tiger and the Downturn. Maybe if I were giving this talk a few years ago, that's how I'd see it. But happily, the country is in a better place now and we have perspective. I think future scholars of the college will see a continuous sweep through, rather than disruption.

I say this because the exciting developments of the 1990s:

- the emergence of new compound disciplines;
- the huge investment in research through national and EU programmes;
- the establishment of the Trinity Access Programme;
- industry collaboration; and
- the pedagogical use of technology.

All these developments were continued and strengthened right through the downturn. We could have responded with panic to austerity: ramping up student numbers to generate revenue, or hunkering down around a limited number of research programmes. But we chose not to sacrifice quality or plurality. We scaled up ambition.

Specifically, during the downturn we focussed on two areas which have proved crucial: global relations and commercial revenue, including industry collaborations, spin-outs, and philanthropy.

Our success with these means that we are well positioned to adapt to the global phenomenon of decreasing state investment in higher education.

The major legacy of the recent economic downturn is, perhaps, that it focussed our determination on the importance of having control of our own revenue. To further this, we have created a Provost's Council which provides an external leadership group for the university.

Now on our 425th anniversary, Trinity is in a strong position in terms of our mission in education, research, innovation and public engagement. I won't go through all our recent successes; they are familiar enough to most of you. My thanks again to colleagues for their endeavours, and to friends and alumni who responded to our call for support.

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From this position of cautious optimism, projecting onwards - how do I think things will develop for the rest of the fifth century? What will the College look like for the Quincentenary celebrations in 2092?

If we've learnt anything from the talks this evening, it's that there's no answering that. In 1912 no-one foresaw what was round the corner, let alone what the next decade would bring.

And back in 1992, did we see all this coming to pass? Not the half of it.

The on-going Technology Revolution means the pace of change is exhilarating, though also potentially alarming - for instance, what will mass data collection mean for our identities?

Add to this, global challenges like climate change, inequality, migration, shortage of energy or raw materials. Any of these alone has the potential to change everything about how our societies are run, including our universities.

These challenges can't be dealt with comprehensively by any one country or one institution; the response has to be global. To that extent, our future is out of our hands, and picturing the College in 2092 is only giving hostages to fortune.

I know what I hope it will be like. I can identify trends which, if they continue, will bring about positive transformation. Trends in:

- technology, revolutionising how we educate, research and innovate. Technology has the potential to level the playing field in a way that will allow all abilities to participate;
- and the trend towards breaking down barriers – that’s barriers between disciplines, and distinctions between science and art and empiricism and creativity. This is already happening within universities, while in society at large, barriers of age and gender are coming down. All this is unleashing vast potential because barriers and distinctions hold us back. When you say ‘I’m not artistic’, or ‘girls don’t do technology, or I’m too old’ – in all these cases you are closing down potential and setting up for failure.

There is great momentum to break down these barriers but it’s not happening everywhere in the world, and it could be set back by the challenges I’ve mentioned.

Ideally, by 2092, technology and the removal of barriers will give us a world notably freer from inhibition and restriction, releasing the flow of discovery and knowledge.

We want to bring this about. It’s not all in our hands. External events will shape society and the university. But as individuals and as institutions, we can ‘show an affirming flame’ as Auden put it. Which is a poetic way of saying, ‘we can be part of the solution, not the problem’.

* * *

I want to finish today by looking at what ‘being part of the solution’ might mean for the rest of our fifth century.

It means taking right decisions. And, perhaps more importantly, not taking wrong decisions.

I say, ‘more importantly’, because doing right is often well signposted. For instance, launching an initiative like E3, our new Engineering, Energy, and Environment Institute, is a good decision. But not a difficult one. It’s clear that universities should direct their ground-breaking research towards the challenges of a livable planet.

You can plan to do right. Avoiding mistakes is trickier, because you can go wrong while trying to go right. Let me give an example of what I mean:

We’re proud of the increase in international students – this brings cultural richness to the campus.

But there are dangers: first, these students tend not to come from disadvantaged backgrounds – they come from families who can pay the fees or know how to access loans.

Second, Ireland still has the youngest population in Europe and the Department of Education and Skills estimates that the demand for third-level places will rise by 25 percent by 2028. If Irish universities reserve multiple places for international students, who will educate the Irish school-leavers?

We can all think of highly-ranked universities which have little connection to their regions. They welcome international high-fliers but don't get involved with the towns and regions they're located in. They come to resemble small, wealthy fiefdoms.

One vision for 2092 situates Trinity as such a university: we celebrate our Quincentenary as an expensive, highly-ranked university, welcoming elite students from round the world, with a proud mission of doing research of impact, but we direct our education towards those who can afford it, and we feel little sense of responsibility towards Dublin or Ireland.

This vision has some good parts, but I don't like it. First, because we are the University of Dublin, located right in the city-centre, and central to Ireland's identity; and second, because whatever great research and scholarship we do, if we're embedding inequality in the way that we educate, then we can't claim to be part of the solution.

This is just one example of how a decision taken in good faith might go wrong. There are many others. In most cases, the responsibility is not the university's alone.

We cannot address global challenges unilaterally. But by identifying undesirable outcomes before they become entrenched, we can be part of the solution. That's why a symposium like today's is so important. Looking back at our history isn't just about recounting a great story – it's about identifying what went right and wrong, how to repeat success and learn from error.

I think the key to getting it right is to adhere to our values. They are our compass and our steer. Considering all decisions in the light of our values will help prevent us going places we don't want to go.

Our values are encompassed in our mission. The mission is well-known to most here – it incorporates:

- independence of thought;
- a diverse student community and transformative student experience;
- research at the frontiers of disciplines, making a catalysing impact on local innovation and on addressing global challenges; and

- fearlessly advancing the cause of a pluralistic, just and sustainable society.

This mission captures our commitment to the local and the global, to future discovery and to strong traditional values. It balances what we owe to students and staff, to the local region and to the planet as a whole.

I believe that adhering to this mission will keep us on a steady course and prevent us from going too far in one direction at the expense of another.

This mission reminds us that we cannot become, for instance, a think-tank – that would be to sacrifice our mission in education; nor can we rationalise around a few disciplines which offer momentary economic value – that would be to sacrifice our mission in diversity and pluralism.

Trinity has flourished through the centuries because we have been resilient and flexible while holding onto a firm sense of mission and a sense of place. This remains our way forward.

I will close with Edmund Burke's great words on society – I hope no-one thought I was going to get through this address without mentioning Burke!

He is talking about society, but since a great research university is a kind of micro-society, and certainly a community, this captures, I think, our mission in plurality and our kinship with the past - our sense of drawing strength from our history to lead us to the future that we seek:

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

Thank you.

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(L to R) Registrar Paula Murphy, Provost Patrick Prendergast & Taoiseach Leo Varadkar, T.D.

27 September 2017

**London Branch of the Trinity College Dublin Association
and the Trinity College Dining Club, London**

Brooks's Club, 60 St James's Street, London

Good evening,

It's a great pleasure to be here and a privilege to be giving the after-dinner address. I thank you for inviting me. It's always wonderful to meet with graduates – and this is, I believe, the longest-established Trinity alumni branch and Dining Club.

This year, as some of you may know, is Trinity's 425th anniversary since the foundation of the College in 1592.

We wanted to commemorate this occasion. And we thought it a good opportunity to take stock of where the college is now, where we have come from, and where we want to get to.

So yesterday evening we held a "Trinity 425" Symposium in the Dining Hall. We invited six historians to give addresses, looking at key historical periods, and I myself gave the final address on the College in its fifth century - which began in 1992, so that's the last 25 years and projecting into the next 75.

It was a great event, opened by An Taoiseach, Leo Varadkar. The significance was lost on no-one that, in this historic 425th year, we have, for the first time ever, a Trinity graduate as Taoiseach.

There was a lot of press coverage of the event this morning because in his speech Leo said explicitly that he did not want to saddle students with 'enormous debt'.

To quote him exactly, he said "I think it is difficult enough for young people these days to buy their first homes and pay the rent without being saddled with enormous debts in their 20s and 30s in a way that is the case in England and the United States."

This comment has been broadly welcomed in Ireland. I certainly welcome it as an indication that the government is prepared to invest more in higher education. And I'm delighted of course that our symposium evinced such a strong statement.

All the symposium talks were marvellous – they will be uploaded on our website if you want to hear them. I was struck to learn that the conventional view that Trinity was established by Queen Elizabeth the First to proselytise –

to spread the Protestant religion - is wrong. It was established following a lengthy campaign run by a Dublin guild of Catholic and Protestant merchants, who felt that a university would boost the commercial potential of their city of Dublin. Which indeed it has done! The merchants had the right idea. Their guild was called the “The Corporation or Guild of Merchants of ye Holy Trinity Dublin”, it is the name of this guild that is now thought to be the origin of the name of the college.

I much prefer this origin story to the proselytising one. I was also greatly struck by John Bowman’s talk. He looked at Trinity in the first 70 years of the 20th Century and it’s a very sombre story. Trinity went from being promised 39 thousand pounds per annum, recurrent revenue, by Lloyd George in 1920 to receiving a cheque of just five thousand pounds from Michael Collins in 1922 and being told, ‘that’s all we’ve got’. Trinity received no more money until 1949. How on earth did it survive?

Speaking after John, I had a happier task – instead of having to delve into the difficult, terrible decades of World War One, and civil war, and the McQuaid ban on Catholics attending Trinity, I got to recount what is essentially a success story of Trinity’s recent 25 years.

In our short time together now, I’d like to share with you how I think we achieved this, and projecting into the future, how we can continue on the path of success. I know how invested you all are in Trinity’s future.

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Looking at the past two and a half decades, they do not – thankfully – compare with the dramatic violence of some of the earlier years. But it’s my contention that in terms of transformations in research and education, they are as momentous as any 25 years in Trinity’s history.

If we go back to 1992, things certainly differed on campus compared to 25 years earlier, to 1967: there were far more students, and many more of these were women, and Catholics, and Trinity was much more embedded in national life. All significant social changes.

But in terms of pedagogy and research, not so much had changed. While there was excellent scholarship on-going in the College in 1992, Ireland was still a poor country by European standards and there was minimal investment in laboratories and research programmes.

Essays were still hand-written, and student exchanges were within Europe and mostly taken up language students; the college was beginning to develop links with industry, but there was just one remarkable spin-out, Iona Technologies.

The difference with today is all-encompassing. By 1992 the groundwork had been laid, and it is a pleasure to recall Provost Lyons' and Provost Watts' great work here, - we were on the cusp of rapid change, and the past 25 years have been the years of:

- new and emerging disciplines – I was lucky enough to spearhead one of them, Bioengineering;
- huge investment in research;
- growth in innovation, entrepreneurship and industry collaborations;
- a revolution in information and communications technologies, and in digitisation and online education;
- growth in international students, and in student exchanges and global research partnerships;
- and, on the negative side, taking the last decade, they're the years of reduced state funding on a per student basis.

This revolution has been global – all universities are experiencing the transformation in technology and communications. But it has also been driven internally – for instance, Trinity emerged as a research leader in many disciplines, within Europe and internationally, in driving interdisciplinarity through subjects like Digital Humanities, Nanoscience, Deaf Studies, and Neuroscience.

I'm speaking as if this is a great success story. Which I believe it is. Not in every sphere. There were mistakes, inevitably. But if I look at where we were, and where we are now, and what we had to come through, and compare us to other universities, I think "Success Story" is a fair summation.

I see these two and a half decades as a cohesive period of transformation during which the College responded to the challenges and opportunities to become Ireland's research flagship.

You could see the last 25 years as a tale of two halves: the Celtic Tiger and the Downturn. Maybe if I were giving this talk a few years ago, that's how I'd see it. But happily, the country is in a better place now and we can have perspective. I think future scholars of the college will see a continuous sweep through, rather than disruption.

I say this because the exciting developments of the 1990s – like the huge investment in research through national and EU programmes and the pedagogical use of technology – these developments were continued and strengthened through the downturn. We could have responded with panic to austerity: ramping up student numbers to generate revenue, or hunkering down around a limited number of research programmes. But we chose not to sacrifice quality or plurality. We scaled up ambition.

Specifically, during the downturn we focussed on two areas which have proved crucial: global relations and commercial revenue, including industry collaborations, spin-outs, and philanthropy.

The major legacy of the recent economic downturn is perhaps that it focussed our determination on the importance of having control of our own revenue. To further this, we have created a Provost's Council which provides an external leadership group for the university.

Now on our 425th anniversary, Trinity is fortunate in being in a strong position:

- we have gone up in all the rankings; this is the beginning of the reversal of the decline that set in in 2009;
- we've been accepted as one of only 24 elite universities in LERU, the League of European Research Universities;
- the Trinity Business School will open next year and will be a game-changer in terms of business education and research in Dublin;
- within the next few years our Engineering, Energy and Environment Institute, E3, will open in two phases: the E3 Learning Foundry and the E3 Research Institute;
- we've gone from creating one campus company a year up until 2008 to creating an average of seven a year, and we've just heard that, for the third year running, we've been rated Europe's Number 1 university for educating entrepreneurs;
- the Trinity Access Programme is being piloted in Lady Margaret Hall in Oxford University. The Access Programmes are about combatting inequality – ensuring a level educational playing field for all.

This is just a sample of our successful initiatives. These achievements were brought about thanks to staff working together across the university, and thanks to the invaluable support of friends and alumni.

May I take this opportunity to thank you all for your commitment to Trinity. You give financial support; you help fund 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 successes of which I've been speaking are your successes as well.

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So, from this current position of cautious optimism in 2017, projecting onwards - how do I think things will develop for the rest of the fifth century? What will the College look like for the Quincentenary celebrations in 2092?

Of course, there's no answering that. In 1912 no-one foresaw what was round the corner, let alone what the next decade would bring. The future will always take you by surprise.

Not to mention regional challenges, like Brexit.

To the extent that these are external challenges, our future is out of our hands, and picturing the College in 2092 is only giving hostages to fortune.

I know what I hope it will be like. I can identify higher education trends which, if they continue, will bring about positive transformation. Trends in:

- technology, revolutionising how we educate, research and innovate. Technology has the potential to level the playing field in a way that will allow all abilities to participate;
- and the trend towards breaking down barriers – that's barriers between disciplines, and distinctions between science and art and empiricism and creativity.

Ideally, by 2092, technology and the removal of barriers will give us a world notably freer from inhibition and restriction, releasing the flow of discovery and knowledge.

We want to bring this about. We understand that it's not all in our hands. But as individuals and as institutions, we can 'show an affirming flame' as Auden put it. Which is a poetic way of saying, 'we can be part of the solution, not the problem'.

* * *

I want to finish today by looking at what 'being part of the solution' might mean for the rest of our fifth century.

It means taking right decisions. And, perhaps more importantly, not taking wrong decisions.

I say, 'more importantly', because doing right is often well signposted. For instance, launching an initiative like E3 is a good decision, but not a difficult one. It's clear that universities should direct their ground-breaking research towards the challenges of a livable planet.

You can plan to do right. Avoiding mistakes is trickier, because you can go wrong while trying to go right. Let me give an example of what I mean:

We're proud of the increase in international students – this brings cultural richness to the campus, and international fees offset the decline in state investment.

But there are dangers: first, these students tend not to come from disadvantaged backgrounds – they come from families who can pay the fees or know how to access loans.

Second, Ireland still has the youngest population in Europe and the Department of Education estimates that the demand for third-level places will rise by 25 percent by 2028. If Irish universities reserve multiple places for international students, who will educate the Irish school-leavers?

These are serious issues to consider: in Trinity, we have a deep commitment to Dublin and Ireland, which we're not prepared to compromise, and however great the research we do, if we embed inequality in the way that we educate, then we can't claim to be part of the solution.

This is just one example of how a decision taken in good faith might go wrong. There are many others. In most cases, the responsibility to address them is not the university's alone.

Trinity cannot address global challenges unilaterally. But by identifying undesirable outcomes before they become entrenched, we can be part of the solution.

I think the key to getting it right is to adhere to our values. They are our compass and our steer. Considering all decisions in the light of our values will help prevent us going places we don't want to go.

Our values are encompassed in our mission. This mission incorporates:

- independence of thought;
- a diverse student community and transformative student experience;
- research at the frontiers of discipline, making a catalysing impact on local innovation and on addressing global challenges; and
- fearlessly advancing the cause of a pluralistic, just and sustainable society.

This mission captures our commitment to the local and the global, to future discovery and to strong traditional values. It balances what we owe to students and staff, to the local region and to the planet as a whole.

This mission keeps us on a steady course. It reminds us that we cannot become, for instance, a research think-tank – that would be to sacrifice our mission in education; nor can we rationalise around a few disciplines which offer momentary economic value – that would be to sacrifice our mission in diversity and pluralism.

Trinity has flourished through the centuries because we have been resilient and flexible while holding onto a firm sense of mission and a sense of place. This remains our way forward.

I will close with Edmund Burke's great words on society. He is talking about society, but since a great research university is a kind of micro-society, and certainly a community, this captures, I think, our mission in plurality and our kinship with the past - our sense of drawing strength from our history to lead us to the future that we seek:

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

Thank you.

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Provost Patrick Prendergast speaking

04 October 2017

***‘Innovation, Research and Education in Engineering’.
Address to Faculty***

Military Training College (MTC), Muscat, Oman

Good afternoon,

It’s a great pleasure to be here and I thank you for inviting me and giving me this opportunity to talk about engineering research, education and innovation in Trinity College Dublin.

Let me begin by introducing myself.

As Eugene* has said, I’m the president of Ireland’s leading university, Trinity College Dublin, which is also among the 20 leading research universities in Europe and is ranked among the top 100 universities in the world. I’ll talk a bit more about the university in a moment.

Before becoming President, I was the professor of Bioengineering in Trinity, and I’m also a graduate of the university – I studied engineering there in the 1980s. After my undergraduate degree, I spent a few years researching and teaching in universities in Italy and the Netherlands, before returning to Trinity as a member of the Engineering faculty.

Because Ireland is an English-speaking country, with a highly-developed open economy, and deep historic links to the United States, Canada, and Australia, the country is an important ‘gateway’ state for multinational companies wishing to trade with the European Union.

Today Ireland is European headquarters to nine of the top ten global software companies, and nine of the top ten US technology companies, including Facebook, Twitter, and Google. And also headquarters to Pharma giants, Pfizer and Merck. The World Bank lists Dublin as one of the top 10 places in the world to do business.

This has helped to create a very rich ecosystem in Dublin and Ireland in terms of innovation, R&D, and highly skilled workers. My university, Trinity College, benefits from this ecosystem and of course we contribute to it. I will come back to this shortly.

* Professor Eugene Coyle, Dean of the Military Technical College, Oman

- World Bank lists Dublin as one of the Top 10 Places to Do Business
- Global hub with convenient, inexpensive flights to Europe and the rest of the world
- According to the Industrial Development Authority in Ireland, 754 multinational companies have HQs based in Ireland
- Ireland has particular strengths in finance, information and communications technology (ICT) and pharmaceuticals

Dublin: Global Business Hub

Ireland - The Multi-National Hub

- 8 of the top ten gaming companies
- 9 of the top 10 global ICT companies
- 50% of world's leading financial services firms
- 15 of the top 20 medical device companies
- 6 of the top 7 diagnostics companies
- 9 of the top 10 global pharmaceutical companies

Trinity College Dublin, The University of Dublin

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The focus of my talk today is Engineering. But, of course, engineering doesn't exist in a vacuum. Like all disciplines it's subject to global developments in education, research and innovation.

I'm very aware of how pervasive these global developments are because my university, Trinity College Dublin, is highly multidisciplinary. We have 24 Schools across three faculties in arts, humanities and social sciences; engineering, mathematics, and science; and health sciences. And there is a lot of cross-faculty activity – we encourage our researchers to collaborate outside their disciplines.

So when I focus on ways to improve innovation, research and education, I'm always looking at the whole university. I don't isolate health sciences, or humanities, or engineering. Of course, each discipline has specific requirements and imparts specific skills to students, but all disciplines are subject to the same global developments, and all students need similar attributes in order to navigate the 21st century workplace.

So, before I focus specifically on engineering, the first question I want to look at is: how is higher education changing in the 21st century and how is it adapting to the 21st century workplace?

This is a key issue because we're in the middle of a huge transitional period in terms of technology, globalisation and communications – one of the most rapid transitional periods, I believe, in the history of the world - and this is directly impacting higher education and the workplace.

Let me give you some examples of what I mean:

1) Technological advances have entirely transformed the way that we learn.

2) Meantime **globalisation** has revolutionised research collaborations and student exchange programmes; and, within the workplace, it has transformed recruitment, hiring and career trajectories.

3) And the growth of **industry-academic collaborations** mean that university research is now commercialised and fast-tracked much more rapidly than ever before. Today, when academics make discoveries in any field – in arts, humanities, sciences, engineering, medicine – they immediately start thinking about how they can bring that discovery to the world – whether through a product or service or an artistic performance. This has totally radicalised the way that we teach and research in universities as well as our connection with industry and the workplace.

And all these advances – in technology, communications, innovation and globalisation – mean that the traditional model of a job and career for life is evolving into something more flexible and variable, which in turn is greatly impacting on employer needs and student expectations.

And all this is happening as fast as the new iPhone is being developed, which means that we're looking at a moving target.

And this can make things difficult to plan and prepare for. There are lots of great things about the way education and the workplace are changing – it is for instance brilliant that students from Oman to come to Trinity for a few terms, and Irish students can come to Oman. That’s wonderful for the students and for the university campus which benefits from diversity.

And on the larger scale, we cannot deny the relationship between globalisation and technological advance, and climate change and loss of biodiversity.

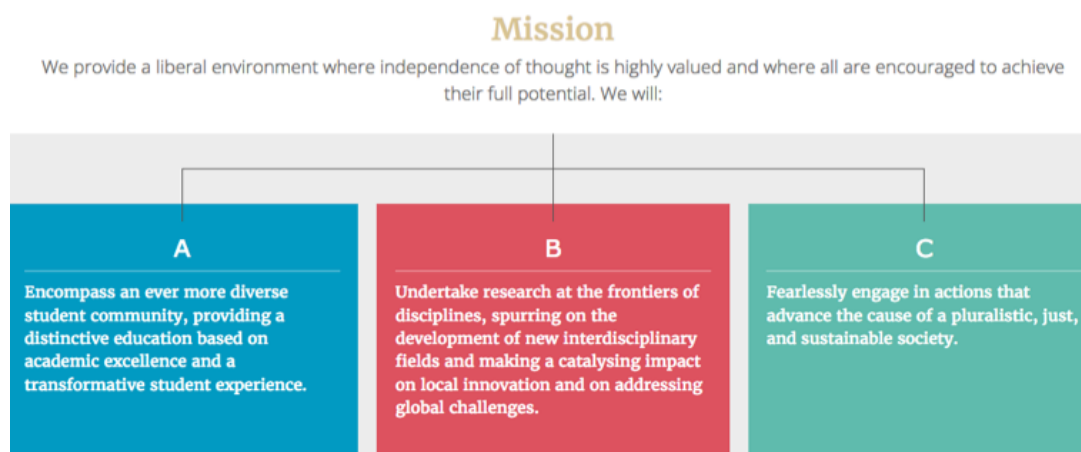
Every generation faces challenges, and in periods of change, these challenges are more acute.

Our job, as educators, is to prepare the upcoming generation as best we can for the challenges that are to come. How can we do this?

Let me tell you about what we’re doing in my university, Trinity College Dublin.

* * *

In Trinity, we seek to imbue our students with our mission. What is this mission? It is as follows:



Because of the way the world has evolved, the education we offer has to be more flexible, technological, global and entrepreneurial than the one that I experienced.

Let me focus on what I mean by these four: flexible, global, entrepreneurial and technological.

First, **flexible**: as I’ve said the old model of a job for life is evolving. This means that the way we educate also has to evolve. We can all think of countless recent examples of students who studied one thing and ended up

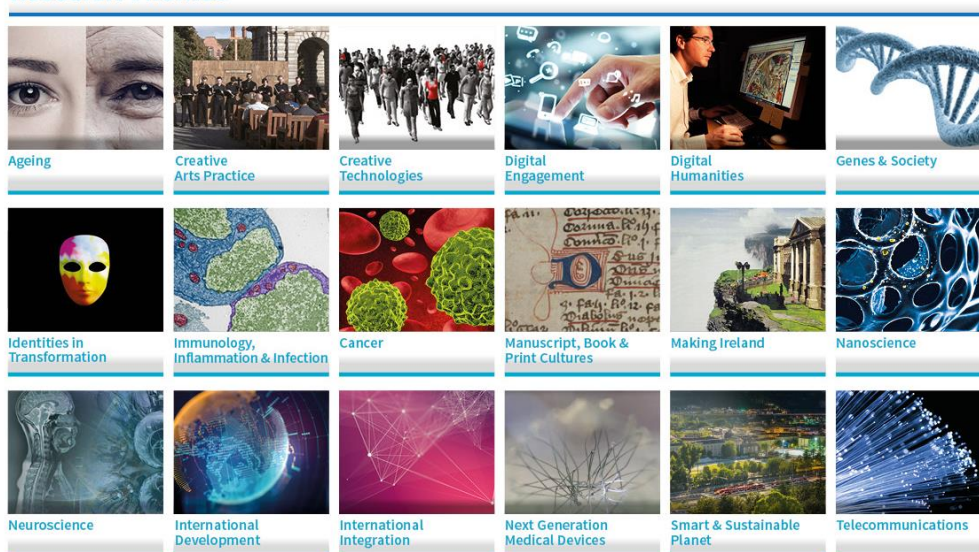
working in an area that is quite different. A famous example is Steve Jobs – founder of Apple – who did a calligraphy course in college in the United States. If he hadn't studied calligraphy we would not have all those beautiful fonts on our computers. His was not an obvious route to being a tech whizz kid!

I'm example of this myself, to a certain extent. When I was a post-doc, a new compound discipline was emerging: bioengineering. This wasn't something I'd imagined doing as an undergraduate but I ended up founding the Masters in Bioengineering in Trinity and being at the forefront of research in the Medtech industry in Ireland, which is now one of Ireland's leading industries. And then of course I gave that up to concentrate on running a university.

What does this new emphasis on flexible career trajectories mean in terms of pedagogy and designing our curriculum? It means that we have to embed flexibility into the curriculum. It means that, from the start, we have to keep our students' minds open and make it possible for them to combine disciplines and discover new ways of doing things.

As I've said, Trinity is a large, multidisciplinary university, with 24 Schools across three faculties. Having many disciplines gives great opportunities for interdisciplinary research and teaching. We put a huge emphasis on interdisciplinary – on researchers collaborating across the university. Our cross-disciplinary research themes include Neuroscience, Digital Humanities, Immunology, Inflammation and Infection, Creative Technologies, and Ageing – a full listing is shown here:

Research Themes



Researchers from different schools and departments feed into these thematic areas. For instance, Creative Technologies brings together computer scientists, engineers, artists, writers, scientists and educators.

What we research informs what we teach, and vice versa, and we've embedded interdisciplinarity into our teaching programmes – for instance we offer a Masters Programme in Music and Media Technologies which is delivered jointly by the Schools of Music and Engineering.

And the new undergraduate curriculum, which we're currently designing and which will be rolled out in the next academic year, is going to make it much easier for our undergraduate students to combine subjects and to take modules outside their core disciplines. So for instance, an engineering student will be able to take Trinity electives to broaden their knowledge outside of their core discipline.

The aim is to keep our students' minds – and options – open. This is really important to me. College years should be a wonderful time of self-discovery. The idea of a student feeling trammelled and trapped and boxed in is anathema to me. One should not, at the age of 19 or 20, feel defined and shackled by what you're studying. You should feel your horizons opening out.

We are also embedding flexibility by offering new ways of assessment, moving away from too much focus on exams. And we're continually ensuring that our curriculum leaves plenty of space for co-curricular activities.

In Trinity, when we talk about the Student Experience we also mean what happens outside the lecture room and library. We recognise the transformative power of higher education in its broadest sense - not just academic learning but what students learn from developing responsibility through event-organising, fund-raising, competing, debating, and taking on leadership roles in College clubs and societies. We seek to educate not just for the first job, but for a career - and for an active and participatory citizenship. The academic curriculum does not define the boundaries of a student's learning.

Many of these societies are linked to charities. Involvement in volunteering develops students' social conscience – this too is fundamental to our mission.

Finally, when we talk about flexibility, we're also talking about how you learn, and that's also changing all the time. When I was student, the norm was sitting in large lecture theatres, listening to the professor who would talk, without interruption, for up to an hour.

It's still important to learn from experts, but we understand better now the significance of peer-to-peer learning and small groups.

* * *

That's flexibility. Now let me talk about **globalisation**.

A 'transformative education' has long involved studying abroad. In the 1970s, when Ireland joined the European Union, student exchange programmes with other EU members were made available. In practice however, only the language students really took these up – I have long been an advocate of all students spending time abroad.

When I became Provost of Trinity I could see the opportunity afforded by globalisation for our students to go very far afield, further than Europe, and to spend meaningful periods abroad, not just a few weeks. And in turn, for Trinity to get global students whose experience would enrich the campus.

So with my team I started to put in place a global relations strategy. We set up research partnerships and student exchange programmes with universities all around the world.

Globalisation also extends beyond study and learning into work placements. We have long sought to prepare our students for the workforce by finding them work placements and internships in interesting companies. We now seek internships around the world as we pay our part as a globally-connected university.

* * *

Now let's turn to **Innovation and Entrepreneurship**.

What do we mean by this phrase? Well it's about bringing research and ideas to the marketplace. It's about fast-tracking discovery, not sitting on it for years but getting it out there, bringing it to the people who will benefit from it.

As I said earlier, universities now collaborate with industry to commercialise research. This happened first in the United States, in California, it's now happening all around the world.

This is something my university, Trinity College Dublin, is good at.

To date, Trinity's spin-out companies have generated over 3,500 jobs, €1.3 billion in exports and over €500 million in venture investment. And all this has happened within the last decade, because we only really got going on this eight years ago.

Spin-out companies are headed up by professors in departments and might involve postgrads. About four years ago we started thinking about undergraduates. How could we release the innovation and entrepreneurial capacity of our students? How could we get them to start thinking about

scaling up and funding and marketing their business ideas? We were sure that they had wonderful ideas – we had to find a framework for them to work in.



Trinity College Dublin, The University of Dublin

8

And so LaunchBox was born. LaunchBox is an initiative to encourage student innovation and entrepreneurship and it's been a huge success. Within a year of being rolled out in 2014, it was assessed by the international University Business Incubator Index as a 'Top Challenger' and placed just outside the world's 'Top 25', from 800 student incubators assessed.

In its first four years, LaunchBox has supported 38 student companies which went on to raise a total of €3.7 million in venture capital.

Engineering and computer science undergraduates have featured strongly as founders of successful LaunchBox companies. To give two examples:

- iDLY Systems is a software-as-a-service company offering digital identification services to higher education institutions in Ireland. It was set up by a mechanical engineering and a computer science student after they launched the highly successful Trinity Digital Student ID.
- HaySaver is a temperature and humidity sensor that gets inserted directly into your hay bales to assess for nutritional losses, mould defects and over-heating which can damage your forage. It was established by two mechanical engineering students.

These companies were created, scaled up and marketed, from conception to product, by students. We're hugely proud of them.

* * *

Finally, the last game-changer I spoke of: **technology**.

Technology, of course, comes into every sphere of education and research. Our impressive results in innovation and entrepreneurship are founded on technology. Of LaunchBox projects, well over sixty or seventy percent of them every year are driven by technology.

Students are early adopters and drivers of technology – so it can be a question of us trying to keep up with them, rather than teaching them! But we're very aware that advances in technology have to be embedded in every aspect of how we teach and learn.

And of course, we have to explore and discover the potential of online education to the full. We have developed fully online postgraduate courses as well as MOOCs or Massive Online Open Courses. This is a way for us to share our learning with thousands around the world who can't come to our campus in Dublin.

* * *

Now, let me focus now on how the changes we are making will impact engineering.

Engineering is a core discipline for Trinity. The School of Engineering was founded over 170 years ago, in 1842, making us one of the earliest universities in the world to teach engineering.

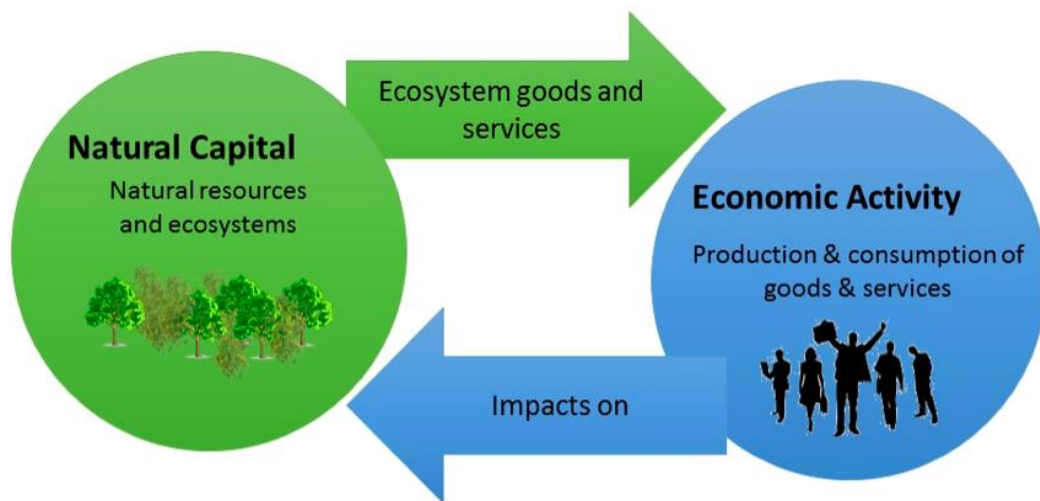
It's a large and prominent School; collectively, staff have published over 1,000 academic research papers over the last five years. There are three research centres located within the School, including the Trinity Centre for Bioengineering, and staff contribute significantly to two of Ireland's most important research institutes: CONNECT, for future networks and communications, and AMBER, the Advanced Materials and Bioengineering Research centre.

And Engineering has come together with Computer Science and Natural Sciences to advance one of the university's most exciting initiatives: the Engineering, Energy and Environment Institute, which we're calling E3.

This will be one of the first institutes globally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable planet.

E3 will co-locate staff from the three Schools, 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.

I mentioned climate change earlier as one of the great challenges confronting us. This can be appreciated by understanding the interaction between natural capital and economic activity,



Adapted from www.sustainableprosperity.ca

It's about using the revolution in technology and engineering design to work with the earth's resources, to sustain and grow them, rather than exploit them.

To do this properly will require a completely new way of thinking. A much more adaptive and flexible approach.

E3 is about changing the way we educate engineers and computer scientists and natural scientists, and that's not just about designing new subjects but also new ways of thinking and teaching.

E3 is being developed in two phases: the learning institute, which we're calling the E3 Foundry, and the Research Institute.

The E3 Foundry is already substantially funded and we are planning that it will open in three years' time. It will change the way that engineering, natural sciences and computer science students learn, both in terms of content – with more focus on the challenges of managing the earth's resources – and in terms of methods and teaching techniques.

The phasing of the E3 vision



Following the current trends in higher education which I've been talking about, E3 will mean students spending less time inside traditional classrooms, and more time working on projects outside these rooms. This means that students will develop transversal skills by learning and implementing.

To achieve this, we want to develop more student learning spaces. Let me say a bit more about these learning spaces because they're fundamental to the new education environment which we'll be pioneering in E3. We've done our research, and we know that for the learning spaces to be effective, they have to be: student-managed, flexible, smart and innovative, and interactive and collaborative.

We want students to feel ownership over their learning environment. If students feel that they belong in a space and have control over it, they will want to use it and will respect it. So we're ensuring that the spaces are student-managed and run.

The learning spaces should give students access to new learning opportunities through innovative tools and technologies – we know that this makes students more self-motivated to learn new skills. So these learning spaces have to be 'smart spaces'.

Interaction is a key part of any space, so students should be easily able to communicate and interact with each other and with staff.

The Foundry is the first phase of E3. The second phase is the E3 Research Institute which will bring researchers together with industry and policy-makers in an interdisciplinary environment.

In Trinity our researchers already have substantial collaborations with the companies nearby; and locating the E3 Research Institute in the centre of

Dublin's 'Silicon Docks' will facilitate many more collaborations.

We're tremendously excited about E3. With focus on combatting climate change, finding new energy sources, and encouraging sustainability and biodiversity, we expect staff and students to make ground-breaking discoveries and to contribute towards new ways of living on this planet together. This is essential. Collectively, as a species, we need to rethink and rework our relationship to the planet and to each other. No one country or institution can do this alone, but we can all make a contribution.

E3 addresses, of course, a fundamental need for the planet, and it will unleash the creativity and innovation potential of staff and students.

* * *

I thank you for your attention. For me it has been very useful and interesting and instructive to share with you our initiatives like E3 and to focus on how universities must take into account and preparing for the changes that are affecting the global higher education landscape.

This year is a special one in Trinity – because we are celebrating our 425th anniversary – that's 425 years since the University was founded by charter by Queen Elizabeth the First. To celebrate this, we have produced a book, *Trinity 425*. I've presented a copy of the book to Professor Eugene early this morning on behalf of Trinity.

It's a book of photos taken in very recent times by students and staff and alumni. It shows Trinity College in the 21st Century. I provided the opening essay for the book and this gave me an opportunity to reflect on where the College has come from, what challenges we have surmounted, and where we're headed to.

What I take most from Trinity's long and often turbulent history is the college's formidable ability to adapt and surmount challenges.

Trinity has survived and flourished through the centuries because at crucial moments, people have come forward and shown leadership, taken the decisions necessary to advance the cause of the university.

Today as we find ourselves in a period of remarkable expansion and transformation for higher education, we must make sure, as institutes of higher education, that we meet these challenges with courage and leadership.

No university or institute exists in a vacuum. We are all a part of this world. We are all affected by what happens in this world. The way for us to grow, and to best unleash the talents of staff and students is to grow with the world. To be part of global challenges and opportunities. That is, I think, the

key message for all disciplines – health sciences, arts and humanities, and engineering.

Thank you very much.

* * *



Provost Patrick Prendergast in a training plane at the Military Training College, Oman

04 October 2017

Alumni Event in Muscat

Radisson Blu Muscat, Oman

Welcome

- Enjoying a wonderful trip to Oman with my team. Visited MTC today where I held a seminar on innovation in Engineering.
- Currently Trinity researchers collaborate with Sultan Qaboos University. And Pharmacy students from OAPI (Oman Assisted Pharmacy Institute) have come to study in Trinity. We hope to build our contacts in this area and across the wider region. In the past week I've been to Egypt, Lebanon and Kuwait. I go to UAE tomorrow.
- On all these trips, a great pleasure and a necessity for me to meet Alumni. Currently 100,000 alumni in 130 countries.

College Update

- Exciting times for Trinity.
- Recent highlights:
 - ◇ LERU
 - ◇ New Business School
 - ◇ No 1 for educating entrepreneurs, PitchBook endorsement 3rd Year Running
 - ◇ E3
 - ◇ Establishment of Provost's Council – external leadership group for university. Next year: launch of Philanthropic campaign

Call to Action

I'd like to take this opportunity to thank you all for supporting College – which our alumni do in many ways:

- Get involved and stay connected with Trinity and the alumni community here in Oman.
- Be an advocate for Trinity with class mates, prospective students, peers etc.
- Tell three alumni friends to get involved
- Make a difference to Trinity by giving back (volunteer, donate and/or support local events); get involved in internship programme – our students would love opportunity to intern in companies in Oman

Thanks

Finally, I'd like to take the opportunity to thank for making the effort to come out tonight. I hope you will all have a great evening.

* * *



Provost Patrick Prendergast with alumni in a bar in Muscat

06 & 07 October 2017

Speech at Alumni Events in the United Arab Emirates

Emirates Jumeirah Hotels, Abu Dhabi & Dubai

Thank you, Carmen^{*}/Meghan[†],

And good evening, everyone.

It's an enormous pleasure to be here on this visit to UAE as Provost leading Trinity team on a wide set of engagements in the Middle-East and the Gulf region.

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.

It's great to feel this evening a sense of a Trinity community based here in Abu Dhabi/Dubai.

As well as this visit here in the UAE, my team and I have been all over the Middle-East and the Gulf Region starting last week in Cairo, and from there to Beirut, Kuwait, and Muscat, where we spent a wonderful three days in Oman where we visited among other universities the Military Technical College in Oman which is headed by an Irishman, Professor Eugene Coyle. We arrived in Abu Dhabi the day before yesterday from Oman and met prospective students and alumni in Abu Dhabi yesterday and today.

Currently Trinity researchers collaborate with NYU Abu Dhabi and with four other universities in UAE. We hope to build our contacts in this area and across the wider region. I would like to ask our Vice-President for Global Relations Juliette Hussey to update you further on students and partnerships in the region.

[Juliette speaks]

^{*} Carmen Leon, TDA

[†] Meghan Donaldson, TDA

On all these trips, a great pleasure for me to meet Alumni. Currently 100,000 alumni in 130 countries worldwide. We have some 400 alumni here between Abu Dhabi and Dubai, and we would like your help in making contact with them.

* * * College Update * * *

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.

Times are exciting for Trinity at the moment. Some recent highlights are:

- Membership of LERU, the league of European Research Universities ...
- New Business School
- No 1 for educating entrepreneurs, PitchBook endorsement 3rd Year Running
- The planned new Engineering, Energy, and Environment Institute , or E3 as we call it
- Technology Campus at Grand canal Dock
- Establishment of Provost's Council – external leadership group for university

* * * Call to Action * * *

This year is Trinity's 425th anniversary. It's now four centuries and a quarter since the university was founded by charter of Queen Elizabeth I. To mark this anniversary, the college has brought out this book of recent photos taken by students, staff and alumni in the 425th year, 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.

Last week we also held a symposium to mark the 425th anniversary. The symposium was opened by An Taoiseach Leo Varadkar who is the first Trinity graduate to hold the office of Taoiseach.

We are proud of Leo's achievement and wish him well, and we can also 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.

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.

* * *

10 October 2017

Address at Opening of Alumni Room

Alumni Room, East Chapel

Thank you Gillian, and good evening all,

And Welcome, everyone, to Trinity's newest space, the Alumni Room, a dedicated space on campus where alumni can call home, a place for individuals and alumni groups to meet and relax.

As we are fond of saying, Trinity is a community of students, staff and alumni – and it's the alumni that make this such a global community. Here on campus, staff and students have a number of dedicated spaces. And we are delighted now to be acknowledging the great role of our alumni with this Room, which I hope will become a Trinity and a Dublin meeting point for graduates when they return to campus from all over the world.

I believe this Room will fast become a fixture in alumni lives - I think this because, quite simply, it's such a lovely room – at once beautiful and cosy and a place you immediately want to spend time in. It has been renovated and outfitted to the highest possible standards, and the walls are adorned with some of the college's finest and most attractive paintings.

I was lucky enough to live with the Sean McSweeney in my office, and the Norah McGuinness in the Provost's House for a number of years. I found them wonderful and inspiring companions, and I know they will continue to uplift the spirits of all alumni who come in here.

I've just come back myself from a trip to the Middle East, where I visited Cairo, Beirut, Kuwait, Muscat, Abu Dhabi, and Dubai. At each major city we travelled to, we met with alumni. Their willingness to come out to meet us and their enthusiasm for the College – after, in many cases, years not living in Ireland - was inspiring. I was reminded – although indeed I need no reminding – that Trinity's great success is due to its people, and we're exceptionally lucky to have such supportive graduates. We must continue to celebrate them, and with this Room, to provide them with 'a home of their own' on campus.

The Alumni Room has been generously funded in its entirety by philanthropy. On behalf of the whole college community, I thank in particular Fergal Naughton and Alan Dargan for their wonderful generosity and their spirit of initiative in making this room happen.

'If a thing's worth doing, it's worth doing well' as the saying goes. And this Room is the living proof of it. I know that alumni will feel very proud to have such a room at their disposal – the charm and serenity of this space as a meeting room – for business and leisure - makes itself felt immediately.

I thank Trinity Association & Trust for their on-going support. This Room is recognition of all the great work that alumni do in support of Trinity, frequently through our alumni groups – the Trinity Association & Trust, Trinity Women's Graduates, and Trinity Business Alumni.

Trinity Women's Graduates are owed a particular thanks because they gave up their room in 36 Fenian Street when we created the Centre for Literary Translation, which we did with the generous support of Trinity Association & Trust. This new Alumni Room is the promised replacement for Trinity Women's Graduates Room - we're delighted to be now fulfilling that promise.

It is, I think, fitting and appropriate that this Room is entirely funded by our alumni. It is a tangible reminder of what alumni, together with the College's leadership team, can do when they work in concert with a single aim.

As many of you know, the College has created a Provost's Council which provides an external leadership group for the university. The Provost's Council is a unique body, which has been an invaluable support to me and the Board. It's made up of friends and graduates of Trinity – people of exceptional vision and expertise who are helping to advance the cause of the University in its 5th century.

Next year we intend to launch the first Philanthropic Campaign in Trinity's history. This Campaign is being launched with the full support and advice of the Provost's Council.

We're excited about the campaign because we're not coming from a standing start. Already, our friends and alumni have proved their support for many of our initiatives, including the Trinity Business School and E3. The Campaign is about coordinating this support and taking it to the next level.

Through the Provost's Council and the Philanthropic Campaign, we acknowledge and celebrate and formalise the great role which alumni play, and have always played, in advancing the cause of Trinity, Dublin and Ireland.

The best wish I have for this Room is that it is used comprehensively and completely. I would be delighted were it to become a kind of conversation room – and meeting place where Trinity graduates would gather when they are in Dublin. This is such an attractive space and it has the great advantage that one might meet anyone here from one's years in college.

When I enter this Room myself I will come as a graduate, not as a Provost or college officer.

I thank, again, all who have made this happen. I thank Gillian Quinn de Schonen, a distinguished member of the Provost's Council, for inviting me here this evening, and I now declare the Alumni Room open!

Thank you.

* * *



(L to R, back row): David Abrahamson, Declan Budd, Wendy Hederman, John Dillon, Tony Aston, Gilliane Quinn, Robert Otway-Norwood, Fiona Ross, Richard Whitley, David Nash

(L to R, front row): Brian McMurray, Norah Kelso, Kristina Odlum, Clodagh Bowen, Melissa Webb, Provost Patrick Prendergast, Leonard Abrahamson

11 October 2017

Address at the School of Computer Science and Statistics Open Day

Marine Hotel, Sutton

Thank you Carol, and good morning,

Thank you for inviting me to join you on your away-day. It's a real pleasure to have this opportunity to be here. Great to see such a fine turn-out.

This School is one of Trinity's largest and fastest-growing. The research and teaching coming out of this School and the ADAPT and CONNECT centres are internationally acclaimed.

Trinity's very first spin-out was the immensely successful Iona Technologies and this has set the pattern. Researchers from this School are involved with some of our most dynamic spin-outs, and their entrepreneurial and innovative mindset is transmitted to students. Of the seven 'success stories' currently profiled on the LaunchBox website, five of them are co-founded by computer science students. No other School is so well-represented.

What's particularly striking, and true of both staff and student innovation within this School, is how cross-disciplinary it is. Computer scientists team up successfully with engineers, artists, physicists, business and health sciences. This is also reflected in the university's research themes, like Digital Humanities and Creative Technologies.

We believe in Trinity that the most exciting research happens at the edge of disciplines. But interdisciplinarity can be hard to achieve. That Trinity has such a strong reputation for it is greatly thanks to Computer Science and Statistics.

On a personal note, as an engineer I've always enjoyed excellent contacts with this School. The strong link between engineering and computer science, which has been so successful in Trinity, was greatly due to Professor John Byrne who, when he died last year, was called by *The Irish Times* 'the father of computing in Ireland' (1). And I'm pleased to announce here that Jane Grimson will give the Trinity Monday discourse next year on Prof Byrne, and I hope many of you here will be able to attend. He was a true visionary and we can see what an exceptional legacy he has in this School.

To continue to grow this School's excellence, the School leadership team is now developing a strategy and establishing core values as well as a shared

vision for the next ten years and beyond. I understand that today's event is about getting staff input into the design of new structures. I congratulate all involved in this initiative, which of course I support wholeheartedly. I know that given the existing excellence of the School, you have the strongest possible foundation on which to build for future success. I pledge my support and that of the College Board.

Being here this morning is my chance to meet the newest recruits. I'd also, in our brief time together, like to fill you in on college initiatives which are pertinent to you.

Of course, there are a great many such initiatives, too many to mention! For instance yesterday I had the chance to drink a toast to the new Alumni Room in the East Chapel. This is a really beautiful room – one of the handsomest and most comfortable on campus. It's for the use of all alumni, so you might like to take a look and recommend it to graduates you think will appreciate the use of it.

I'd love to go through all such exciting new happenings but in the short time we have today I thought it might be useful to say a few words about two initiatives which are ongoing: E3 and the Trinity Education Project, both vital concerns of this School.

The Engineering, Energy, and Environment Institute, or as we are currently calling it "E3" is, as you know, a coordinated growth strategy for the School of Engineering, the School of Computer Science and Statistics, and the School of Natural Sciences. It's right that we grow these Schools in a coordinated way, leveraging the close disciplinary associations that exist in terms of addressing global challenges.

Sometimes I think if it as reconciling on the one hand that engineers and computer scientists will continue to do what we do in creating new technologies – in a way we human beings, as a species, can't help that – such inventiveness is our defining characteristic in many ways. But yet we know we live on a resource-constrained planet, and a planet that we can see now is not impervious to human activity, a planet that is, in truth, a delicate biosphere. Rendering these two aspects compatible with each other, human inventiveness and our use of resources, is important, and we are right to think about it as we grow these three Schools.

The Trinity Education Project is already well advanced. As you probably know the four graduate attributes were agreed a few years ago, and last year the Fellows agreed to a new academic year structure, which will come into force next September. As well as allowing for end of semester examinations, it will facilitate internships and student exchanges abroad.

And we've now agreed to develop Trinity Electives in areas of research strength in the university. As of 2019, all undergraduate students will take

an Elective, preferably in an area quite different to their core course. Five research themes have been selected for the first wave. They are:

- Digital Engagement
- Identities in Transformation
- International Development
- Making Ireland
- Smart and Sustainable Planet

And one elective in languages:

- Mandarin Chinese

Obviously, 'Digital engagement' is of particular interest to this School. We want to give our students in arts, humanities, business, law, and health sciences the opportunity to enhance their digital knowledge and awareness. Similarly, your students will get the chance to engage with political, historical and cultural engaged themes 'Identities in Transformation' or the opportunity to understand better the complex problems of poverty and injustice in the developing world through 'International Development'.

Our aim is to educate students able to engage with the world in all its richness and diversity. We believe that, especially at the undergraduate stage, it's important that they develop many skills and a broad outlook and understanding. We know that to flourish in the 21st century, our graduates will need to be adaptive and creative – and that means being able to think outside their disciplines.

I won't go on any further because I know that you have a particularly full day today. I'm happy to talk any time with you about whatever issues you're interested in.

In conclusion, may I congratulate you all again on the excellent School that you have built up. I wish you the very best with the rest of your day, and I thank you for this chance to address you.

Thank you.

* * *

11 October 2017

Address at the Launch of the Trinity Centre for Gender Equality and Leadership

The Regent House

Good evening,

Welcome everyone to the launch of the Trinity Centre for Gender Equality and Leadership – or TC GEL, a particularly apt acronym which we hope will stick.

TC-Gel builds on the impressive work achieved by WiSER, Trinity's Centre for Women in Science and Engineering Research, to recruit, retain, return and advance women in the STEM fields. TC-Gel's remit has now been extended beyond STEM to all disciplines and support areas across the university. The new Centre seeks to deliver sustainable structural and cultural change, and a working environment that exemplifies good practice and equality throughout, building on the success of the Athena SWAN Bronze Institutional Award.

Athena SWAN is a universally recognised award against which universities can benchmark themselves. It is about more than 'fixing the numbers' – it represents a way of changing and improving the culture.

Gender equality is for everyone in Trinity – women and men and non-binary, in all faculties and areas, and for academic, research, professional and support staff, and students alike.

Inclusivity, equality and diversity are core values for Trinity College Dublin, and are enshrined in our Strategic Plan. We strive to create an inclusive College community in which everyone can participate at all levels and where all are recognised fully for their contribution to the university.

The more we can embed this principle the more excellent we will be in research and teaching.

TC-Gel will focus on supporting support the University in delivering its strategic objectives to:

- Develop and implement exemplary gender equality practices;

- Advance a structural change process to incorporate gender-balanced representation at all stages and levels;
- Act as a national leader in driving the Athena SWAN Charter in Ireland; and
- Contribute to the development of international and national good practice, expertise and research on gender equality.

I thank:

- the HEA for its continuing attention to gender equality through its report and upcoming Task Force; and
- the TC-Gel staff - Eileen Drew, Claire Marshall and Susan Cantwell; and
- the convenors of the College Athena SWAN Self-Assessment Teams: Jane Grimson, Sylvia Draper, Celia Holland, James Murray and Aline Vidotto.

All are contributing towards a 'gender equal' campus.

And now, to launch TC-Gel, it gives me great pleasure to welcome the Chancellor, a woman who has done more than almost anyone else to advance the cause of gender equality in Ireland, and indeed internationally.

She needs no introduction. She is a trailblazer in her life – the first female senator of this university, the first female President of Ireland, the first female Chancellor of the University of Dublin – and she has consistently used the eminent positions to which her abilities have placed her, to advance the cause of gender equality.

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.”

In office, and out of office, she has moved the agenda forward, with persistence but also steadfast tolerance. If we are going to get to the right place, we must all get there together.

It is typical of her commitment and generosity that she joins us today for this important event.

Ladies and Gentlemen, to launch TC-Gel – the Trinity Centre for Gender Equality and Leadership – please welcome the Chancellor, Dr Mary Robinson.

* * *



(L to R) Professor Eileen Drew, Professor Jane Grimson, Chancellor Mary Robinson & Provost Patrick Prendergast

12 October 2017

Environmental debate with Canadian Minister for Environment, The Honourable Catherine McKenna

Haughton Lecture Theatre, Museum Building

Chancellor, Minister *, Ambassador†, Colleagues, and Students,

It's my very great pleasure to welcome you to the Museum Building for this exceptional event.

This is the second time this year that Canada's Minister for the Environment and Climate Change, Catherine McKenna, has visited Ireland. She was here during the summer with Prime Minister Justin Trudeau and they took part in a roundtable hosted by the Tánaiste Frances Fitzgerald T.D. which covered Sustainability & Climate Finance. It is a measure of Minister McKenna's deep commitment to engaging on climate action that she has returned for this Leadership Seminar.

Trinity is honoured to be hosting this Seminar and I know how excited our students are to have Minister McKenna lead them in debate on such vital issues for our planet's future.

In Trinity we are most fortunate that our Chancellor Mary Robinson is a world leader on these issues and has established the Mary Robinson Foundation Climate Justice, a centre for thought leadership, education and advocacy on the struggle to secure global justice for those people most vulnerable to the impacts of climate change. We're delighted to welcome the Chancellor here today for this Seminar.

We are here to talk about Canada's leadership on climate change – which is of such global importance – and we're here to talk about women's leadership in this sector, and about youth involvement. So I don't want to be taking time from those discussions.

But on behalf of staff, students and alumni, let me talk, very briefly, about environmental and sustainability policies here in Trinity College Dublin. The key for us, as I think for all responsible universities and institutions, is to find ways to ensure that environmentalism and sustainability are horizontal activities – that they go across the university, influencing education, research, innovation and how we run the college.

* Catherine McKenna, Canadian Minister for the Environment and Climate Change

† Kevin Vickers, Canadian Ambassador to Ireland

It would not be enough to have excellent environmental and natural science research were this not backed up by sustainable and conservationist practices.

In our current five-year Strategic Plan, launched in 2014, we enshrine our commitment to (I quote) being *“a global leader in university sustainability”* and to *“enhancing the environment, conserving natural resources, reducing greenhouse gas emissions, and supporting society as a whole.”*

How do we deliver on this goal? In a number of ways – for example through attaining Green Flag campus status which commits us to a series of objectives for energy and carbon emissions, waste management and litter reduction, water management, and sustainable transport.

And, as another example, the Campus Pollinator Plan which commits to making our campus an attractive environment for pollinators, including keeping honeybee hives.

A key action in our University Sustainability Plan is to “promote the campus as a living laboratory”. We want to generate ideas, products and services for sustainable living.

In this context we’re particularly excited about our planned new Engineering, Environment and Energy Institute, E3, which is to be a major engagement between Engineering, Natural Sciences, and Computer Science, 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 in energy and engineering design, while sustaining natural capital.

The university is proactive on environmentalism but we are also led by our students. It was students in the Environmental Society who first campaigned for Trinity to divest from fossil fuels. And it was students who convened Divestment Week here on campus, last year, and invited staff to showcase their research on climate change.

And in our student innovation accelerators, some of the most exciting projects are sustainable ones, including the extensively reviewed FoodCloud, which tackles food wastage by linking restaurants and caterers up with charities. This is a direct, simple sustainable solution, conceived, scaled, and marketed by students.

Our students are inspiring and their commitment gives us hope. I thank and congratulate Minister McKenna that her focus on her trip is on inspiring youth involvement.

On sustainability and climate – and on what we can do as a university – I think simultaneously two things. I think of the words of our great graduate, Edmund Burke who wrote:

“Nobody made a greater mistake than he who did nothing because he could only do a little.” I believe that, yes, every recycled bottle and honeybee hive, counts. And I believe that if every individual could commit to acting responsibly and sustainably, we could collectively achieve miracles. Simultaneously I know that to confront a problem of the scale of climate change requires radical new thinking.

Small steps and radical leaps. For both we need leadership. Allow me to pay tribute to Canada’s global leadership and to Minister McKenna and Chancellor Robinson’s personal leadership, and let us collectively – staff, students, alumni - commit to furthering sustainability through education, research, innovation and public engagement.

And now to introduce the Minister, please welcome our Chancellor Dr Mary Robinson.

Thank you.

* * *



(L to R) Provost Patrick Prendergast, Catherine McKenna, Chancellor Mary Robinson, Dr Quentin Crowley (Geology) & Ambassador Kevin Vickers

12 October 2017

Launch of the Oscar Wilde Exhibition: 'From Decadence to Despaire'

Long Room, Trinity College Dublin

Good evening,

On behalf of the College, it's my pleasure to welcome you all to this wonderful exhibition and this very special evening.

Oscar Wilde is not a Trinity graduate, though we sometimes forget that. He was a Trinity student, and a very glittering one – he came first in Classics in his first year, and won a Foundation Scholarship and the Berkeley Gold Medal for Greek in his second. Apparently in later years he would repeatedly pawn and redeem that Medal. Not the least interesting angle of that anecdote is that students in those days won solid gold medals!

He is not a graduate because after his third year he left for Oxford – he was still not twenty years old. But his years here were formative.

He came here in 1870 from Portora School in Enniskillen, aged sixteen, a precociously brilliant schoolboy. At the same time, another brilliant boy exactly his age, came to Trinity from school in Laois: Edward Carson.

I often wonder how the board and fellowship of Trinity felt in 1895 to see their two former prize-winning students face each other across the courtroom floor in one of the century's most sensational trials.

Wilde recalled that they were friendly in college and would walk about, arms draped around each other's shoulders. This was no doubt said provocatively, but Carson's claim that they weren't college friends and that, even then, he disapproved of what he called 'Wilde's flippant approach to life' was probably also re-writing of history.

Richard Ellmann, one of Wilde's biographers, has a marvellous line on the different paths of the two men, which also gets across the importance of this university in Wilde's formation. Ellman writes: 'Wilde's character altered so much during Trinity. He became aesthetic while Carson became political.'

That was the great choice open to students in the 1870s: to become political or aesthetic. That Wilde took the latter route was down in no small part to his Tutor in Classics, John Pentland Mahaffy.

It's impossible to talk about Wilde's time in Trinity without mentioning Mahaffy who subsequently became Provost, and was a brilliant classicist and a remarkable person in many ways. There are hundreds of anecdotes about Mahaffy, far too many to repeat now. Wilde called Mahaffy his 'first and best tutor, the scholar who showed me how to love Greek things'.

Mahaffy, on his part, liked to claim that he taught Wilde the art of conversation, about which he wrote a book. Wilde, reviewing the book, candidly regretted that his old tutor could not write as well as he could speak.

Mahaffy is always written into the Oscar Wilde story, but I would like to say a word for another of Wilde's professors, Robert Yelverton Tyrrell, another witty, brilliant man, who was only about a decade older than Oscar – he was made professor in Latin aged only 25. In 1896 Tyrell signed a petition asking for Wilde's early release from prison. Mahaffy, who had long boasted of his famous pupil, conspicuously refused to sign and said that that Wilde was 'the one blot on my tutorship'.

I am afraid that all the institutions that educated Wilde tried to disavow him: Portora, Trinity and Oxford. He has the last word of course – we now cannot do enough to claim him!

Trinity has many world-famous students and graduates, Nobel Prize winners and household names, but among them all, Wilde stands apart. Of him, we can truly say that he is iconic, and one of just a handful of people in history who can genuinely be so described.

In Trinity we do all we can to honour him: his birthplace in Westland Row is now our Oscar Wilde Centre of Irish Writing and in 2011 we acquired the collection of Julia Rosenthal, a London-based rare book dealer with a passion for Wildeana. Her collection is the only Oscar Wilde archive held in a public institution in Ireland. It forms the centre of the exhibition we launch today.

I would like to thank, on behalf of the whole university, all those who put this exhibition together, in particular Ian Sansom, Director of the Oscar Wilde Centre; Helen Shenton; and Caoimhe Ní Ghormáin. Dubliners and visitors to Dublin also owe you a debt of gratitude; this is a marvellous exhibition for the city.

And of course I need hardly say that we are deeply appreciative of the honour Rupert Everett does us in travelling to be here tonight – it is a measure of Oscar's extraordinary glamour and continued resonance that he has sent to Trinity, on a grey and windy October day, a true Hollywood star. Thank you.

* * *



Provost Patrick Prendergast; Helen Shenton (Librarian & College Archivist);
and Rupert Everett (who launched the exhibition)

18 October 2017

Address at the Retirement of Brendan Tangney as Warden of Trinity Hall

Saloon, Provost's House

Welcome, everyone, to the Saloon for this very special event to celebrate, and to thank, Brendan Tangney for his dedicated time as Warden of Trinity Hall.

Brendan served from 2004 to 2017. And now he is retiring as Warden, but not thankfully, from Trinity. The School of Computer Science and Statistics and Bridge 21, and all the other college initiatives with which Brendan is involved, will continue to benefit from his inspiration and commitment. But since he is stepping down, after 14 years of dedicated service, as Warden of Trinity Hall, we wanted to take this opportunity to mark his very great contribution.

Anyone who knows Brendan knows of his extraordinary commitment to students, to educational access, and to using technology to mediate learning. He is a recipient of the Provost's Teaching Award and is the academic director of Bridge21, which over the past decade has been used in a social outreach programme reaching many thousands of students.

His taking on the role of Warden of Trinity hall in addition to his many other commitments was of immense service to the College and saw him put into practice his teaching philosophy, beyond the classroom.

The Warden of Trinity Hall carries out two main functions on behalf of College. He or she allocates residential rooms in Hall to students and is also responsible for enquiring into an alleged breach of discipline by a student in Trinity Hall and for taking further action in accordance with the College Statutes.

The students in Trinity Hall over the past 14 years were most fortunate in having Brendan as Warden. I would like to quote now from colleagues who worked with him closely in this role.

One of them writes (I quote):

"Brendan's signature phrase at Hall was "Be reasonable." It is hard to think of him without this phrase coming to mind. It really encapsulates an awful lot of what is good about his leadership style and ethos. It recognises that students have agency and the capacity to make good decisions and appeals to reason, perhaps that greatest academic virtue and the North Star for his code of conduct."

Another writes:

“Brendan could be tough when needed and had a practiced and patented Warden's stare he employed in disciplinary hearings, but at heart he was, and is, a softie, always caring and thoughtful and going the extra mile to ensure student safety and wellbeing.”

And from another:

“You may know that Brendan spends a great deal of time in Kerry and I understand that he is hard to keep up with on climbs up Carrauntoohil. He employed this speed and agility on at least one occasion at Hall when a non-resident decided to set off a fire extinguisher (very serious offence) at a party and Brendan leapt up to give him chase!”

And finally:

“Brendan was often found on a bench outside Purser or Reception and during these times he would survey the grounds with a sort of wise benevolence. You had the sense that he was completely in control and this sense of quiet confidence established a lovely, safe atmosphere at Hall.”

This is merely a sample of the views and endorsements of Brendan's time as Warden. They get across just how much the College owes Brendan.

The role of Warden is a crucial one: in Trinity Hall the college has care of students who, for the most part, are just out of school and may still have the recklessness of adolescence. Generally, it's their first time living away from home, and many are also newcomers to the country without family in Ireland.

For them to get the most out of their Fresher years, Trinity Hall has to be a secure, safe, and welcoming place. I have enough experience as a former Tutor to know that the job of Warden is not an easy one. In the wrong hands, a tricky situation could be escalated rather than becalmed, with potentially disastrous consequences. We are most fortunate that Brendan's were the right hands and that calmness, wisdom, benevolence, toughness and thoughtfulness were the hallmarks of his wardenship.

This evening is a happy occasion, because, as I said, we are not losing Brendan from Trinity. We will continue to benefit from his excellence in teaching, research, public engagement and outreach. This evening we thank him for the last fourteen years of service to Trinity Hall and we look forward

to all that he will continue to contribute to the university and indeed to education in Ireland.

May I ask you to join me in raising a glass to Brendan.

Thank you.

* * *



(L to R) Professor Petros Florides (former Pro-Chancellor and former Warden of Trinity Hall), Professor Brendan Tangney (Warden of Trinity Hall) & Provost Patrick Prendergast

20 October 2017

Address to New Fellows

Dining Hall

Good evening, and welcome,

We have arrived again at this important time, early in the new academic year, when we welcome our new Fellows at a dinner hosted by the Senior Common Room.

Traditionally the names of the new Fellows are read out from the steps of the Public Theatre, in dramatic fashion 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 as old as the College itself.

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 governance of the College. To our Fellows falls the great 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, versatile, and international. From the small, distinctive 17th century college of British and Irish male theologians, Trinity is now a large, global, multidisciplinary university.

Tonight we recognise **ten** new Fellows, and **four** new Professorial Fellows. I think it's worth saying that these comprise eight men and six women. I had rather it were seven and seven – and last year there were more women than men – so currently these figures represent a great improvement on centuries of male only. Some data presented at Board on Wednesday this week shows that, just nine years ago, in 2008, the proportion of male to female fellows was 80:20 whereas now in 2017 it is 68:32. Still a long way to go to parity but the rate of convergence is increasing.

Tonight we also welcome our new honorary fellow. Professor Roy Foster needs no introduction. A graduate of this university, he is among the best-known and most critically acclaimed of Irish historians. The elegance of his prose style; the range of his research, literary as well as historical; and his

fearlessness in attacking received positions has secured him a wide readership, beyond academic circles. As the first Carroll Irish Professor of Irish History at Oxford, and now Professor of Irish History and Literature at Queen Mary University in London, he has been an important interpreter of Irish history in the UK. His support of Trinity through the decades, his willingness to give lectures here and his role in the establishment of the Long Room Hub are particularly appreciated. It's a privilege to welcome him to his alma mater as an Honorary Fellow.

It's now my honour to introduce each new Fellow, by name, position, and research specialisation.

* * * PROFESSORIAL FELLOWS * * *

Ursula Fearon is Arthritis Ireland Professor of Molecular Rheumatology in the School of Medicine and the Trinity Biomedical Sciences Institute. Her research – for which she has won several national and international awards - is a bench-to-bedside translational approach, focusing on understanding the underlying mechanisms that drive disease pathogenesis. The recipient of extensive research funding from national and international bodies, she has developed several novel models for the study of innovative medicines in the field of rheumatology and immunology and has established strong collaborative research networks across Europe, USA and Singapore, as well as industry partnerships.

Brendan Kelly is Professor of Psychiatry at Trinity College Dublin and Consultant Psychiatrist at Tallaght Hospital. He has authored and co-authored over 200 peer-reviewed publications and 400 non-peer-reviewed publications, and in addition to his medical degree and doctorate, he holds masters degrees in epidemiology, healthcare management and Buddhist studies, and doctorates in history, governance and law. He has drawn on his very wide range of expertise to publish six books in the past four years on history, mental health law and human rights.

Michael Morris is the Director of SFI Research Centre AMBER and Professor of Surface and Interface Chemistry at Trinity. He has worked in the area of self-assembly for over 20 years, publishing over 300 papers, and his research into self-assembly methods has been used to develop key industry technologies in fields such as chromatography and nanoelectronics. He has key collaborators at Intel, Merck and Johnson and Johnson and is co-founder of Glantreo, a company supplying chromatography materials to industry.

Valeria Nicolosi is the Professor of Nanomaterials and Advanced Microscopy in the School of Chemistry, and a Principal Investigator in CRANN and the SFI Centre AMBER. She has published more than 150 high-impact-papers and won numerous awards including the RDS/Intel Prize for Nanoscience 2012, World Economic Forum Young Scientist 2013, SFI President of Ireland

Young Researcher Award 2014, SFI Irish Early Stage Researcher 2016. She is top European Research Council Awardee in Ireland and one of the top in Europe, having won ERC awards to date.

* * * FELLOWS * * *

Raj Chari is a professor in Political Science. His research is centred on comparative public policy, with a focus on the regulation of lobbyists from a global comparative perspective, the relationship between business and politics, and EU competition policy. He has also written on electoral behaviour and party politics. He has advised governments and institutions in Ireland and internationally on lobbying regulation and the development of lobbying laws. His most recent book *Life After Privatization* is published by Oxford University Press.

Imelda Coyne is Professor in Children's Nursing and a co-director of the Trinity Research in Childhood Centre (TRiCC), which she helped establish. Her research focuses on child and family centred care, shared decision-making, and chronic illness management for children and families. She has undertaken policy-relevant research for government bodies and is the co-author of more than 300 research articles, books, book chapters, letters, and abstracts. She currently holds the Alva Myrdal Professorship at Malardalen University in Sweden.

Daniel Geary is Mark Pigott Associate Professor in American history. His work explores the intellectual, cultural, and political history of the twentieth-century United States. His latest book is *Beyond Civil Rights: The Moynihan Report and Its Legacy* and he has published journal articles on a range of topics including the antifascist movement in 1930s California, the relationship of liberalism to the New Left, the reactions of Southern segregationists to European decolonization, and the music and prison activism of country singer Johnny Cash.

Naomi Harte is an Associate Professor in Digital Media Systems in the School of Engineering and a co-Principal Investigator in the SFI ADAPT centre. She has explored topics in human speech communication. Her principal areas of focus are audio visual speech processing, speaker ageing, emotion in speech, speech quality, and bird song analysis. In 2015, she was a visiting Professor at ISCI in Berkeley USA. She holds technology patents and licences through her collaboration with Google in the United States.

Laure Marignol is associate professor in Radiation Therapy, and leads the applied radiation therapy research group. Laure is the first ever Fellow of the College from her discipline of Radiation Therapy. The radiobiology lab she has developed in Trinity addresses the international challenge of the optimal management of prostate cancer patients – including detecting patients at high risk of failure following radiation, and designing new therapeutic options

that prevent tumour regrowth. She has served on the committees of Radiation Research Societies in the USA, UK and Ireland and sits on the Radiobiology Committee of the European Society for Radiotherapy and Oncology.

Bernice Murphy is an Assistant Professor in the School of English, and director of the M.Phil. in Popular Literature. Her books include *The Suburban Gothic in American Popular Culture* and *The Highway Horror Film* and, most recently, the textbook *Key Concepts in Contemporary Popular Fiction*. She is the co-founder of the online *Irish Journal of Gothic and Horror Studies* and is a founding member of the recently established Irish Network for Gothic Studies.

Redmond O'Connell is Associate Professor in the School of Psychology and a principal investigator at TCIN, the Trinity Institute of Neuroscience. He holds an adjunct Senior Research Fellowship at Monash University in Australia. His research focuses on exposing the neural principles and processes that underpin both normal and abnormal decision making. His research is funded by the US National Science Foundation, The Brain and Behavior Research Foundation, the Australian Research Council and the European Research Council.

Alan O'Connor is Associate Professor in Civil Engineering. A Chartered Engineer and Fellow of the Institution of Engineers of Ireland, he is a research leader in the probabilistic life cycle assessment of civil infrastructure. His research group in Trinity is focused on risk analysis of critical infrastructure networks for extreme weather events and natural hazards and on resilience assessment of critical infrastructure networks. He has authored over 170 academic papers, including over 60 peer-reviewed in international journals.

Stefan Sint is an Associate Professor in the School of Mathematics. His research focuses on elementary particle physics, in particular Quantum Chromo-Dynamics, the theory underlying the strong nuclear force. Numerical simulations are used to obtain precise quantitative predictions of fundamental parameters such as the quark gluon coupling or the quark masses, which are required for precision tests of the so-called Standard Model of elementary particle physics.

Martin Sokol is Associate Professor in Geography in the School of Natural Sciences. He is an economic geographer with interest in urban and regional development, geographies of knowledge economies, post-socialist transformations and geographies of finance. A founding member and Secretary of the Global Network on Financial Geography, and a Fellow of the Regional Studies Association, he was recently awarded a European Research Council Consolidator Grant for his project GEOFIN - *Western Banks in Eastern Europe: New Geographies of Financialisation*.

I congratulate all our new Fellows. Each of you has achieved so much – both here in Trinity, and elsewhere. I am sorry that I have only had time to ‘gallop’ through your career highs. Each of you could merit a speech of your own. We are very proud that you have chosen to enhance this university through your research and teaching and we look forward to the continuance and deepening of our relationship with you.

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(L to R) Redmond O’Connell, Stefan Sint, Bernice Murphy, Naiomi Hart, Ursula Fearon, Laure Marignol, Provost Patrick Prendergast, Imelda Coyne, Raj Chari, Martin Sokol, Alan O’Connor, Roy Foster & Daniel Geary

01 November 2017

Launch of Student Services and Student Lean On Us Campaign

Trinity Global Room, Watts Building

Good afternoon,

It's a pleasure to be helping to launch this most important campaign.

As you know, the first part of Trinity's mission – I quote from our Strategic Plan - is:

“to encompass an ever more diverse student community, providing a distinctive education based on academic excellence and a transformative student experience”.

With this mission, we commit to providing students with a holistic university experience both within and outside the classroom. In the Strategic Plan we go on to detail the supports and services that we offer students – these include:

- facilitating participation in clubs, societies and community engagement; and
- The Student Services, which promote physical and mental wellbeing and increase the student's awareness of his or her strengths and abilities.

These Student Services are very diverse and include Student Counselling Service, Student Learning and Development; Student 2 Student, Disability Service, College Health Service, the Tutorial Service, Chaplaincy, Careers Advisory Service, the Senior Tutor's Office, Alumni, the GSU, and Global Relations.

By availing of these excellent services, students develop many crucial life skills including self-awareness, team work, communication skills, critical, ethical and global thinking and the ability to work in teams.

And today we launch a new student service and campaign called Lean On Us. This is about sharing messages from current and former students of stories of reaching out to student services and the support they received.

The aim is to acknowledge the great work that Student Services provide and to highlight that it's okay for students to lean on their relevant student support when they might need them.

So 'Lean on Us' is, in some sense, a coordinating campaign promoting the full range of student services.

This is very important because there is no point having these really great services and supports if the people who need them are not using them.

Why don't students always use the supports available to them? Some may not know of the full range, so we need to make them aware. But we also know, from research carried out by Millward Brown a few years ago, that unfortunately there is still some stigma among students attached to seeking help. This research reports that:

- 72% would not want others to know about their difficulties;
- 56% would hide a difficulty from family and friends; and
- 34% would delay seeking support for fear of letting others know about their difficulties.

These figures aren't surprising because they accord with figures from the wider population. In general people are reticent about admitting problems and asking for help, particularly when it comes to mental health issues.

This is changing across society. There is far less stigma than there used to be, and national campaigns are putting focus on the importance of reaching out. As with anything, asking for help is the key to receiving help.

'Lean on Us' relies on alumni and student ambassadors who are able to deliver a particularly powerful message because they start by relating their own personal stories.

We know the power of telling our personal stories. The Marriage Equality referendum was passed two years ago by a large majority because the Yes campaign took the decision to focus on personal stories. They thought, rightly, that the way to resonate with people and to bring about change was to speak from the heart and to relate experience.

As humans, we have great empathy. We connect through recognising 'the other' within ourselves. We also respond to courage. It still takes courage to speak out and admit that one has suffered. I hope that soon we get to a place where this is seen as normal. The 'Lean on Us' campaign depends on the courage and willingness to share of alumni and student ambassadors.

I would like to pay tribute to and express my appreciation for the Lean on Us Ambassadors who came forward and told their stories, of how they had benefited and developed by using the services during their time in the university. I have no doubt that it will encourage other students to likewise and thereby advance the university's ambition to assist students in their holistic development.

I thank staff from each of the services who took part in the Lean On Us campaign and the students from the Student advisory group who worked with them.

The Student Services do such an important job. I appreciate the great commitment, dedication and hard work of all the staff working in our services. They have an ethos which places the student at the heart of what they do. Thanks to this campaign, more students will be made aware of the great supports available.

I would like to thank all those who participated in the Lean On Us Steering Committee; also Mariam Barakat, the creative director of the campaign, and the Student Counselling Service for their leadership. A special thank you to Pauline Coary and Dorothy Coyne for their administrative support. And thanks to the Visual and Performing Arts Committee for their financial contribution.

All involved can be very proud of this initiative. I have no doubt that it will grow and flourish and spread the message: that university is not just about academic learning but about the full development of the person - creative, emotional, intellectual and social.

Thank you very much.

* * *



02 November 2017

Address at the Conor Cruise O'Brien Symposium

Trinity Long Room Hub

An Uachtaráin, Your Excellency, Distinguished Guests,
Colleagues, Ladies and Gentlemen,

You are all most welcome to the Trinity Long Room Hub for this centennial symposium on Conor Cruise O'Brien.

The phrase you will have heard most frequently this past week in media commemorations of his centenary – his birthday is tomorrow – is that he was Ireland's 'leading public intellectual of the past half-century'.

He has, I think, no rival for that accolade and it encompasses the combativeness for which he was famous. You can't take a lead in public discourse without being controversial. Certainly Conor Cruise O'Brien never shied away from that.

But he was more than a leading public intellectual – he was diplomat, politician, historian, literary critic, playwright even, a man of astonishing versatility, well reflected in the range of panels in this symposium.

He brought to all these roles what his DIB entry calls his 'ruddy, stubbled glamour'. For decades, his every action and turn of phrase made news in this country. You might not agree with him but you paid attention.

I think he first came to my attention in my last year of school. That was when he coined the acronym GUBU from a comment made by Charlie Haughey. GUBU has now entered the Irish lexicon.

He was a Trinity graduate twice over. He graduated with a first class moderatorship in Modern Languages and literature in 1940, having swept every prize, and a few years later he did a second degree in History here, which he followed up with a doctorate, subsequently published as his second book, *Parnell and his Party*, in 1957. In the late 1970s he sat in the Oireachtas as a senator for the University of Dublin, and in the 1990s he was a Pro-Chancellor of the University.

So his relationship with Trinity was lifelong and his contribution very large. Indeed the only role he didn't fill here was to be a member of the academic staff, which I regret. He would have illuminated our schools of History or Politics, as he did in NYU, where he was regents' professor and holder of the Albert Schweitzer chair in humanities in the mid-1960s.

But if he didn't join Trinity's faculty, he did give his scholarly attention to the greatest of all Trinity graduates, Edmund Burke, and his scholarship with its emphasis on the Irish Catholic part of Burke's heritage was ground-breaking. Burke's statue stands at Front Gate – I point this out for the benefit of speakers from abroad who may not have had a chance to tour the campus. I like to suppose that Conor's obsession with Burke started when he was an undergraduate here, walking daily by that statue.

Conor came to Trinity at a time, 1936, when for historic reasons, this university did not hold the central place it does today in Irish life. For most Dublin school-leavers at that time, Trinity was not their first choice.

Conor Cruise O'Brien entered college with the same mixture of brilliance, combativeness, and charisma which later made him a world figure. The stories of him as an undergraduate are legion - from causing a stir at the annual Labour party conference by attacking the regime of General Franco much earlier than most did in Ireland, to contributing verses to the *College Miscellany* which prompted libel proceedings.

As you will gather, he is well remembered here in Trinity and it's right that we are celebrating his centenary with such a comprehensive symposium. I thank Dr Ciaran O'Neill from our Department of History and Bridget Hourican and Alexander Kearney for organising this to such a high standard.

It's a great tribute to Conor Cruise O'Brien's standing to have so many distinguished speakers at the symposium, many of whom have travelled far to be here.

And we are, of course, most honoured that President Michael D. Higgins is here. The President is a former colleague of Conor's in the Labour Party - as well as representing the people of Ireland here, he represents an important link to Conor Cruise O'Brien's political role.

This symposium would not have been possible without the generous support of our donors – our main sponsor, Denis O'Brien and Newstalk; and our other donors: the British Embassy Dublin, the Department of Foreign Affairs, and members of the Labour Movement in Republic of Ireland and Northern Ireland.

I thank you for your generosity and I note that the range of sponsors of this symposium reflects the different spheres of Conor's life: media, academia, diplomacy, the Labour Party, and his time as editor of one of Britain's leading papers, the Observer.

Finally, I thank all of you who have come here this morning. I know that attendees, as well as speakers, have travelled – from Northern Ireland, from Britain and indeed from the United States to be here. Many of you knew Conor personally.

We shall not see gathered again so many people who remember him and have engaged so deeply with his work. This makes this symposium very special, and accounts for why there is standing room only.

I wish you all a wonderful symposium.

Thank you.

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(L to R) Provost Patrick Prendergast & President Micheal D. Higgins

02 November 2017

Address at the Harry Nicholls Bench Unveiling

College Park

Good evening,

And welcome, all, to this very special occasion: the unveiling of bench in honour of Harry Nicholls.

Harry Nicholls has the distinction of being the only Trinity graduate to take part in the Easter Rising on the rebel side. Well, having said that, I would like to qualify it – he is the only *known* Trinity graduate to take part in the Rising. I wonder were there not a few others who took part so covertly that their role was never known?

In any case, it was clearly a rare Trinity graduate that threw in his lot in with the IRB, and Nicholls subsequently served time in Knutsforth prison and six months in Frongoch for his part in the fighting.

Nicholls is particularly interesting because in all other respects he was a typical Trinity graduate of the time, which is to say that he was Church of Ireland and who was brought up in Templemore, Co. Tipperary. His father was an Englishman from Shrewsbury who described himself as an ardent imperialist.

Harry came to Trinity on a mathematics sizarship and junior exhibition and studied civil engineering. He graduated in 1911 with a gold medal in mathematics. I do not know that there was anything in his time at college to suggest that he differed strongly politically from the other students.

He himself said that his radicalisation came in 1913 during the time of the Lockout when the brutal measures, in his own words “made a rebel out of a Prod”. He was also strongly influenced by his older brother, George, who was very active in the Gaelic League, to the extent that he rechristened himself Seoirse Mac Niocaill. I am reminded of Robert Emmet’s older brother, the United Irishman Thomas Addis Emmet, who was also such an influence on the younger brother.

George Nicholls or Seoirse Mac Niocaill was also a Trinity graduate. He did not take part in the Rising but he was certainly a thorough-going nationalist and this, again, suggests that the popular view of Trinity graduates of the time needs to be qualified somewhat, and indeed of Protestants more generally. Most of the Irish Volunteers and IRB were Catholic but by means all, and of course the tradition of Protestant Republicanism goes back very

far in Trinity – I've already mention Robert and Thomas Addis Emmet; there was also Wolfe Tone and Thomas Davis, and it is to this tradition that Harry Nicholls belongs.

In Trinity we want to celebrate all traditions that have graced this college. It is not a question of elevating one over the other. Our aim is to celebrate all our graduates in their rich diversity and by doing this to show that Trinity has never been a monolithic place. No great university which educates inspiring young minds is fixed or uniform.

Last year during the 1916 celebrations was the natural time for us to remember Harry Nicholls and that was an occasion for the Head of the School of Engineering, Professor Brian Foley to deliver an address on Nicholls, which was hugely interesting. Particularly, as an engineer, I was greatly interested in how Harry used his engineering skills when he joined the Volunteers: he was appointed engineering instructor to the Fourth Battalion. I guess his engineering professor in Trinity was not expecting that!

From our focus last year came the decision to name this bench for Harry Nicholls, thus preserving in perpetuity our regard for this graduate who was clearly a person of great individuality and strength of mind with a willingness to fight for his beliefs - these included his beliefs in socialism and the trade union movement, as well as in Irish nationalism.

We are delighted to welcome here today Martin Maguire, Dundalk Institute of Technology, and Shay Cody, from the union IMPACT, which was formerly known as ILGOU when it was co-founded by Harry Nicholls. And we're delighted also that Harry's closest living relatives, his nephew and niece, Kenneth Nicholls and Annabelle May are joining us.

I congratulate and thank the School of Engineering for organising this Bench. Many in the years to come will sit here, enjoying the lovely view over the pitches and asking who was Harry Nicholls. It is a beautiful and simple way to commemorate a man who did not elevate himself, who dedicated his life to improving the life of ordinary people.

Thank you.

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(L to R) Provost Patrick Prendergast, Annabelle May (Niece of Harry Nicholls)
& Martin Maguire (IMPACT Union) at the bench in College Park

08 November 2017

Address at the San Francisco Alumni Event

The San Francisco University Club

Thank you, Thomas*,

And good evening everyone. It's great to be back here in San Francisco. This is my third year in a row in San Francisco, meeting alumni – I was here in 2015, at an event in the Irish Consulate; I was back last year when Hugh Meakin, a distinguished and loyal graduate, hosted a reception – I'm really delighted to see Hugh here tonight.

And now, for my third year running in San Francisco, here I am in this elegant clubhouse, renewing my acquaintance with all of you, and with this city.

This is an enormous pleasure for me. San Francisco is, of course, one of the most beautiful and historic cities in the world, and the San Francisco branch is among the most active of all Trinity alumni branches. You do so much to help alumni maintain their connection to their alma mater and you have been a great support in furthering the aims of the University. This is what makes it such a particular pleasure for me to be here.

I thank the committee members, Thomas Browne, Cathal Lathrop and Colette Minnock for the remarkable work they do, including organising this evening. And I thank all of you for your enthusiasm and your deep engagement with this branch, and with the university.

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In our time together now, I'd like to fill you in briefly on how Trinity is doing. The last time we met – in March 2016 as some of you will recall – we were celebrating a landmark event, 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 is established to help tackle the looming dementia epidemic and to improve care worldwide. It's training global leaders

* Thomas Browne, Alum in Psychology '82 and Chair of the Northern California Branch

in brain health by the rapid translation of research in neuroscience and ageing into policy.

Just over a year and a half ago we were meeting to celebrate that great news. So much has happened in the college since then. In some cases, college news made world news.

For instance, in June, Leo Varadkar became the fourteenth Taoiseach. The global headlines made much of three characteristics which are firsts for any Irish Taoiseach: he is 38, he is gay, and he is the son of an immigrant. He brings a freshness and excitement to the role. In Trinity we noted another unique characteristic: he's the first Trinity graduate to be Taoiseach. I guess as graduates, we're all delighted about that!

As it happens this year, 2017, is a significant anniversary for the college: it's 425 years since our founding in 1592. I see Leo's appointment as emblematic of the excellent year we have enjoyed and of our recovery from the difficulties of the global recession.

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When I talk about our excellent year, it's perhaps easiest to convey this through reporting out success in international benchmarks.

As you know, Trinity has a singular mission in education and research, and that encompasses innovation which permeates all we do. Education and research are inter-dependent: what we research determines what we teach, and vice versa.

In education, research and innovation, we received great endorsements this year:

Firstly, in endorsement of our education, we became 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 United States.

Secondly, in proof of our excellent research, we 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 Medallists 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 was delighted but not surprised that Trinity got in because one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

Which brings me to my third benchmark – two months ago, we heard that, for the third 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.

CASA, LERU and Pitchbook – these are three benchmarks which enable us to measure our achievements against other universities in education, research and innovation, respectively. Another comprehensive benchmark is of course the global university rankings: and indeed this year we went up in all the Rankings – reversing the decline which set in during the global recession.

So 2017 is, for me, our 425th anniversary and it's the year of Leo, CASA, LERU, Pitchbook and going up the Rankings. In short – a really excellent year, and I'm very happy to be here sharing it with you.

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Recently, I read Giuseppe Tomasi di Lampedusa's *The Leopard*. In that novel – which is also a great film – a young nobleman explains to his uncle that he must go and fight with Garibaldi's forces because "If we want things to stay as they are, things will have to change around here".

I was very struck by this quote because it resonated with what we're doing in Trinity. We're very proud of our education and research that has proved itself over centuries, but we know that if we want to maintain excellence, we cannot keep doing the same things in the same way; we have to make changes.

Let me tell you about two very important changes we're making:

Firstly, 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.

The Trinity Education Project will change everything in order to preserve what makes us great.

The other really important innovation we've introduced in College is the Provost's Council.

What is the Provost's Council? It's something I'm very proud of: it's a network of leading global Trinity alumni and supporters who act as advisors to me and the College and help shape Trinity's future. This Council was convened for the first time last year and it's unique in Trinity's 425-year history – it's the first time that an official external group has been created to help plan Trinity's future direction.

There are some 40 members in the Provost's Council because to be truly effective it needs to remain small. The members are individuals who have achieved exceptionally in their lives and careers and are leaders in finance, manufacturing, retail, investment, property, law, film and new ventures, and are based in Ireland, UK, France, Germany, US, Middle East and Asia. This is a truly global group, of remarkable range and versatility.

In a sense they are a microcosm of our broader alumni groups. We rely so much on our alumni for support. With the Provost's Council, we have created a formal advisory board acknowledging this. Trinity has exceptional alumni, a resource not to be taken lightly.

The Provost's Council is deeply involved with the Philanthropic Campaign which the college will launch in the coming year.

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This will be the first philanthropic campaign in Trinity's history. It will focus on the two 'umbrella' areas for which philanthropy is essential: investment in people – staff and students – through a series of transformative professorships and scholarships. And investment in major capital development and research infrastructure projects, like the Trinity St James's Cancer Institute and the Library and its unique holdings.

Among these major capital development projects are two which I've already spoken about at previous alumni events here in San Francisco: the Trinity Business School and the Engineering, Energy and Environment Institute, or E3.

Construction of the new **Trinity Business School** started last year. This state-of-the-art building is being built on Pearse Street, beside the Science Gallery. It's 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.

E3 is the other great capital development project on campus. 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.

We are developing E3 in two stages: the E3 Learning Foundry and the E3 Research Institute.

We will open the Learning Foundry in three years' time, at the east end of the campus. It will change the way that engineering, natural sciences and computer science students learn, both in terms of content – with more focus on sustaining the earth's resources – and in terms of method – with more peer-to-peer learning and small group teaching. The new building will reflect the new curriculum – for instance it will have many rooms for students to meet and interact and do project work in multi-disciplinary teams.

The E3 Research Institute is the second phase and it will bring researchers together in a multidisciplinary environment. It will be the first component of the Trinity Technology Campus at Grand Canal Dock, which is beside the headquarters of Google, Facebook and other tech companies. We look forward to developing T-Tech, as we call it, over the next decade.

* * *

I stand here today, reporting to you, as interested alumni, Trinity's successes and achievements, and also letting you know how we intend to build on our achievements.

You all know the Biblical quote: "Those to whom much is given, much will be expected."

Certainly much was given Trinity through the ages: a stunning campus, a city-centre location, remarkable library holdings, a history of exceptional alumni.

None of this would count – except for historic interest – if we did not keep building on what we have, if we did not pledge to use our strengths to continue delivering world-class education and ground-breaking research, for the benefit of Ireland and of the world.

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.

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.

To commemorate the 425th anniversary and what turned out to be a wonderful year, we have 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.

It's my pleasure to present copies of this book to the San Francisco Alumni Branch, with great thanks for your support. I'm sorry I don't have 'one for everybody in the audience'– but it would have exceeded my baggage allowance.

For those who would like a copy of the book, they're available online through the Library Shop.

I hope you will enjoy these contemporary photos of the campus. It goes without saying that we look forward to welcoming you back to campus whenever you are next in Dublin.

Thank you.

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Photo taken by Provost Patrick Prendergast when speaking to San Francisco Alumni

13 November 2017

**Address at the COIMBRA Group Seminar for Rectors &
Vice Rectors**

Trinity Long Room Hub

Thank you, Juergen,

And good morning everyone, and welcome. We're delighted to see you here. Thank you for inviting me to speak. It's been my pleasure to participate in, and speak at, other Coimbra Group seminars over the years.

In my address today I will focus on the significant changes which we're currently making, in Trinity, to the undergraduate curriculum. We're calling this 'the Trinity Education Project'. We are now two years into this Project and next academic year will see changes implemented. We're not talking about small tweaks - this is the most significant renewal of the undergraduate curriculum in a century.

Before I get into what changes we're making, I'd like to look at the 'why' – *why* do we feel the need to renew a curriculum which has, after all, been delivering well for us, going on the usual criteria of the quality of students enrolled and retained, and their achievements as graduates.

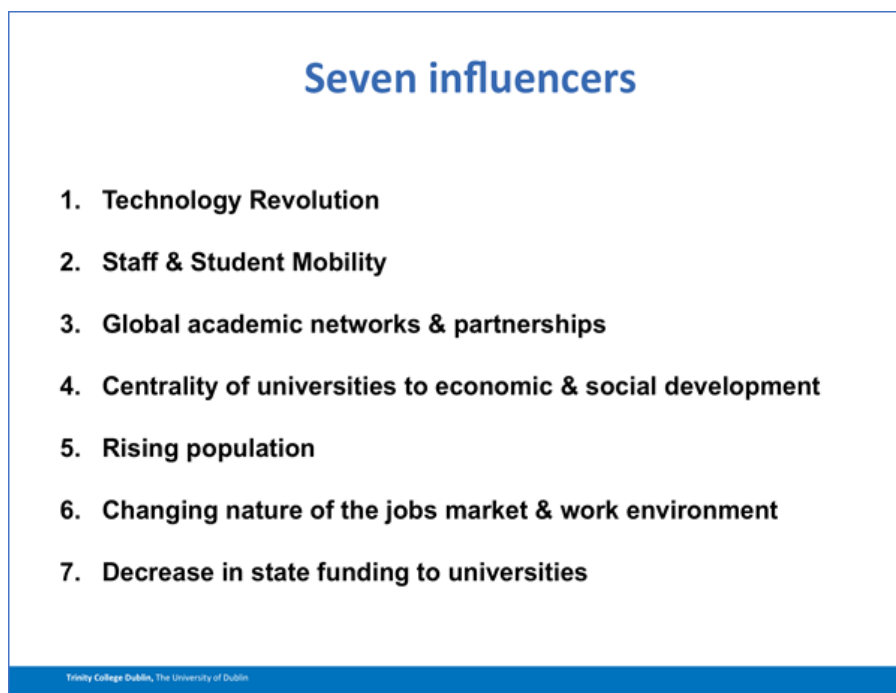
This 'why' is something that particularly confronts us as Coimbra Group universities. Because of our long-established reputations and the central place we hold in our countries, our universities tend to be over-subscribed. Because we turn away far more students than we can offer places to, there is little incentive for us to change the curriculum – in the language of the market we might say "why change our winning product?".

We enrol excellent students, and excellent input makes for excellent output – and without us having to do a whole lot. It might be argued that, what counts today as a measure of intelligence is being admitted to a world-ranked university, not what is learnt there. We might call this the 'Ivy League effect' or indeed the 'Bill Gates effect' – because what everyone remembers is that Bill Gates got into Harvard; and it doesn't matter that he didn't graduate.

In Trinity we are undertaking this ambitious renewal of the curriculum for the same reason that the Coimbra Group has convened here to debate the internationalisation of the curriculum. Because globally, this is a period of truly transformational change, not only for higher education but for society in general. The changes are so great that it would be irresponsible of us, as

educators, not to reflect and anticipate the transformations that are happening in our curricula.

I've identified seven key current influences which impact higher education. These are global changes which have to be taken into consideration when we look at the theme under discussion today: internationalising the curriculum.



Seven influencers

1. **Technology Revolution**
2. **Staff & Student Mobility**
3. **Global academic networks & partnerships**
4. **Centrality of universities to economic & social development**
5. **Rising population**
6. **Changing nature of the jobs market & work environment**
7. **Decrease in state funding to universities**

Trinity College Dublin, The University of Dublin

First, there's **technology**, which is accelerating change in the university, affecting everything in the core mission of education and research.

Second, there's increased **staff and student mobility**, with people and projects moving rapidly between institutions and countries; we are approaching an era of what we might call 'multi-institutionalism'. One of my other roles is as a board member of the EIT – the European Institute of Innovation and Technology which aims to grow Knowledge Innovation Communities, or KICs, as strong networks of innovation and entrepreneurship. Trinity is a member of KIC Health, KIC Raw Materials, and KIC Climate.

Fourth, 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.

Fifth, 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 bucks the European trend. Between 2011 and 2028, the number of Irish school-leavers is set to grow by a massive 25 percent.

Sixth, 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 complex career challenges.

Seventh, there's the **decrease in state funding per student to universities**. This is certainly happening in Ireland, but it's also happening globally. Around the world, countries are 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 a major and difficult transition and it brings up other challenges – for instance, if decreasing state funding is going to be the new normal, it should be accompanied by deregulation so that universities can operate in a more entrepreneurial fashion and less like public sector entities. But this isn't happening yet, at least not in Ireland.

I won't concentrate further on funding in this address, but it should be mentioned as one of the key international influencers which is changing how we deliver higher education.

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All universities are affected by these seven influencers to some degree. We might not like all the new developments. We might see them as indicative of a more competitive neo-liberal world, and the waning of the post-war solidarity which served Europe so well for decades. We might regret this, but we cannot stop it – except perhaps through educating different kinds of leaders and policy-makers in society.

The really significant thing about the current transformations is how rapidly they are happening. European universities have seen other transformative periods - such as the introduction of new scientific disciplines in the 19th century. But change used to happen over decades, now it happens over years, and months even.

As universities, we want to stay ahead of change so that we aren't overwhelmed by it. This is where the Trinity Education Project comes in.

In Trinity we agree a Strategic Plan every five years. Your universities probably do something similar. Our current Strategic Plan was agreed in 2014 and has two more years to run. It's an ambitious plan and, I think, a far-seeing one, strongly focused on preparing for the future.

Central to the Plan is the goal to ‘Renew the Trinity Education’. We go into some detail outlining the new circumstances confronting 21st century graduates. We recognise clear patterns of change in education, research and the workplace.

For instance, we recognise that ‘compound disciplines’ - like bioengineering and neuroscience and digital humanities - are products of internationalisation, having emerged typically, though not always, in universities in the US. We point out the need to strike a balance between, on the one hand, disciplinary strength and the accumulated traditions of learning, and on the other, interdisciplinarity.

Relatedly, the old model of a job for life is changing. Our graduates will likely have a number of careers, and will live in a number of different cities and countries, and they will constantly have to update their skills to keep on top of rapid patterns of change in technology and in work practices. They will have to be self-starting and to remain open to learning new things throughout their careers. Teaching ‘love of learning’ will be ever more important.

Another vital area that we touched on in the Strategic Plan was responsible citizenship – we wrote about developing ‘an aptitude for cross-cultural understanding and an affinity for global citizenship’. In the three years since articulating this, it has become even more important.

In Europe and the United States, we are facing political upheavals – social inequality, the rise of the so-called alt-right, increase in terrorism and hate crimes carried out by our own citizens. Are these issues which should concern universities? Do we have a responsibility to our societies to help prevent them? Absolutely we do.

As publicly-funded universities, we have an obvious societal duty but our responsibility goes beyond this. ‘Education is the most powerful weapon to change the world” Nelson Mandela said. If universities are not agents of change and improvement, who will fill the void?

This year has seen headlines about the embarrassing lack of diversity at elite universities. To put it bluntly, world-ranking universities, particularly it seems in the UK and the US, are not broadening access sufficiently. If world-class higher education is only available to those coming from upper or middle-class backgrounds who attended good schools, and if our curricula focus overly on educating for individual gain and private success - then we have to admit that universities are contributing to social inequality, rather than addressing it.

Through our admissions programmes and our curricula, we should be engaging directly and fearlessly with global challenges such as inequality, climate change, migration, energy provision, conflict resolution. If we are

sending out graduates into the world who have no experience of, and are indifferent to, these issues that ultimately affect us all - then, I would contend, we have failed in our duty as educators. We can't talk about the 'internationalisation' of the curriculum without highlighting these international challenges which know no borders.

In articulating this, I'm being pragmatic. Yes, I think there's a moral obligation on us to act, but it's also a simple matter of self-preservation. As with the seven influencers, it's not really a question of whether we welcome or disparage trends. These changes are coming whether we, as university rectors and members of faculty, welcome them or not. Our responsibility is to prepare our students for the workplace and society that they will confront, not for the workplace and society that we experienced ourselves.

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So that's the background to the Trinity Education Project. I'm sure much of what I've said resonates with you because we are talking international trends.

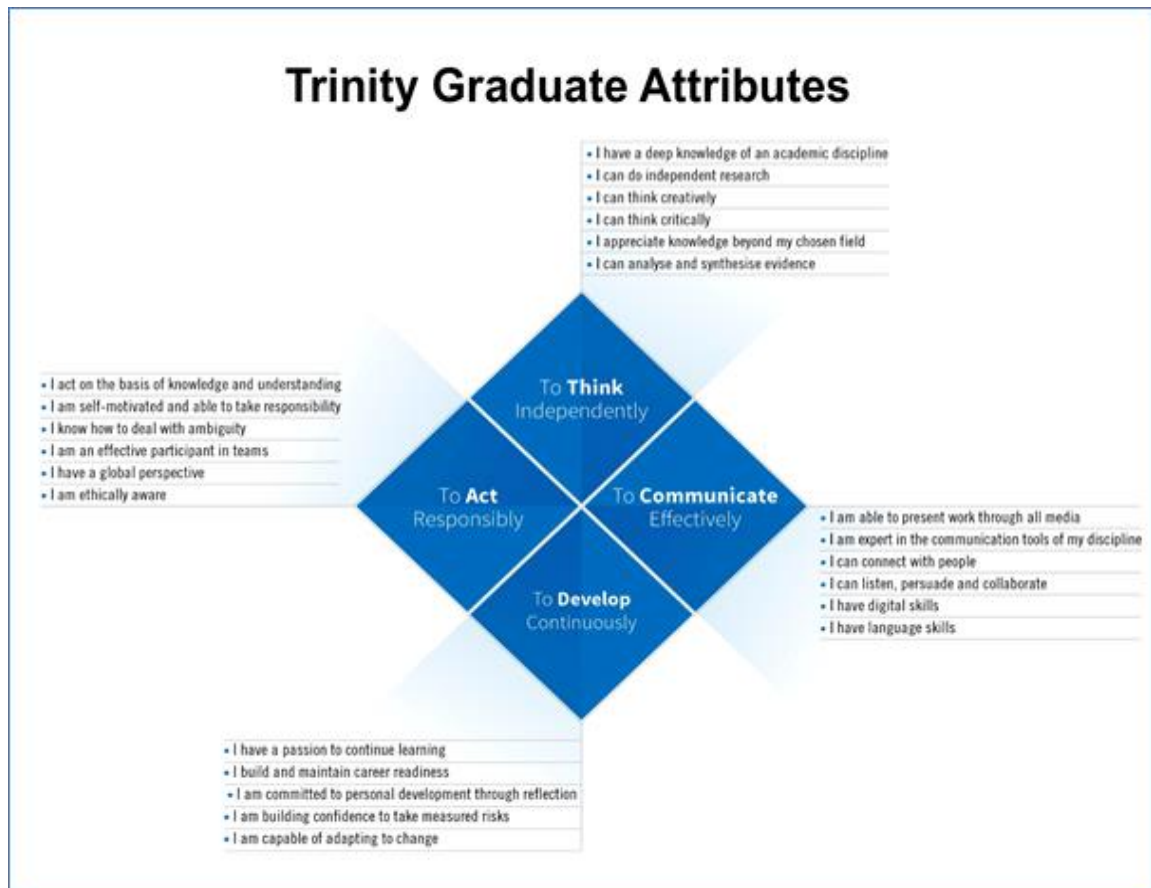
To recap: as educators and researchers we want to avail of all the opportunities available to do cutting-edge international research, to contribute to economic growth in our countries and regions, and to prepare our students for dynamic careers and responsible citizenship. How can we do this?

Our approach in Trinity has been a top-down one. We started by identifying what attributes our graduates would need to be successful and useful in the world. We focused on attributes rather than skills. Skills are specific to the discipline studied – for instance, computer science students obviously need programming skills and drama students need acting skills. But we know that the way the world is evolving, graduates will frequently change direction and careers, so our duty as educators is not so much to impart the specific skills which get a first job. Rather we have to imbue our students with the right mindset for career and life success.

After deep consultations, which lasted a year, and much debate across the university, we emerged in June 2016 with agreement on a set of graduate attributes which will shape the kind of education we offer. These attributes are shown here:

- Firstly we want our graduates to be able **to think independently**; this is not easy in an age of incessant media and marketing campaigns designed specifically to prevent it; but the capacity for independent thought should to be treasured – this includes thinking creatively and critically.

- Secondly, our graduates should be able **to communicate effectively** to diverse audiences through different media - in meetings, in writing, in oral addresses, through different languages, visually, graphically, and on social media.



- Thirdly, our graduates should have the skills **to develop continuously** after graduation; they should leave Trinity with a love of learning, recognizing that their education is only starting, not ending; and with an appreciation of their discipline, and a flexible, adaptive approach.
- The final attribute concerns how our graduates should 'act' in the world; diverse views of academic staff were expressed on this, to act ethically, to act morally, to act resiliently – the agreed attribute is one I am quite proud of: **to act responsibly**. Taking responsibility for our actions is a characteristic of a citizen in a democratic society - taking responsibility for society, for the environment, and ultimately for the well-being of our fellow citizens.

Some might dismiss these attributes as pious aspirations. Others might believe that the attributes are self-evident and do not need to be spelled out. I understand both views but disagree with them. There comes a time when colours need to be nailed to the mast, and these are our colours.

Having named the graduate attributes, we are now in the next step: making sure that these four attributes underpin the education of every Trinity undergraduate. How are we going about this?

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When we talk about renewing the curriculum, we are talking about deep structural change. It's not just about content, but delivery.

For instance, we have to bring our term periods, exam scheduling and time-tabling in line with international norms because you cannot facilitate staff and student mobility and all the advantages that come from that, if you pay no attention to how the rest of the world organises things.

And we need to bring flexibility into the curricula so that combining subjects and changing pathways during the course of study becomes easier. We cannot talk about inculcating attributes of independence and continuous development, if we are ourselves rigid and inflexible.

And we need to familiarise students in all courses with new technologies but at the same time keep them analytical and aware of the dangers – such as, for instance, the ease with which social media spreads 'fake news'.

And we need to continue making space for extra-and co-curricular activities. We know that taking on roles within clubs and societies develops skills and attributes like leadership, fund-raising, communication, volunteering, public speaking, event-organising, creativity, innovation.

Trinity has always been strong on extra-curricular – our debating societies and sports clubs were established centuries ago, and in recent years we have proved particularly successful at fostering entrepreneurship and innovation through student accelerator programmes.

So when we talk about renewing the curriculum, we also mean enabling the extra-curricular.

In practical terms, how are we going about balancing all these changes?

Well, last year, the Trinity Education Project achieved an important milestone when the Statutes were changed to allow a new academic year structure. This new year structure will come into force next September. As well as allowing for end of Semester examinations, it will facilitate internships and student exchanges abroad.

This may seem like a small milestone but Trinity is a venerable university much wedded to its traditions and no major change can be implemented without the agreement of the Fellows, of whom there are 250, many of them

rightly disinclined to assent to change unless it's absolutely necessary. So getting agreement on a new academic year structure showed that there is buy-in for the Trinity Education Project, and that of course is vital.

And in another far-reaching development, we have decided to develop Trinity Electives in areas of research strength. Thus linking our best research to the undergraduate curriculum. Five research themes have been selected for the first wave. They are:

- Digital Engagement
 - Identities in Transformation
 - International Development
 - Making Ireland
 - Smart and Sustainable Planet

And one Trinity elective in languages:

- Mandarin Chinese

Facilitating curricular change isn't easy, as I'm sure you'll all appreciate. We all know the difficulties of timetabling and the more multidisciplinary a university is the harder it becomes. And electives bring particular challenges – familiarizing students from other faculties requires a special effort from educators. But proactive, solutions-oriented people always find a way, and this is proving the case. I'd like to take the opportunity to thank staff here in Trinity for getting behind the Trinity Education Project. It would be impossible to implement such a comprehensive renewal without the effort put in across the college.

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By this time next year, the Trinity Education Project will be in place. Students will be taking Christmas exams and doing electives; they will be preparing for internships and study programmes abroad; some of them will be deciding to change their course of study as they discover new talents and interests they didn't know they had; they will be engaged on entrepreneurial and creative projects within the curriculum and beyond it.

My summer reading on family holiday in France this summer was Giuseppe Tomasi di Lampedusa's *The Leopard*. In the novel a young nobleman explains to his uncle that he must go and fight with Garibaldi's forces because, he says, "If we want things to stay as they are, things will have to change around here".

This resonated with me because in many ways the Trinity Education Project is about changing everything in order to preserve the standing of our undergraduate education.

At the heart of the changes we are making lies the question: what kind of students do we want to educate? What graduates are we most proud of?

We know the answer to that. The graduates we truly celebrate are the ones who make a difference. In Trinity that means Jonathan Swift, Oscar Wilde and Samuel Beckett in literature; William Rowan Hamilton and Ernest Walton in Science; George Berkeley and Edmund Burke in philosophy and political thought; and Mary Robinson in humanitarian activism. These are not our wealthiest graduates, nor even those who achieved highest office; indeed some of them suffered terribly in life. But of all of them you can say, they left the world a better place and their work lives on beyond them.

When these students came to Trinity they were enabled to develop in a way that released their potential. That is the promise we must continue delivering for all our students: to release potential.

Potential is released differently in the 21st century than in the 18th – hence the need for the Trinity Education Project. And I want to end on a point that returns to the wider theme of this seminar: Internationalisation.

The seven key influencers I mentioned came about as a result of internationalization. The reason why workplaces are changing, and technology is fast-developing, and staff and students are more mobile, and university research is having economic impact is because we live in a highly globalized world.

Globalisation also carries dangers and there are now strong movements against it – Brexit and ‘America First’ being the most obvious ones. But as European universities we are beneficiaries of globalization. We must work to combat the challenges it brings, but we do not seek to return to a world of borders, ivory towers and silo-ed disciplines; of economic protectionism and political nationalism; of social parochialism and monoculturalism.

The Trinity Education Project is a ‘punt on the future’ – or a bet on the future, as all serious initiatives. With this Project we are saying that we expect that the world will continue developing in a way that makes it beneficial for our graduates to be creative, entrepreneurial, flexible, adaptive, multi-lingual, well-travelled, communicative and socially responsible. We are saying that we do not expect narrow, rigid, nationalistic mindsets to flourish.

That is our gamble, if you like. But because education is a weapon to change the world, we are also influencing the future. We are sending out graduates who will help to create and shape the world. That is too serious a mission not to be serious about.

Last year, you might recall, the UK prime minister, Theresa May said: ‘If you believe you are a citizen of the world, you are a citizen of nowhere’. I couldn’t

disagree more. Against her narrow view, I would set Erasmus: he said 'Ego Mundi Civis Esse Cupio'. I long to be a citizen of the world. It is through education that we build our common humanity. In this, the 30th anniversary year of the Erasmus programme, let us pledge to continue educating our students to be citizens of Europe and of the world.

Thank you.

* * *

13 November 2017

Address at the COIMBRA Conference Reception

Saloon, Provost's House

Good evening,

I hope you've all enjoyed a most productive and interesting day; I know it has been a busy one. It's my pleasure now to welcome you to the Provost's House.

This house has been the residence of Provosts – Rectors - of Trinity College Dublin for over 250 years. It was built in 1759 by Provost Francis Andrews – his fine portrait is behind me here. The mid-18th century was a golden age for architecture in Ireland and Britain, and this is one of the most important Georgian houses anywhere in the world.

It's one of the elaborately decorated houses of its period, which is saying a lot because interior decoration, particularly ceiling stucco work, is a big thing in Georgian houses, as you can see.

And here is a portrait of someone you may recognise, Queen Elizabeth the First. She is here because she granted a charter for this university to be founded in 1592.

That was exactly 425 years ago which makes this year a significant anniversary for us. A month ago we held a Trinity 425 Symposium which traced the history of the college through the five centuries – from the 16th century to the 21st.

Happily, our anniversary year has been a good one for Trinity. It began in January with our being accepted into LERU, the League of European Research Universities. Others here, I know, also belong to LERU universities. There is overlap in membership between LERU and the Coimbra Group and the aims and initiatives of the two are complementary.

We are active in the Coimbra Group on many fronts. We have representatives in many of the 11 Working Groups, which are the engine rooms of Coimbra Group activities. Doris Alexander, from Trinity Research and Innovation, is currently Vice-Chair of the Research Support Officers Working Group and Prof Juergen Barkhoff is currently Vice-Chair of the Executive Board.

Doris and Juergen are co-authors of the recent Coimbra Group position paper on FP9 submitted to the Commission and key stakeholders at the end of October.

Trinity has hosted many Coimbra Group events over the years, most recently in March a conference organised in conjunction with the SSH Working Group on 'National Stereotyping and cultural identities in recent European Crises'. But today's seminar is the biggest and most high-profile Coimbra Group event we have hosted since the Annual Meeting was held here in the late 1980's.

I thank the Chair of the Coimbra Group Executive Board, Ludovic Thilly, and indeed the whole board for bringing the event to Trinity. I thank Juergen Barkhoff and the Dean of Undergraduate Studies, Gillian Martin, and Louise Staunton from our Global Relations Office for organising the event.

We were most fortunate to attract some of the world-leading experts in 'internationalisation of the curriculum', namely the keynote speakers Betty Leask, Elspeth Jones and Helen Spencer-Oatey. The quality of their addresses, I know you will all agree, make this a particularly significant event.

As we celebrate our 425th anniversary here in Trinity we are delighted to do so together with our friends from the Coimbra Group. One distinct feature of this group is that most of its members are historic universities which have, like Trinity, played a central role in their countries, societies and economies for hundreds of years. Our universities have been able to do so because of our ability constantly to innovate and go with the changing times. Coimbra's tag-line 'A Tradition of Innovation' stands for this link between a sense of history and a firm commitment to the future.

* * *

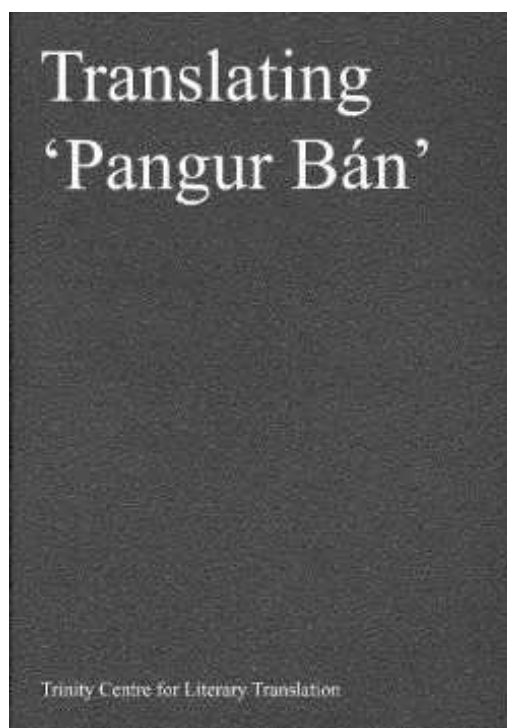
In commemoration of '30 Years of the Erasmus Programme' which we are celebrating this year the Director of the Trinity Centre of Literary Translation, Sarah Smyth, together with Nell Regan, has taken a piece of history and tradition - a masterpiece from Old Irish - and rendered it into the languages of the Coimbra Group.

I will leave it to them to explain! Ladies and Gentlemen, Sarah Smyth.

* * *



Provost Patrick Prendergast with delegates at the Coimbra conference



13 November 2017

Coimbra Conference Dinner

Dining Hall, Provost's House

Good evening,

And it has been a good evening, and a great day, and we look forward to more significant papers tomorrow morning.

You've heard from me already today – in the seminar and at the reception – so I'm not going to address you further. But this year marks a very important anniversary for Europe: it's 30 years since the Erasmus Programme was launched.

This is an anniversary which all European universities will want to mark, and it's particularly appropriate to be celebrating it at a Coimbra Group event and at a seminar focussing on internationalisation. The Coimbra Group was formed in 1985 in the run up to the launch of the Erasmus programme two years later. As the first European university network bringing top universities from across Europe together, the Coimbra Group is very closely linked with Erasmus.

In its first two decades, the focus of Coimbra Group activities was very much on mobility and it was spectacularly successful in this: although comprising less than 2% of European universities, Coimbra Group members are involved in around 15% of all Erasmus mobility movements.

I could wax lyrical about the importance of Erasmus to Trinity. I consider studying and working abroad as fundamental to higher education, and I'm on record as saying that I want all students in Trinity to have this experience, not just those studying languages. I myself has a Council of Europe scholarship to the University of Bologna followed by a Marie Currie mobility grant to the University of Nijmegen, and I know from experience that there is simply no substitute for immersion in another culture and language – the intellectual, social, cultural and societal gain is immeasurable.

But rather than selfishly hogging the floor on this most inspiring theme, let me instead invite our guest of honour to talk about what the Erasmus Programme has meant for Ireland and Europe.

Helen McEntee, T.D., is Minister of State for European Affairs. She was first elected to Dáil Eireann in 2013 and served previously as Minister for State for Mental Health and Older People. A graduate of Dublin City University in economics, politics, and law, she also has a Masters in Journalism and Media Communications from Griffith College.

We are delighted that in her capacity as Minister of State for European Affairs, she could join us today, and I would like now to invite her to address you.

Ladies and gentlemen, Minister Helen McEntee.

* * *

15 November 2017

Address at the Trinity Women Graduates 95th Anniversary

Saloon, Provost's House

Good evening,

And welcome all, to the Saloon in the Provost's House, for this celebration of the TWG, the Trinity Women Graduates, formerly Dublin University Women Graduates Association or DUWGA. I'm pleased to welcome you also on behalf of Sheena Brown, graduate of Spanish and French '91, and Eimear Prendergast, a Junior Fresh student of Earth Sciences who will one day be, we hope, be a Trinity Woman graduate.

This year you celebrate your 95th Anniversary. Trinity Women Graduates was founded on 22 April 1922. It is almost the same age as the state, and it has the distinction, very great in my eyes, of being the oldest alumni association in the university.

To a great extent all other alumni associations learnt from Trinity Women Graduates. The founding aim remains the aim today: to keep graduates in touch with each other and with the university. It was perhaps because women graduates were still a rarity in 1922 that the far-sighted founder-members saw the need for this association. There was, I imagine, a sense that women with degrees needed to stick together, and help each other, and stay connected to the university.

This is, of course, now the mainstream view for all graduates. No doubt other alumni, seeing the great benefit women graduates derived from TWG, were inspired to form their own alumni associations.

So successful did it and other graduate associations prove that alumni are now absolutely central to the university and its running. When I talk about the 'college community' I mean the 'Trinity' of current staff, students and alumni.

Trinity Women Graduates, remains the prototype for how an alumni association should operate:

- you organise a varied programme of cultural events, social gatherings, networking and outings for members;
- You organise lectures with guest speakers during the year;
- You support the Trinity Access Programme, TAP, with an annual bursary;

- You operate a bursary fund which provides a grant to women graduates suffering financial hardship;
- You organise a national public speaking competition for girls under 15, particularly important in training the next generation of women graduates;
- And you are a member of national and international bodies – of the National Women's Council of Ireland, and of University Women Europe, and of Graduate Women International, and through these bodies you lobby and debate on issues of importance.

To all these initiatives, you bring energy and resolve, the traits of the founder-members and of the pioneering women who demanded, and got, the right to higher education.

This year, as TWG celebrates its 95th anniversary, the university celebrates its 425th anniversary. It's hard to believe that for just a little over a hundred of the past 425 years has Trinity educated women. For me, as for every 20th and 21st century graduate, this campus is unimaginable without women. To think of it as an all-male bastion as it was for over 300 years, actually induces a chill. How did anybody think that was a good idea?

Well, I know, we cannot judge the past by our standards. We are fortunate to be products of an enlightened and democratic approach to higher education. But let's be clear: this great change was brought about by women making demands. They were helped by some enlightened men, but I fear they were more hindered by men than they were helped. But they prevailed. They prevailed because their argument was unanswerable. It became impossible for men who espoused liberty, equality and fraternity to continue denying a university education to half the human race.

It is, I think, no accident that TWG is so active in support of TAP and sponsors two awards which will be given out this evening. The importance of access is not an argument that has to be made to TWG. In 2004 the college celebrated a centenary of accepting women students. I think we were all conscious then, during the otherwise joyful celebrations, of the many centuries when women were denied education, so that joy was tinged with regret for the wasted potential of generations past.

There is little worse than wasted potential. TWG works with TAP to ensure that in Ireland today people's potential is not wasted due to the circumstances of their birth. Trinity is very proud of TAP, which is internationally recognised for best practice and is currently being piloted in Lady Margaret Hall in Oxford University – and it is no accident I think that Lady Margaret Hall was originally founded as a women's college.

On this, the 95th anniversary of TWG, let us remember the pioneering women who demanded and got, a higher education; let us celebrate the past and current committees of TWG, who have carried on the great work, and

who continue to make such a difference through TAP and support for building women's careers. And let us recall that while we have come very far in a century, so much still remains to be done to achieve true equality, both nationally and globally.

Thank you.

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Trinity Woman Graduates members with the Provost [Centre]



(L to R) Eimear Wytsche Prendergast as a Junior Fresh student; Provost Patrick Prendergast; Professor Corina Salvadori Lonergan (Italian); Professor Barbara Wright (French); Ms Sheena Brown

16 November 2017

Address at the Alumni Reception Copenhagen

Café Royal, Radisson Blu, Copenhagen, Denmark

Thank you, Ambassador*,

And good evening, everyone, and thank you all for coming. It's a great pleasure to be here in this great city, which I realise I don't visit often enough.

As you can imagine, when I told people yesterday that I was off to Copenhagen, that prompted lots of comments, some bitter, some wry. Short of a draw, there was always going to be jubilation on one side, upset on another. I won't say that I wouldn't have preferred jubilation on our side – or at least, a little less upset! But there it is. We all live to play another day.

And, of course, I am not seeing Copenhagen through the prism of Tuesday's match. This is a city high on everyone's list to visit – for the architecture, the wonderful sea location, the cultural life, the quality of living. And as the head of a university, it has particular interest for me.

Trinity has strong research collaborations with Danish universities, particularly Aarhus and the University of Copenhagen. Tomorrow I, and my team, will be holding meetings in the University of Copenhagen, looking to further our collaborations. May I take this opportunity to thank the Ambassador for her help with furthering activity and engagement between the academic institutions of Ireland and Denmark, which has been invaluable.

Copenhagen is also home to over 200 Trinity graduates. And that, of course, is a huge draw for me.

Wherever I go in the world, I like to meet with graduates. Trinity has 110,000 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 you, and I think it's important for you to connect with each other. Particularly in a metropolis like Copenhagen, it's great to have a sense of the Trinity community based here.

* Ambassador Cliona Manahan, Ambassador of Ireland in Denmark

So I'm delighted to see you all. I thank Ambassador Manahan for hosting this. And I thank Carolyn Rutherford and others in the Copenhagen alumni branch for organising and coordinating. Any branch is only as strong as its members; we are so grateful for your commitment and dedication. Thanks also to Brian Gleeson, general manager here in the Radisson, for his help. This is a wonderful place to meet.

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In our time together this evening, I'd like to fill you in briefly on how Trinity is doing. I know that you have a strong interest in Trinity's future, and as Provost, I feel strong responsibility towards 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 big highlight came in June when Leo Varadkar became the fourteenth Taoiseach of Ireland. The global headlines made much of three characteristics which are firsts for any Irish Taoiseach: he is 38, he is gay, and he is the son of an immigrant. He brings a freshness and excitement to the role. On campus, we noted another unique characteristic: he's the first Trinity graduate to be Taoiseach. The first of many, I trust!

As it happens this year, 2017, is a significant anniversary for the college: it's 425 years since our founding in 1592. I see Leo's appointment as emblematic of the excellent year we have enjoyed and of our recovery from the difficulties of the global recession.

As you know, Trinity has a singular mission in education and research and that encompasses innovation which permeates all we do. This year, we received great endorsements in our mission in education, research and innovation.

In January we became the 23rd member of the League of European Research Universities, or LERU.

LERU is a prestigious, exclusive league whose members include 20 of Europe's highest ranked research universities such as Oxford, Zurich, Amsterdam, Helsinki, Paris-Sud, Cambridge, Heidelberg, and this year for the first time in decades new members were invited to join, and those two new members were Trinity College Dublin and ... the University of Copenhagen. The network counts 230 Nobel Prize winners and Field Medallists 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 was delighted but not surprised that Trinity got in because one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

Two months ago, we heard that, for the third 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.

LERU and Pitchbook are benchmarks measuring our achievements against other universities in education, research and innovation. Another comprehensive benchmark is of course the global university rankings: and indeed this year we went up in all the Rankings – reversing the decline which set in during the global recession.

2017 is also the year where we made significant progress with an ambitious college initiative - the Trinity Education Project.

The Trinity Education Project is a university-wide project to renew the undergraduate curriculum. It's about building on our traditional pedagogical strengths and ensuring that we're adapting appropriately to on-going changes in the workplace and society.

The nuts and bolts of the Project include initiatives like exam semesterisation, and taking electives, and enabling more diverse styles of assessment and greater flexibility in changing pathways. I won't go into these with you now, because they're quite detailed.

The main point is that we're initiating the most comprehensive renewal of the undergraduate curriculum in over a century because we recognise that globally, this is a period of significant transformational change for higher education provision and for society generally.

Advances in technology, new interdisciplinary approaches, increased mobility of staff and students, developments in global academic networks, the changing nature of the jobs market and the workplace – all of these directly impact higher education and graduate careers.

We feel that it is our responsibility, as educators, to reflect and anticipate these transformations within the curriculum. Trinity is a high-ranking

university which already attracts the best students in the country, as you know, but we do not want to rest on our laurels.

So 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

The changes we're making to the curriculum are focused on embedding these attributes through academic and co-curricular activities.

* * *

I'd like to paint for you further the transformations we're making to our mission in education and research. So let me give the example of our new Engineering, Environment and Energy Institute, E3.

E3 is 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.

E3 will co-locate staff from the Schools of Engineering, Natural Sciences, 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.

We are developing E3 in two stages: the E3 Learning Foundry and the E3 Research Institute.

We will open the Learning Foundry in three years' time, in a new, purpose-built building at the east end of the campus. The E3 Learning Foundry will take a new approach to pedagogy, both in terms of content – with more focus on sustaining the earth's resources – and in terms of method – with more peer-to-peer learning and small group teaching. The new building will reflect the new curriculum – for instance it will have no lecture theatres, but many rooms for students to meet and do project work in multi-disciplinary teams.

The E3 Research Institute is the second phase and will bring researchers together in a multidisciplinary environment in the Trinity Technology Campus at Grand Canal Dock, beside the headquarters of Google, Facebook and other tech companies. We look forward to developing T-Tech, as we call it, over the next decade.

E3 is one of the most exciting developments for higher education globally. Tomorrow in our meetings with the University of Copenhagen, we'll be

discussing how to further collaborations in this field. The University of Copenhagen has particular research strength in sustainability and urbanism, so potential for collaboration is rich indeed.

My vision for Dublin is that it becomes a model of sustainability and urban development comparable to Copenhagen. E3 will help achieve this.

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So that's a whirlwind tour through the College in 2017 – and I haven't even mentioned the new Trinity Business School, which will be finished construction next year. There are just too many initiatives to cover them all.

But I hope I've conveyed the sense of purpose, achievement and ambition on campus. We are ready for the challenges and opportunities of the 21st Century. We will continue delivering world-class education and ground-breaking research for the benefit of Ireland and of the world.

I'm proud to lead a university which punches so far above its weight. On comparatively restricted funding and staffing, Trinity competes 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.

To commemorate the 425th anniversary and what turned out to be a wonderful year, we have brought out this book [Brandish T425] of recent photos taken by students, staff and alumni, with an introductory essay by myself, in which I walk around campus. [Leafing through book] The essay is a mechanical engineers attempt at creative writing. I've written hundreds of scientific articles but this is was the most difficult!

It's my pleasure to present copies of this book to her Excellency, Ambassador Manahan and to Carolyn Rutherford, with great thanks for their support.

I'm sorry I don't have 'one for everybody in the audience' – but it would have exceeded my baggage allowance. For those who would like a copy of the book, they're available online through the Library Shop.

I hope you will enjoy these contemporary photos of the campus. It goes without saying that we look forward to welcoming on campus whenever you are next back. As of two months ago, we have a new alumni room in Front Square – it is one of the most beautiful and comfortable rooms on campus, so do make sure to drop in.

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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Provost Patrick Prendergast (Centre) with Trinity staff Professor Juliette Hussey, Ms Doris Alexander & Dr Pavel Galibarov, with Trinity alumni

27 November 2017

Address at the Trinity Innovation Awards

The Regent House

Thank you, Leonard, and good evening, all,

It's a great pleasure for me to be back on campus because November was a month of travel – to Toronto, California, Copenhagen, Lund and Budapest. All very interesting and necessary trips but it's always nice to be back.

These trips are relevant to this evening's event because every place I was in, innovation was a key theme. So, for instance, in the University of Toronto my focus was seeing the great innovation being done in the MaRs Institute, which houses a JLABS –a Johnson & Johnson Innovation for Life Sciences laboratory.

In California I met with the President of Stanford University and I held two breakfast gatherings focussing on our proposed Engineering, Energy, and Environment Institute, E3. At the University of Copenhagen I saw first-hand their strengths in innovation and sustainability – they are another potential partner for us – and were recently, like us, invited to join the League of European Research Universities, or LERU. And in Budapest I attended a meeting of EIT, the European Institute of Innovation and Technology, where we discussed how to further innovation and entrepreneurship education across Europe with two new KIC calls: in Urban Mobility, and in Advanced Manufacturing.

In all these cities and universities, people were delighted to talk innovation with Trinity representatives because of our world-class reputation in this area.

Innovation is one of Trinity's calling cards – whether you're staff, student or graduate, if you're explaining the university to an outsider you can point with pride to our really excellent track record.

You can talk about Trinity's success with campus companies – which have raised more than €200 million in private investment over the past 30 years, enabling the direct creation of more than 3,000 jobs and delivering over €1.2 billion euro in exports.

Or you can talk about our success with Horizon 2020 – the university has secured over €65 million euro in project funding from the programme in the past three years, so that we're ranked 25th for success in Horizon 2020 across all higher education institutions in Europe.

Or you could talk about Pitchbook which measures graduates' success in entrepreneurship. In the past decade Trinity graduates have raised almost two and a half billion dollars in funding across 201 companies, making us Europe's number 1 university for educating entrepreneurs.

Or you could talk about how the university interacts with over 400 industry partners annually, ranging from large-scale multi nationals like Google to student start-ups like iDly Systems.

These are all truly impressive metrics. And I think we all feel particular pride because we planned, strategized and implemented for this situation. It didn't just fall in our laps.

Our success with innovation is the result of decades of activities – initiatives like the revision of the Technology Transfer Office's procedures for the approval of campus company formation in 2009, which massively increased our numbers of spin-out companies; and initiatives like the creation of the new Office of Corporate Partnership and Knowledge Exchange and the new Trinity Business School, which will open next year. And of course, the creation of LaunchBox, now in its fourth year and responsible for 50 student start-ups that have gone on to raise €6.1 million euro in investment.

At every step of the way, we have looked at incentivising, encouraging and facilitating innovation. And we have looked ahead, always trying to see what's coming down the line.

Our foresight and focus has paid off: we are now in the strong position of nurturing multiple industry partnerships, fostering early stage and mature companies, and creating a continuous pipeline of new initiatives and new entrepreneurs.

There is of course, no room for complacency, but there is room for appreciation for those who have brought this situation about.

We have been greatly fortunate in our partners. I would like to pay tribute to Knowledge Transfer Ireland and Enterprise Ireland for supporting the technology transfer unit within Trinity; and to the national funding agencies - SFI, Enterprise Ireland, the Irish Research Council, the Health Research Board, and a number of charitable agencies. We are exceptionally fortunate in Ireland to be able to draw on the level of support we do, and our success here in Trinity is also Ireland's success.

Not forgetting of course, Horizon 2020, the EIT and other European programmes. EU funding is essential to European innovation and entrepreneurship. It's vital, on campus and off-campus, that students, graduates and citizens appreciate the support that goes into enabling individual and corporate and community success.

And here on campus, we need to recognise the extraordinary effort that staff put in. We have many ways of recognising staff – through promotion for instance and through giving more responsibility - thereby proving the maxim that the reward for hard work is always more work!

But since the creation of the Provost's Teaching Awards in 2001, we have increasingly also sought to recognise exceptional achievement through awards. We have the Global Engagement Awards, the Professional Staff Awards, and now the Trinity Innovation Awards, through which we honour the contribution of academic staff to innovation.

We have five categories of award: Campus Company Founders, Inventors, Ones-To-Watch, Societal Impact, and Lifetime Achievement. It goes without saying that competition for these awards has been intense given how much talent we are choosing from. I will let the team from the Office of Corporate Partnership and Knowledge Exchange explain more about the selection and awarding processes.

I will just say that, yes, it's vitally important to recognise outstanding individuals. But the wider significance of these awards, as of the other Awards I've mentioned, is that they give us the opportunity to put emphasis on this sphere, innovation, and to measure and evaluate the scale of innovation taking place across the university.

There are so many campus companies being formed, and patents being filed and licenses and IDFs being signed, and research grants being won - sometimes there is a big fuss made about all this, and national headlines, but not always. These Awards give us the chance to look at everything that's happening, and the different award categories allow us to track different kinds of innovation and people at different stages of their careers. As with all Awards, being nominated is very much an achievement in itself.

If we look back to the start of the millennium, I think we'd all agree that Trinity has been on a rollercoaster – we've experienced exhilarating highs and anxious lows. Particularly with Brexit on the horizon, we cannot say that these are over. We can only take confidence in our achievements so far and maintain our ambition by benchmarking against the best globally.

Among the great achievements of this university over the past two decades is bringing innovation and entrepreneurship to bear across the totality of our mission in education and research. For this I thank the exceptional staff being honoured here today, and I thank all our staff, students and graduates, for the dynamism and proactivity they bring to this new sphere.

To quote Stephen Hawking speaking three weeks ago at the Web Summit:

“You all have the potential to push the boundaries of what is accepted, or expected, and to think big. We stand on the threshold of a brave new world. It is an exciting, if precarious, place to be and you are the pioneers.”
Thank you.

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(L to R) Prof Tim Foster (Lifetime achievement award), Dr Pavaneh Mokarian (One to watch), Dr Sabina Brennan (Societal Impact), Provost Dr Patrick Prendergast, Prof Luke O'Neill (Campus Company Founder & Provost Innovation Award), Dr Matthew Campbell (One to watch), Prof Linda Doyle (Societal Impact), Prof Jane Farrar (Inventor) & Prof Frank Boland (Inventor)

29 November 2017

Address at the AMBER Centre Phase 2 Interview

Science Gallery Studios

Thank you, Michael, and good morning everyone.

You're all very welcome to the Science Gallery for this very important review of the AMBER centre.

AMBER was established just five years ago. But in a relatively short space of time, it has become essential to the activities of its three hosting institutions – Trinity, RCSI and UCC – as well as its affiliated institutes, and nationally it is a flagship centre for advanced materials and bioengineering.

Let us remind ourselves, briefly, of AMBER's achievements. It provides a focal point for industry to engage with internationally renowned academics, and has developed strategic relationships with key industry partners including Nokia Bell Labs, Intel, Merck Millipore and Johnson and Johnson.

It continues to provide skilled graduates to industry - with 27% of researchers leaving the Centre moving to industry as a first destination. It has licensed or assigned 17 technologies to industry to date, and has a growing number of invention disclosures and patent applications.

A recent impact report of the value of AMBER and its predecessor CRANN to the Irish economy conducted by the Trinity Business School has shown that for every 1 euro invested, CRANN/AMBER has helped the economy grow by 5 euro.

The Centre has secured over €30 million euro in non-exchequer funding and has been particularly successful in securing European funding, with more ERCs awarded than any other Irish Research Centre - 13 to date.

It has exceeded nearly all of its mandated KPIs – in terms of publications, industry investment, international funding and has consistently demonstrated impact, and has vitally contributed to Ireland's international rankings in the areas of nanoscience and materials science -from 6th and 8th respectively in 2013 to 1st and 3rd in 2017.

That's a lot of stats I've just given you – but what's also crucially important about AMBER is that its impact is so measurable. I well recall the first site review of AMBER which took place almost exactly two years ago in the Davenport Hotel. There were then five external international reviewers and

AMBER's research impact was meticulously measured. Then, as now, it's vital to do this.

I think that SFI can be proud of AMBER, and their decision to fund it. We in Trinity are certainly delighted to be hosting this high-impact centre and we are committed to continuing to support the type of interdisciplinary research programmes evident in AMBER, which will directly impact areas such as sustainability, technology and health.

Let me tell you briefly about some of the support that Trinity provides to AMBER in terms of infrastructure and staffing. AMBER's footprint within Trinity comprises 6000m² lab and office space at the Naughton Institute, and a 1000m² state-of-the-art Advanced Microscopy Lab located in Pearse Street, and approximately 1000m² of laboratory space at Trinity Biomedical Sciences Institute (TBSI). All of these lab spaces are situated within a kilometre of each other.

As part of the J&J laboratory being housed in AMBER, Trinity is also providing an additional 100m² of lab space with an adjacent office and meeting area in TBSI to create the first dedicated industry lab embedded in the Centre. The model of embedded industry labs within the academic environment is a key part of Trinity's strategy for the development of our proposed new campus at Grand Canal Dock.

In the course of AMBER II, we anticipate two or three additional senior appointments, as well as a similar number of junior appointments. We are committed to this through our strategic recruitment process. These posts will be allocated across specific Schools in, for example, Engineering, Physics and Chemistry.

Trinity has committed that over 50 percent of the income generated by overheads associated with grants won by AMBER researchers, including SFI, Horizon2020 and industry, will be returned to AMBER to cover indirect costs associated with infrastructure and support staff. We have also committed that the research areas covered by the AMBER programme will be part of our philanthropic fund-raising strategy.

This is all to emphasize that the success of the next phase of AMBER is key to the delivery of our Strategy for Research Excellence, and we are committed to ensuring that resources are in place to deliver on this ambition.

I have confidence in AMBER's leadership and researchers to deliver on their ambitious programme of collaborative research and to translate this research into technologies that will drive economic growth for Ireland, and societal and clinical impacts. AMBER researchers have shown that they can deliver on the three main tenets of this proposal – excellent science, partnership with industry, and impact.

Manufacturing and materials play a pivotal role in the Irish economy. It's

critical that we have a vibrant materials research ecosystem, with universities partnering with industry to translate excellent science from the laboratory to production.

Funding the next phase of AMBER will enable that ecosystem to flourish. Trinity looks forward to supporting the Centre in this second phase, enabling multiple researchers and multidisciplinary teams to address critical challenges in industry and to deliver meaningful impacts.

Thank you.

* * *

29 November 2017

Address at the Launch of the Trinity Science Course

Tercentenary Hall, TBSI

Thank you Vinny, and good morning everyone,

On behalf of the whole university, I'm delighted to welcome you all here for this really wonderful event: the launch of our new science undergraduate programme.

We are really delighted that so many are here to celebrate with us today. I welcome in particular those coming from secondary schools. Some – I hope many - of you will benefit directly from our new science programme, which will have its first intake of students next year.

I will leave it to Professor Kevin Mitchell to explain more fully what the new Programme will involve. Let me just say it's part of a comprehensive renewal of the whole undergraduate curriculum – a renewal which we are calling the Trinity Education Project. This has been a number of years in the planning, delivery and implementation.

The Trinity Education Project is our way of preparing our students for changes that are happening in higher education and in the workplace – things like new and merging disciplines, the technology revolution, internationalisation, global academic partnerships, the digital workplace and changing employer needs. We want to ensure that our graduates are well prepared to seize the opportunities and face the challenges of 21st century careers and citizenship.

The project began with consultation across College to define the 'attributes' that a graduate of Trinity should have. Eventually, and after much debate, we agreed on four graduate attributes:

- Firstly we want our graduates to be able **to think independently**; this is not easy in an age of incessant media and marketing campaigns designed specifically to prevent it; but the capacity for independent thought should be treasured – this includes thinking creatively and critically.
- Secondly, our graduates should be able **to communicate effectively** to diverse audiences through different media - in writing, in oral addresses, through different languages, visually, graphically, and on social media.

- Thirdly, our graduates should have the skills **to develop continuously** after graduation; they should leave Trinity with a love of learning, and with an appreciation of their discipline, and a flexible, adaptive approach.
- The final attribute concerns how our graduates should ‘act’ in the world; diverse views of academic staff were expressed on this, to act ethically, to act morally, to act resiliently – the agreed attribute is one I am quite proud of: **to act responsibly**. Taking responsibility for our actions is a characteristic of a citizen in a democratic society - taking responsibility for society, for the environment, and ultimately for the well-being of our fellow citizens.

Some might dismiss these attributes as pious aspirations. Others might believe that the attributes are self-evident and do not need to be spelled out. I understand both views but disagree with them. There comes a time when colours need to be nailed to the mast, and these are our colours.

Having agreed the graduate attributes, we are now ensuring that these four attributes underpin the education of every Trinity undergraduate. Our new curriculum is designed to deliver greater depth, breadth and flexibility in undergraduate programming, as well as a new approach to the assessment and examination.

Professor Mitchell will tell you more about the specific changes to science education, and after his address we’ll hear from students. I would like to take this opportunity to thank the Dean, the Associate Dean and the staff of the Science Course Office for all their work in driving through the new science programme. Change on the scale of the Trinity Education Project is never easy to implement, particularly not in a university with 425 years of venerable traditions. Success has come down to the enthusiasm and proactivity of individuals, schools and department. I am most grateful.

It now falls to me the enviable task of introducing our keynote speaker.

William C. Campbell is a Nobel Prize Winner in Medicine. Two years ago he was recognised - together with his research partner, Satoshi Omura – for his work in discovering that the avermectin family of compounds kill the parasitic worms that cause river blindness and other diseases. When they made their discovery in the late 1970s, river blindness was the leading cause of blindness in the world. In 1987, Campbell’s employer, Merck, started distributing the drug synthesized from Campbell’s research for free. Since then approximately 1.4 billion doses of the drug have been provided to literally millions of people; the present goal is to eliminate both the parasite and the disease.

It’s a truly inspiring story. Every student who dreams of studying science or medicine dreams of making such a difference.

Professor Campbell has made his career in the United States, but he was born in Donegal and he attended college here in Trinity in the early 1950s and it was here he first developed his interest in parasitic worms. He is always most gracious about acknowledging his debt to Trinity and in particular to his professor, Desmond Smyth.

We are of course hugely proud of him here in Trinity and last year we created the William C. Campbell Lectureship in Parasite Biology in the Department of Zoology in the School of Natural Sciences.

He exemplifies dedication to basic research and to applied research, to pure science and to using knowledge to improve human lives. 'To see the world in a grain of sand' wrote the poet William Blake; William Campbell has seen the world in a tiny parasite.... I cannot think of anyone better to deliver the keynote to launch our new Science Undergraduate Programme. We are immensely honoured and grateful that he has made the journey from Massachusetts to be here today.

Ladies and gentlemen, please welcome Nobel Laureate William C. Campbell.

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Dr William C Campbell, Trinity graduate and Nobel Prize winner with secondary school students at the launch

01 December 2017

Address at #TrinityIsSocial

Regent House

Good morning,

I'm delighted to be here to open the Trinity's first Social Media Day for staff. It's great to see so many of you here from across the university.

Social Media is now, of course, an integral part of our communications at Trinity. It's no longer a choice to be in this space. It's a necessity - this is where our audiences are:

- our current students, and our prospective students
- our alumni and friends, and
- our research, industry and media partners.

Social media comes naturally to some people. For others it has to be learnt, and training may be helpful. But in essence it's a communication tool like any other – like public speaking, pamphleteering, newspapers, radio, television. It was not an option for our predecessors to say they didn't want to communicate through those media. They had to get on and excel at it.

When it comes to spreading the word about the great work we do here and our research of impact, we have to use social media to the hilt.

While social media is free to users, engaging with it certainly isn't! It can be a very time-consuming task. Of course, on campus, we have communications professionals who engage with social media on behalf of the College. But as we all know, that's not enough – each of us needs to be tweeting for ourselves, our schools, our departments, our students, our research.

There is so much going on across the university that it's not realistic to leave it all to Communications and IT. We each need to take responsibility.

That means that we all need to get proficient in terms of time. And we need to think about what we're doing.

Like all communication media in their infancy, there are dilemmas with social media usage.

It is not simply a numbers game - a case of amassing the most followers. And, what is more, the world's most popular social media users are not necessarily the most ethical! This is a medium which can overtly reward sensation-seeking. The balance must be found between providing information and also being witty and entertaining where appropriate. It's in finding the

balance that we can all struggle, and because this is such an immediate platform, you can get it wrong in one instant and then have months of regret.

As academics, we have to be particularly alert to the misuse of social media, especially the way it facilitates unsubstantiated information, so-called fake news. This is something new – previous mass media platforms had controls: mediators, editors, regulators. I believe that regulation will come with social media – it has to – but in the meantime we all need to be on guard – for instance, it's very easy to retweet something that looks plausible but can turn out to be unsubstantiated.

Smart social media usage means choosing the right words and images; it means choosing what to share and who to follow. Everything you do on social media 'messages' something about you. It amounts to your brand, whether you like it or not.

But as with everything, the way to excel is to gain experience and to learn from others. And as with all communication, never stop listening. Try to think of social media as a dialogue, not a soapbox.

Social media is an immensely powerful instrument and an exciting one. Those of us who use it have felt that lift when we get huge numbers of 'likes' and retweets. And we've felt that excitement when someone across the world whom we admire gets in touch over an initiative or research project of ours – suddenly that person is 'there' on your screen. And we've felt the thrill of global social justice projects, lighting round the world. This is a quintessentially 21st century experience.

Let's all learn to use this remarkable new medium so that it works for us personally and for Trinity and for a better world.

Thank you all for coming and I hope you enjoy the event.

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(L to R) Emma Gilmartin, Social Media and Digital Manager, University of Glasgow; Provost Patrick Prendergast; Sharon Campbell, Trinity Public Affairs & Communications

08 December 2017

Winter Commencements Dinner

1592 Restaurant, Trinity College

Chancellor, Pro-Chancellors, Distinguished Guests, Honorary Graduates,

Welcome everybody to the Winter Commencements Dinner, one of the highlights of the year, the Winter Commencements College calendar. Today we pay tribute to five exceptional individuals by bestowing on them the University's highest honours.

It's among the privileges of universities that we have this formal, traditional, and recognised means of rewarding excellence. Since the Middle Ages, universities have had the right to grant degrees '*honoris causa*' on individuals anywhere in the world who are judged of merit. It's a right, which we respect too much to abuse or trivialise. 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, the doers, the artists, and the reformers that society needs; those who provide inspiration, and yield the research which improves our way of being in the world.

We welcome these five distinguished individuals, each a lion in her or his field, to the Trinity community.

This year, 2017, is the College's 425th anniversary since the foundation by Queen Elizabeth I in 1592. Happily, it has been a good year for the college. We started in January with entry into LERU, the prestigious and exclusive League of European Research Universities and we continued with other successes, including:

- going up in the rankings;
- getting underway on three of our most important capital development projects: the Trinity Business School, the E3 Learning Foundry and student residences in what we have agreed to name "Printing House Square"; and
- agreeing important milestones in the Trinity Education Project and launching the new science undergraduate curriculum.

And we have exciting things to look forward to next year – like Science Gallery London opening in King's College London, and the launch of the first comprehensive Philanthropic Campaign in the college's history.

Of course, we will also have challenges – some foreseen, others unexpected. We can best meet challenges by working together as a community.

The Trinity community now includes the five individuals whom we honour today. Between them, our five honourees have illuminated the fields of archival research and history; physiology and optogenetics; astronomy and radio galaxies; sport and philanthropy, and journalism and broadcasting.

It's an honour to recognise such diversity of talent and commitment to excellence. Each of you has – in your own way – contributed to making the world a better place.

It's my pleasure now to speak briefly about each of our honorary graduates.

Catriona Crowe was Senior Archivist of the National Archives of Ireland until her retirement last year, and she has made outstanding contributions to learning, including the digitisation and placing online of the 1901 and 1911 census returns. She is recognised internationally as the pre-eminent authority on the state's modern records, and is committed to providing access for all citizens to archival research. She has been involved in key outreach projects, including community development activities in the north inner city. In Trinity, we have benefitted from her vast experience and knowledge – since 2004, she has been a research associate of the Trinity Centre for Contemporary Irish History and she has provided invaluable advice on the acquisition and care of very important collections of papers donated to College since 2001.

Ladies and Gentlemen, Catriona Crowe.

Gero Miesenböck is Waynflete Professor of Physiology and Director of the Centre for Neural Circuits and Behaviour at the University of Oxford. He is a Fellow of the Royal Society and a Member of the Austrian and German Academies of Science. He pioneered the field of research called optogenetics, which allows the function of specific neurons, in the intact brain, to be remote-controlled with light. He has used optogenetics to investigate mechanisms of sleep, learning and memory, and action choice. Optogenetics has revolutionised brain research by providing a long-sought tool to link neural activity causally to cognition and behaviour. Professor Miesenböck's profound contributions to neuroscience have been recognised by numerous awards including the Massry Prize, the BBVA Foundation Frontiers of Knowledge Award, the Heinrich Wieland Prize, and The Brain Prize.

Ladies and Gentlemen, Gero Miesenböck

George Miley is Emeritus Professor of Astronomy at Leiden University. His research area is distant radio galaxies. He has (co-)authored more than 350 refereed research papers and has been involved in several fundamental discoveries. His distinctions include the Shell Oeuvre Prize, honorary

fellowship of the UK Royal Astronomical Society, the prestigious Royal Netherlands Academy of Arts and Sciences (KNAW) professorship, a Dutch knighthood and an asteroid named after him. He has championed the use of astronomy as a unique tool for education and development, in particular for very young children and to stimulate international development. In 1997 he initiated the Low Frequency Array (LOFAR), a revolutionary radio telescope, with stations spread over Europe, including in Ireland with i-LOFAR at Birr Castle. Professor Miley was born and educated in Dublin, at Gonzaga College and UCD, and retains an interest in the development of Irish astronomy and education and has offered practical support to Irish initiatives.

Ladies and Gentlemen, George Miley.

Brian O'Driscoll is the most capped Irish rugby player and the second most capped in rugby union history, having played 141 test matches, 133 for Ireland (83 as captain) and 8 for the British and Irish Lions. He scored 46 tries for Ireland, making him the highest try scorer of all time in Irish rugby. He is the 8th highest try scorer in international rugby union history, and the highest scoring centre of all time. He holds the Six Nations record for most tries scored, with 26. He was chosen as Player of the Tournament in the 2006, 2007 and 2009 Six Nations Championships. He holds a Grand Slam title, four Triple Crowns, three Heineken Cups and four Pro-12 Championships. He is an admired role model for young people in sport and has been a patron of many charities, in particular ambassador and fundraiser for Temple Street Children's Hospital.

Ladies and Gentlemen, Brian O'Driscoll

Olivia O'Leary is among the country's foremost journalists and broadcasters. As a parliamentary sketch writer for the *Irish Times* in the late 1970s, she established herself as a formidable reporter in political journalism when the domain was almost exclusively male and she earned an early reputation for tenacity and focus as an interviewer. Moving from RTE to BBC's *Newsnight* was a key moment in her career and she became that programme's first senior female presenter in 1985. She returned to RTE to host flagship programmes *Today Tonight*, *Prime Time* and *Question and Answers*, winning awards for these and for BBC Radio 4's *Between Ourselves*. Her work has contributed to social cohesion and consciousness: reporting from Northern Ireland in the 1970s, she addressed the complexities of the social and political situation, and her 2011 address to Queen Elizabeth on the occasion of the Queen's visit to Ireland caught the mood of the nation.

Ladies and Gentlemen, Olivia O'Leary

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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 roll of graduates of the University of Dublin.

Before I call on Dr Olivia O'Leary to respond, I would like to invite you to stand and join me in a toast to toast the new Honorary Graduates.

And now Dr O'Leary.

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Provost Patrick Prendergast, George Miley, Olivia O'Leary, Chancellor Mary Robinson, Brian O'Driscoll, Catriona Crowe & Gero Miesenböck

11 December 2017

Address at the Science Gallery Programme Launch

Science Gallery

Good morning,

On behalf of the University, welcome everybody, and it's wonderful to see such a turn-out, which is of course a tribute to Science Gallery Dublin, its brilliant programme of exhibitions and events and its place at the heart of our capital city.

Next year is a seminal one for Science Gallery. The second Science Gallery is opening at King's College London in 2018, followed by Science Gallery Bengaluru in 2020, in partnership with Indian Institute of Science, and Science Gallery Melbourne with the University of Melbourne in 2021. So we are at the cusp of a great expansion which was first planned in 2012. We are tremendously excited about this. It's something for Trinity and Dublin – and particularly, of course, the great people who work here in Science Gallery, and the donors and supporters – to be proud of.

I hope for London, Bengaluru, Melbourne – and after them at Ca' Foscari University of Venice and Michigan State University in Detroit – that their Science Galleries have such an effect on their cities and on their home universities, as this Science Gallery has had on Trinity and Dublin.

You are probably, most of you, aware of Science Gallery's very measurable impact – the huge numbers of visitors, its place as Ireland's sixth most popular visitor attraction. Let me just mention what it has meant for Trinity and for education.

Science Gallery Dublin offers an informal learning space which helps drive innovation in education. Its programme blends the arts with science, technology, engineering and maths - the so-called STEM subjects - and this aligns perfectly to our focus in Trinity on interdisciplinarity and the development of critical, creative and analytical skills.

Educators worldwide now acknowledge the pedagogical benefits of integrating art and creative media in the development of new curricula in the STEM disciplines. We are reflecting this new approach in Trinity in the changes we are making to our curriculum through the Trinity Education Project. The new undergraduate Science curriculum was launched just this week and will have its first intake of students next year.

We are proud of the greater depth, breadth, flexibility and creativity we are bringing to our undergraduate programming. Establishing Science Gallery Dublin has been instrumental in developing this approach. Science Gallery's education programmes have been decisive in involving secondary school pupils in challenging and creative projects, and in getting them excited about proceeding to third level. As we know the future of thriving economies depends on encouraging more of our young people to develop interests in STEM subjects, and that interest is spurred on by the

As we launch today another year of incredible exhibitions here in Science Gallery Dublin, we can be sure that the thousands of visitors will learn things new and unexpected things about the world, and perhaps about themselves, and among these visitors will be some who will be fired up to take the study of science & engineering further.

On behalf of Trinity, I would like to congratulate Lynn and of course the curators – the scientists, researchers, students, artists, designers, inventors, creative thinkers and entrepreneurs who have put together these exhibitions.

And I would like to thank Science Gallery Dublin's founding partner, the Wellcome Trust, and the 'Science Circle' members –

- Deloitte,
- ESB,
- Google,
- ICON, and
- the NTR Foundation.
- And Government Partners: Science Foundation Ireland and the Department of Culture, Heritage and the Gaeltacht.
- And Science Gallery Dublin's programme partners - Bank of Ireland, Intel Ireland, The Ireland Funds and The Marker Hotel – and media partner, *The Irish Times*.

Everyone involved with the great success that is Science Gallery Dublin can be very proud. We look forward to a brilliant programme of events next year - and to the opening of Science Gallery London!

Thank you.

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11 December 2017

Address at the Research Collaboration Signing with Huawei

Regent House, Trinity College

Good afternoon,

And welcome, everybody, to Regent House on this fine and frosty winter's day. This is a seminal event: the research collaboration signing ceremony between Trinity College Dublin and Huawei Technologies Ltd.

Today, myself and the CEO and deputy chairman of Huawei, Mr Guo Ping, are signing the Framework Agreement for Research Collaboration in the presence of the Irish government and IDA Ireland. I welcome Martin D. Shanahan, CEO of IDA Ireland.

With this Framework Agreement, Trinity College Dublin and Huawei commit to developing in-depth research collaborations.

Huawei is no stranger to this campus. Relations between Huawei and Trinity - and between Huawei and Ireland - are already strong. Huawei has offices in Ireland, and it has been a strong supporter of Irish innovation and talent. I led a Trinity delegation to visit Huawei in Shenzhen in November 2015, and have met with Huawei's founder, Chairman Ren, and also with Chairman Xu.

And in 2015, five Trinity Engineering students took part in the Huawei-sponsored *Seeds for the Future* programme in Beijing and Shenzhen. This year, in October, Huawei held a 3xD coding challenge in Trinity, inviting high level coders and programmers to sink their teeth into deep learning and machine learning in order to tackle some of the biggest social-related problems in society. And just three weeks ago the Huawei Ireland Research Video Summit was held in the Trinity Biomedical Sciences Institute. So we are talking a deep engagement by Huawei with Ireland and Trinity. And now Huawei is committing nearly 2 million euro to ADAPT and the Enable SFI Connect Spoke, in the areas of video media and smart cities.

Of course, we're hugely excited about this in Trinity and about the potential for further collaboration. I would like to thank the ADAPT and CONNECT centres for their hard work; also Chris Keely and the team in the Office of Corporate Partnership and Knowledge Exchange, as well as staff in Trinity Research and Innovation - they have helped to develop new ways for the College to work with Industry; we are delighted with the results.

And, of course, I thank Huawei's Research Manager for Ireland, Mr Derek Collins, for helping drive this framework agreement and for his continual support of Trinity. And finally I thank Fiona Sullivan for all her help with the organisation of events.

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In Trinity we're tremendously excited about the research collaboration with Huawei. We look forward to a continual fruitful exchange of ideas and to developing innovation in a number of research areas such as video, media, AI, Materials, 5G and Networks.

We are proud of our telecommunications and networking research in Trinity, and we acknowledge the great role of SFI in investing in this area. We now have a world-class team of exceptional researchers who are driving discovery and innovation in this ground-breaking field. Huawei have selected Trinity as one of just eight universities in Europe with which they wish to develop strategic partnerships. That speaks for itself.

I am delighted that this year – Trinity 425th anniversary – started in January with the university becoming a member of LERU, the prestigious League of European Research Universities, is closing now with this agreement to take collaboration with this leading and innovative multinational to a new level.

The future is exciting – one where Huawei and Trinity jointly drive new breakthroughs, under a long-term relationship, with delegation visits to China, and vice versa. This will be great for the university, for our staff and students, for Huawei, and for Dublin, and Ireland. We know that the whole country benefits from this type of high level R&D collaboration between universities and multinationals, and that such collaboration is part of the government's long-term economic strategy. So we are delighted that Martin Shanahan is here with us today to celebrate the research collaboration, and before Mr Guo Ping addresses us on behalf of Huawei, I'd like to invite Martin to say a few words.

Ladies and Gentlemen, please welcome Martin Shanahan, CEO of IDA Ireland.

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(L to R) Martin Shanahan (CEO of IDA Ireland), Mr Guo Ping (CEO and deputy chairman of Huawei) & Provost Patrick Prendergast

14 December 2017

Address at the Signing of the Memorandum of Agreement with NAACC, Sejong South Korea

Provost's Library

Good morning, everyone – colleagues, distinguished guests, Your Excellency,

I'm delighted to welcome you to the Provost's House in Trinity College. I would particularly like to welcome His Excellency, the Korean Ambassador, Hu Kang-il. And the NAACC Administrator, Mr Wonjae Lee, together with his team.

It's a particular pleasure for me to welcome you here because I've been in Korea several times as Provost, and I was recently in Sejong City where I enjoyed a wonderful welcome. There have been several visits by Trinity's Global Relations team in the past year alone. And here in Dublin the Korean Embassy in Ireland had been a great friend to Trinity - very proactive in encouraging collaborations, and in supporting the teaching of Korean studies in the University, and in incentivising our graduates to teach English in Korea.

Indeed today's very exciting event - the signing of the memorandum of understanding with Sejong Administrative city – is reflective of the deep engagement between Trinity College and South Korea, which has been built up in recent years.

Korean Studies is a key pillar of our Centre for Asian Studies, which we opened in 2015. We have Korean professors on our staff – it's a pleasure to see some of them here, Professor Mok from Biochemistry and Professor Pak from the Trinity Business School – Korean students studying here on campus, Trinity Business School students studying in Seoul National University, and we have over fifty alumni working in Korea.

Last year we signed Student Exchange Agreements with SKKU, Korea University, and Seoul National University. And we have a number of MoU's and research collaborations with the top universities in Korea in the areas of Creative Technologies, Sciences, Nano Technology and Medicine. So these are potent links, and this is only the beginning. We are keen to develop activity on the ground, and the opportunity provided by Sejong City is something we want to focus on for the coming years.

On behalf of the university, I thank you for providing the opportunity, infrastructure and seed funding for this to happen.

Ideally, we would like to see strong research collaboration and the provision of postgraduate degrees in the proposed partnership.

There is still much work to be done but judging by those around the table we have the champions and the willingness to move to the next stage. Trinity is deeply committed to partnership with South Korean universities, industry and administration, and I know speak for all staff here who have benefitted greatly from collaboration.

I would now like to invite Administrator Wonjae Lee of the NAACC to say a few words.

[Mr Lee speaks]

Thank you so much for those inspirational words. And may I now invite His Excellency, the Korean Ambassador, Hu Kang Il, to say a few words.

[Ambassador speaks]

Thank you. And now we might hear briefly from Ken Mok, form Trinity's School of Biochemistry and Immunology and the Dean of the Faculty of Engineering, Mathematics, and Science, Professor Vinny Cahill.

[Signing of the Memorandum of Agreement]

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NAACC Administrator, Mr Wonjae Lee & Provost Patrick Prendergast

14 December 2017

League of European Research Universities (LERU) Dinner

1592 Dining Room

Good evening, everyone,

I don't want to interrupt your dinner or conversations but I do want to welcome you all most warmly to Trinity College and to say a few words on behalf of myself and the new Vice-Provost for Research, Professor Linda Doyle.

And let me take this opportunity to introduce you to Linda who has only recently taken up her new role. She is a most distinguished fellow of this university and is Professor of Engineering and the Arts, with expertise in the fields of wireless communications, cognitive radio reconfigurable networks, spectrum management and creative arts practices. She is truly interdisciplinary with a remarkable ability to connect STEM disciplines with arts and humanities. She has held many senior positions within the college and has played a role in spectrum policy at national and international level. And she has a remarkable track record with funding, having raised over €70 million in research funding over the past decade. I'm delighted she is taking on the key role of VP for Research and I know that you will enjoy working with her.

It's just over a year since Trinity got the great news that we'd been invited to become a member of LERU, and this is the first LERU Vice-Rectors' meeting we have held on campus – the first of many I hope.

This year, 2017, is Trinity's 425th anniversary since our foundation. We officially joined LERU in January which made an auspicious start to our anniversary year.

As new members, we are still familiarising ourselves with LERU. But the benefits of membership are already clear – last month I was in Lund for a meeting of LERU rectors. Inevitably, Brexit dominated discussions but it was great to be talking about this, and other issues, together as a group of European research universities with similar aims and priorities.

At core, we are all committed to scholarship and to research of excellence above all else. We want to collaborate with each other and with industry to ensure that our research is commercialised and creates the most benefit to society. We want to contribute to economic growth across Europe and we want to educate students who are creative and entrepreneurial and ready for the challenges and opportunities of the 21st century workplace.

We believe that we can best work together as a group to influence higher education policy in Europe to ensure that, as a continent, we are creating the right environment for world-class research, education and innovation. Tomorrow I know is a very full day of discussion on central issues.

In Trinity we see ourselves very much as a university for Dublin, Ireland and Europe. We are proud of the contribution we make to growth nationally and internationally. To date, Trinity campus companies, or spin-outs, have raised more than €200 million euro in private investment, enabling the direct creation of more than 3,000 jobs and delivering over €1.2 billion euro in exports.

The university interacts with over 400 industry partners annually, ranging from large-scale multi-nationals like Google located on our doorstep here in central Dublin, to student start-ups. And in the past decade Trinity graduates have raised almost two and a half billion dollars in funding across 201 companies, making us Europe's number 1 university for educating entrepreneurs.

And in terms of research competitiveness, Trinity – like your universities - has been very successful in attracting EU funding. We have secured over €65 million euro in project funding from Horizon2020 over the past three years.

I'm proud of this university and the remarkable achievements of staff and the dynamism of students – particularly because Ireland suffered a particularly bad recession after 2008, with state funding to higher education falling year-on-year. In these circumstances, Trinity showed true resilience and fortitude and is now deservedly reaping the benefits of an improved economic climate.

But the message I want to leave you with tonight is not complacency and a pat on the back.

Challenges and opportunities in higher education are many, coming at us at an ever faster rate. These include:

- the technology revolution,
- increased staff and student mobility,
- the growth of global academic networks,
- the increased centrality of university research and innovation to economic and social development;
- the changing nature of the jobs market and the work environment; and

- the decrease in state funding per student to universities, which is happening not just in Ireland, but globally.

These changes are profound, significant and far-reaching and it would be irresponsible not to reflect and anticipate the changes in our curricula and our research programmes.

In Trinity we are currently implementing a deep renewal of our undergraduate curriculum. The Trinity Education Project, as we are calling it, is about giving students more choice and flexibility in their educational pathways and about preparing them for the challenges of the 21st century workplace.

I won't go into further detail on this. Suffice to say that the Trinity Education Project is our way of keeping apace with change and of resisting complacency. Yes, we get excellent students and they have a great experience here, and as postgrads they embark on ground-breaking research, but as Giuseppe Tomasi di Lampedusa writes in his wonderful novel *The Leopard*: "If we want things to stay as they are, things will have to change around here".

I look forward to us all, as a group, working together 'to change things so that they can stay the same' – so that we can continue to be proud of our world-leading position in research, education and innovation, and so that we can expand to meet the great opportunities of this transformational period in higher education.

Thank you for your attention and I wish everyone a great day of policy discussion tomorrow.

Thank you.

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15 December 2017

Address at the Corporate Services Division (CSD), “Jingle & Mingle”

The Atrium, College

Thank you, Geraldine,

And good afternoon everyone. And can I just start by congratulating everyone involved in putting together the video – <https://vimeo.com/247062364> – those behind the camera, and those in front of it. You have got across in a wonderfully succinct and energetic way all that’s going on in CSD in Trinity – its centrality to the college and the recent achievements.

And for me, watching, I’m very struck and I’m really delighted at the sense that’s coming across of the huge advances in the past few years. To hear Aidan Seery and Leona Coady and Alan O’Keeffe talking about the transformative and positive changes that have happened over the past five years, I can only say how absolutely delighted I am that this has happened and that the benefits are being experienced.

These achievements across the whole CSD are the result of individuals and teams taking great decisions and working together to implement them. I know the challenges in effecting deep-rooted change in an institution of the size and traditions of Trinity College, so I just want to congratulate everyone and emphasize how important your work is to the running of the college and how inspirational your dedication and energy and ambition is.

CSD goes across the college – from student services to HR to academic registry to IT services to estates and facilities, and much more – I think that Geraldine mentioned thirteen functional areas.

Without excellent CSD the university could not run in the way it does. Trinity’s headline successes – LERU, going up in the rankings, the Green Flag for sustainability, research breakthroughs – all these are built on strong CSD. What is striking and comes across so well in the video is the extent to which CSD is keeping apace with technological advances and, in particular, using technology to integrate services ever more closely.

In this university we are very committed to interdisciplinarity - and also of course, to research collaboration and global relations. All these are inter-related – they are all to do with integration, coordination, collaboration. It’s about not staying in our silos or sticking rigidly to our disciplines but finding common purpose and ways to collaborate. It’s the sense that we are stronger together and that we can learn by other ways of doing.

I think it's very powerful – and a great source of Trinity's strength – that we are bringing this sense of integration and collaboration across all the university's activities. All the functional areas in CSD are working together to improve efficiency and flexibility, build capability, improve sustainability, deliver high quality services, and enhance the experience of all users – students, staff, and visitors.

As university staff, we are each of us ambitious, in our particular spheres and we're ambitious for Trinity. We know that by working together we can better achieve our aims and better serve the university as a whole.

Students and staff both – at different period of our lives and careers we need to call on the expertise of CSD – on counselling, the Day Nursery, Sport, Health, HR, IT services, academic registry. It is immensely reassuring to know that not only is each of these units so strong in itself, but that coordination and integration is so high. And, that there is such a commitment to continuous professional development and to drawing on the best international practice and the latest technologies to ensure that services are world-class.

On behalf of the whole university, I thank you most warmly for your commitment and I congratulate you on your multiple achievements. I thank also the Chief Operating Officer herself, Geraldine Ruane, for the leadership she has shown over the past year.

And I wish everyone a happy Christmas and that you all have a wonderful and deserved break and I look forward to seeing you back in the new year to confront new challenges and opportunities.

Thank you.

* * *

15 December 2017

Address at the Naughton Scholars Reception

The Saloon, Provost's House

Good afternoon,

Welcome, everybody to the Saloon in the Provost's House. Welcome to the Naughton family, and to the Naughton Scholars. It's an enormous pleasure for me to welcome you here in the Provost's House on this, the last day of the Michaelmas Term.

I hope you have all enjoyed a wonderful term. In particular I hope that our newest Naughton scholars have found their feet, and are taking full advantage of all the opportunities Trinity has to offer. As every graduate knows there are probably no ten weeks more important and more memorable in one's university time than the first term as a fresher.

Of course, you are fortunate in having a distinctive identity: you are Naughton Scholars. I hope that at the September event in the TBSI when we welcomed the new scholars, you got a chance to connect with each other. But, of course, that was a large national event for all the Naughton Scholars across the country.

This afternoon we welcome just the Trinity Naughton scholars. This a wonderful opportunity for you all to meet with each other, and with the Naughton family. It's characteristic of the Naughtons that they always seek the personal connection. Their generosity in terms of financial support is, of course, legendary - not only these transformative scholarships but also Science Gallery and E3 and so many education initiatives across the country. Few families have made such impact for the greater good.

The Naughtons' involvement goes beyond financial. They bring so much interest and warmth – in the progress of the college, in the progress of individual students. The benefit of that interest is incalculable. We feel it today in this lovely Christmassy room. Here are gathered so many like-minded people. You are all students, at different stages of your college careers, but all studying STEM subjects and all of proven exceptional ability. It's wonderful for you to have this opportunity to meet each other.

We come to college to learn – to do great research, to innovate, to use our skills to improve society. We also come to college to build relationships that will last a lifetime. At college your horizons cannot help but broaden because you are coming in contact with people from all over the world, and you are pushed out of the comfort zone. Increasingly universities are realising that

the social interactions and the connections made at college are as important as what is learnt in the lecture room and library. This is why Trinity has enshrined as one of our four graduate attributes: 'To Communicate Effectively'.

We know that effective communication is key to career success, no matter what sphere you go into, and of course it is key to personal happiness. The Naughton scholarships, as well as being an investment in intellect, are also about communication and connection and this is made clear by events like this when all come together. So many great ideas and initiatives start from simple social interaction – from people getting together and saying 'why don't we...?'

So I hope you'll take this chance to meet people you haven't met before and talk about your interests, ambitions and dreams.

On behalf of the college, let me just say that our community here is hugely enhanced by the Naughton scholars – your dynamism, energy, discipline and brilliance. I thank the Naughton family and I thank the scholars.

It's now my pleasure to invite one of the Naughton Scholars to speak. Ronan MacGiolla Rua is in his final year, Senior Sophister Mathematics. He would like to talk a bit about his experience of being a Naughton scholar.

[Ronan speaks]

Thank you Ronan... And now I'd like to invite Fergal Naughton to respond on behalf of the family.

[Fergal speaks]

Thank you Fergal... And now can I ask everyone to come together for a group photo.

* * *



Provost Patrick Prendergast speaking



(L to R, seated) Rachel Naughton, Provost Patrick Prendergast, Fiona Naughton, Deirdre Naughton & Neil Naughton, with the Naughton Scholars

20 December 2017

Address at the ‘Topping Out’ Ceremony for the Trinity Business School

TBS Construction Site

Good morning,

And thank you all for coming. It’s just over a year since we convened on this site to turn the first sod on the Trinity Business School. That was the culmination of the first stage of building for the Trinity Business School – or the start of the final stage, depending how you look on it. And now here we are, just a year in, and this building which took such shape in our minds over the past few years, is now taking actual, constructive shape. It is tremendously exciting.

We can begin to see, or to imagine, the areas that we envisaged:

- the new Innovation and Entrepreneurship Hub
- the 600 Seat Auditorium
- the 200 Seat Cafe

Now we get a feel for the scale of the space, and the opportunities it will enable, and the dynamism it will bring to this part of Pearse Street, already energised by Science Gallery.

The Trinity Business School is a project particularly close to my heart – and, I know, to all of yours. Great universities have great business schools – whether it’s Harvard, Stanford, MIT, or Said School in Oxford.

We know from Pitchbook’s evaluation that we already have remarkable, students – the most entrepreneurial graduates in Europe. Through initiatives like LaunchBox and Blackstone LaunchPad and the Innovation Academy, we are foster their entrepreneurial ability on campus. Trinity is a university that educates and motivates students to create jobs, as well as to get them. This message is already going out to Ireland and the world. The Trinity Business School will enable us to scale up our mission - to consolidate and coordinate our business education and research.

This School – which, as we can see, is going to be magnificent – is both the outward sign and the centrepiece of our strategy to make Trinity a world-leader in business education and research. With the TBS, we look forward to engaging more closely than ever with industry; to doing research that is relevant to real businesses and to public policy; to educating dynamic

students who are able to create opportunities and are dedicated to societal improvement.

I would like to thank the programme sponsor, Gerard Lacey, for getting the project to this stage. And the Advisory Board and Donors, and the Project and Design team, and Trinity Alumni and Development.

Trinity Business School has been fortunate indeed in its supporters and sponsors. I know that all involved already feel great pride. We are now on the count-down – this time next year we will be standing in a completed building and the first students will enter in 2019. It is great to be witness to such expansion that will be of such huge benefit to Trinity, Dublin and Ireland.

Thank you.

* * *



(L to R) Front row includes: Tom Armstrong (Trinity Project Manager); Sean Melly (Chair TBS Advisory Board); Prof Andrew Burke, Dean TBS; Edwina Hegarty (TBS Programme Manager), Gerard McHugh (Dean of Development); Provost Patrick Prendergast; Padraic Rattigan; Prof Gerry Lacey (TBS Project Sponsor) Deirdre Tracey (Director of Campaigns, Trinity Development & Alumni)

20 December 2017

Address at the Alumni Homecoming 2017

Dining Hall

Alumni and Friends,

Welcome back to Trinity - from all the corners of the world 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, the alumni are the family! and a very large one – over 110,000 at last count, too many to assemble in one place. But every year hundreds come to this annual Homecoming party.

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.

* * *

This year, 2017, is our 425th anniversary since our founding by charter in 1592. To celebrate we have

- brought out a wonderful book of photographs,
- and in September we held a historical symposium looking at Trinity through the past five centuries. It was held here in the Dining Hall and opened by Taoiseach Leo Varadkar, the first Trinity graduate to become Taoiseach.

Happily, our 425th anniversary year has been a good one for the College. I don't have time to mention all our successes but among the highlights are:

- we have gone up in all the rankings; this is the beginning of the reversal of the decline that set in in 2009;
- we've been accepted as one of only 24 elite universities in LERU, the League of European Research Universities, and for the third year running, we've been rated Europe's Number 1 university for educating entrepreneurs;
- the Trinity Business School will open next year- just this morning we held the "topping out" ceremony;

- In October we opened the new Alumni Room in East Chapel – and if you haven't yet visited it, I would urge you to. It's one of the most stylish and comfortable rooms on campus and it's for alumni to visit and hold meetings in;

* * *

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 and friends.

You help the College in so many ways:

- By attending events;
- By donating to projects;
- By acting as patrons to our clubs and societies, and as organisers of alumni branches and affinity groups like Trinity Business Alumni and Trinity Women Graduates.
- One special way you can help is through mentoring a student. We've been running a very successful programme over the last few years and in the New Year we will be launching a new online platform. We hope you will join other alumni mentors, and get involved.

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.

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 2018.

* * *

22 January 2018

Address at the Launch of the Trinity and Bank of Ireland Partnership

The Saloon, Provost's Office

Welcome everybody to the Saloon in the Provost's House.

It is I think, just over four years ago that I announced that Trinity would be establishing an Innovation and Entrepreneurship Hub to be co-located with the new Trinity Business School. This Hub would foster the creation of ideas and provide an interface between the entrepreneurial Trinity community and the dynamic Dublin innovation ecosystem.

A lot has happened in those four years. Construction has started on the new building for the Trinity Business School, which will open next year, with the Innovation & Entrepreneurship Hub occupying the entire first floor. Meantime the I&E Hub – as we're calling it - has already begun implementing its strategy to provide Trinity staff and students with the supports and facilities to pursue entrepreneurship as a rewarding career path, and to liaise with the burgeoning entrepreneurship community in Dublin, as well as with Trinity alumni entrepreneurs round the world.

In 2013 we launched a college-wide Strategy for Innovation and Entrepreneurship, and a key part was the creation of the I&E Hub's is to bring together a number of initiatives aimed at driving innovation. These include:

- LaunchBox,
- Blackstone LaunchPad,
- the Innovation Academy, and the
- European Institute of Innovation and Technology (EIT) KICs.

These are initiatives of recent creation, but proven success, aimed at the entirety of the Trinity community: from undergraduates to postgrads to staff and alumni.

And today we celebrate a really exciting development: the strengthening of the college's and the Bank of Ireland's innovation partnership, following on from the Bank's sponsorship of the I&E Hub.

This is a marvellous development. The Bank of Ireland's generous sponsorship includes a contribution to the costs of the new building as well as support for a whole programme of activities.

Trinity and the Bank of Ireland are innovation partners of long standing. The Business Student of the Year – one of the college’s longest-established and most dynamic student awards – has been sponsored by the Bank of Ireland since its inception in 1995. That’s 23 years with the same sponsor – impressive for any award.

The Business Student of the Year puts focus on the qualities that are needed for entrepreneurship and career success – it looks at a student’s curricular and extracurricular achievements, measuring not only academic attainment but what happens outside the classroom. Over the years, students’ achievements in this respect have become ever more impressive. Undergraduates today are setting up profitable companies before they’ve even graduated. The Business Student of the Year has helped to drive the increased college-wide focus on student entrepreneurship.

And two years ago, the Bank of Ireland became sponsors of our student accelerator, LaunchBox, which has enjoyed truly remarkable success. Now in its fifth year, more than 180 students have gone through this highly competitive programme, more than 50 jobs have been created, and over €3 million of investment has been raised. But just as important LaunchBox has spread the spirit of entrepreneurship throughout Trinity

This is why I talk about ‘the strengthening of Trinity’s and the Bank of Ireland’s innovation partnership’. With their sponsorship of the I&E Hub the Bank of Ireland has deepened our partnership and brought it to a new level, but this partnership isn’t fresh or untried. Our two institutions have worked together, finding common aim, for decades.

The strength of our partnership comes from our shared confidence in the potential of Dublin and Ireland to be world-leading innovation ecosystems, and our shared belief in the importance of educating in innovation, and releasing the entrepreneurial potential of staff and students.

A multidisciplinary university like Trinity is host and home to such ground-breaking research across such a range of areas. We want to get across the message, to staff and students alike, that it’s never too soon – nor too late – to draw on research to start incubating ideas and commercialising knowledge.

We know that innovation doesn’t just happen. Conditions have to be right. Through successive initiatives - like the Technology Transfer Office, the Office of Corporate Partnership and Knowledge Exchange, LaunchBox, the Innovation Academy - we have sought to create the right climate and put in place initiatives to release our staff and students’ entrepreneurship.

Our initiatives are working. We currently support in excess of 100 start-up companies. And for the third year running, we have been rated Europe’s

number 1 university for educating entrepreneurs. We can be proud of our achievement - and be inspired to continue building on it.

As we head towards the 2020s, what initiatives are needed to further facilitate innovation and entrepreneurship on campus? What new technologies might help? What should we incorporate in our new Strategic Plan to further boost the education we offer?

We look forward to dealing with these questions through the Innovation and Entrepreneurship Hub and with the support of our partners, the Bank of Ireland. I thank Francesca McDonagh, David Tighe and all the team at Bank of Ireland for driving this partnership. On our side, I thank colleagues in the Innovation and Entrepreneurship Hub.

* * *

After the Act of Union got rid of the old House of Lords, Provost John Kearney – Barak Obama’s predecessor on the Moneygall side - tried to buy the building to use as lecture theatres. The government refused because students had a reputation for rowdiness and allegedly risked getting into fights with traders while crossing the street. So Provost Kearney suggested building tunnels to connect Trinity with the old parliament, but that was also refused, and the Bank of Ireland bought the building which it has held since.

Today, there may not be tunnels but Bank and College make excellent neighbours on College Green, the centre of Dublin city. We look forward to our continued strong partnership which is so beneficial for students, staff, alumni and for Dublin and Ireland.
Thank you.

* * *



(L to R) Francesca McDonagh (CEO Bank of Ireland) & Provost Patrick Prendergast in the Ussher Library before the launch

25 January 2018

Address at the European Education Summit

European Education Summit

Good afternoon,

Thank you for inviting me here today.

Let me start by defining what we mean by ‘accessible higher education’ or simply ‘Access’ as we refer to it in Ireland. I don’t want to presume that everyone is familiar with our use of this term. At its broadest, access refers to all groups under-represented in higher education.

Universities should set targets for the inclusion of all of these groups. But since each group is under-represented for specific reasons, it isn’t a question of one approach fits all. For instance, improving access for students with disabilities is about managing the physical environment and introducing enabling technologies. It’s not helpful to collate this approach with the different requirements for other under-represented groups.

In Trinity College Dublin, our Access Programmes are aimed at socio-economically disadvantaged groups. There may be overlap with other under-represented groups, but the focus in the programme is on combatting socio-economic disadvantage – and that is what I will talk about today.

I’ll to go into some detail on the Trinity Access Programmes. But let me start by saying why I think access to higher education is a vital issue which needs to be prioritised by universities.

For some, access to education is a human rights and a social justice issue: we all deserve the opportunity to realise our potential through education. For others, access is primarily an economic issue: if students of potential are losing out on the opportunity to develop their skills and contribute maximally to society, it’s an appalling waste - at the private level of the individual and at the public level of society. In a competitive world, they say, no country can afford to waste talent.

* * *

Whichever viewpoint you prioritise, access is important. But it’s not a simple thing to achieve. Access is sometimes seen as an issue most pertinent to countries like Ireland with so-called ‘selective higher education systems’, where the number of places is limited and awarded competitively on the basis

of strong performance in high-school exams. The issue is seen as less crucial to the so-called 'open admissions or 'guaranteed right to admission' for all who achieve above a pre-defined level, systems similar to those in Spain, France, Germany, Italy, and Belgium.

However, the assumption that 'open admissions' also guarantees opportunity across the board isn't borne out by analysis. EU data on this is uneven but, for instance - since we're here in Belgium - you may be familiar with research done by the Flemish region which indicates that students from lower socio-economic groups and from migrant communities are very poorly represented within Flemish universities. To quote from the 2014 European Commission Eurydice Report:

*'the Flemish system highlights a paradox that a mass higher education system, designed to be open and accessible for all, actually continues, in reality, to serve primarily the needs of the same profiles of students as in the past.'*¹

Additional EU data tells us why, and of course these reasons aren't particular to the Flemish region. Data capturing retention – that is, the extent to which students complete their courses – indicates that 'drop-out rates tend to be higher in 'guaranteed right to admission' systems.'²

There are a number of reasons why students might fail to finish their course, and more research has to be done on this across Europe, but where data is available, social factors are always indicated. And this isn't just because students from lower socio-economic groups face greater financial impediments – it's a question of culture and mindset.

If your parents and grandparents are university graduates, and if the school that you attend routinely sends pupils to university, then you will be habituated to the idea of university from a young age. You know what's expected of you and college life holds few surprises.

This isn't the case if you're coming from a family, school, community or region where no-one attended university. Yes, you might get a place at third-level but if the university doesn't provide specific supports, the likelihood is that you will feel overwhelmed by the unfamiliar environment, a feeling compounded by seeing other students in their element.

This is why the European Commission has stressed that improving educational attainment requires a dual focus: it's about bringing more people from diverse backgrounds into the system, and it's about ensuring that, once in, students stay the course³.

If universities don't pay attention to both these requirements, then we are failing in our 'societal imperative to expand opportunities to higher education'⁴.

It's not just society at large that loses out from this failure; the individual university is also affected. If you're only bringing in, and retaining, students from certain communities, regions and schools then there will be conformity on campus - conformity of social background and conformity of thought. Students learn as much from each other as from their professors. If they aren't being exposed to other experiences and mindsets, then they have less opportunity to develop into the kind of independent thinkers who make a difference in the world.

We owe it to ourselves, our students and our societies to ensure that our campuses are diverse and multifaceted, and reflective of different societal backgrounds.

* * *

Now let me turn to what my university is doing to address this matter. The Trinity Access Programmes came about as a result of in-depth research. In the early 1990s we began to monitor, track and analyse where our students were coming from; how they coped with college life; how often they dropped out, and why. This research enabled us to build up a comprehensive picture. We found that:

- First, the Irish college entry system, which is determined on grades alone, is ostensibly a level-playing field but doesn't take into account the disadvantages which certain students face. For instance: an expensively educated student who gets 400 points in the end-of-school exam may be less determined and creative than a student who does not enjoy the same advantages and gets 350 points. But the Irish university entry system is an algorithm which only recognises the academic achievement, not the story behind it.
- Second, we found that students from disadvantaged backgrounds who did manage to get enough points to come to university were more likely to drop out from their courses because they found the environment unfamiliar and unfriendly.

In short, we found that, even if the system wasn't consciously designed to favour middle-class students coming from educated backgrounds, in practice that is what it was doing. It meant that significant potential was being lost.

We set about combatting this by a dual focus on entry and retention. In 1997 and 1999 we inaugurated the Trinity Access Programme **Foundation Courses**, with one course for mature students – defined as 23 and older –

and one for young adults - both courses being only open to those coming from socio-economically disadvantaged backgrounds.

Entry to the Foundation Courses isn't determined by performance in the end-of-school exam. Young adults are drawn from secondary schools which have links to Trinity – typically teachers and career guidance people spot students of potential and put them forward - while mature students have generally spent a few years in adult education and are identified as prospects by adult education providers.

The entrants – both mature and young adult – choose one of four streams to go into: Science, Social Sciences, Combined Science and Social Science, and Arts. For a year, they study core and elective modules, and are assessed through end-of-year exams and continuous assessment – they do not do the State examinations. All going well, they then enter university proper, proceeding to the degree course of their choice.

As well as teaching, the Foundation Courses put focus on social activities, mentoring, internships and general student supports. There is increasing emphasis over the year on developing students' independence and self-advocacy skills. Crucially, these supports continue once students progress to the degree course.

The Foundation Year is demanding. It requires significant commitment. Care is taken to select students of outstanding potential and ambition.

The Foundation Year isn't about helping all socially disadvantaged students – that's a task well beyond us. It's about identifying those with aptitude for higher education who might otherwise fall through the gaps, and then giving them the advice and support to enable them to continue through to graduation.

When assessing the success of the Foundation Course, we look at rates of completion, progression and retention.

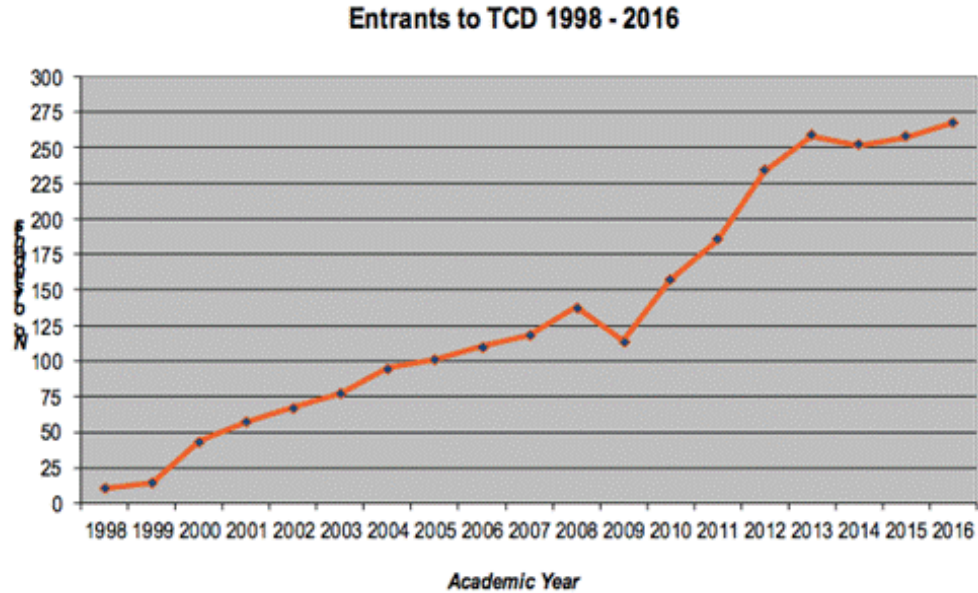
Since 2009, 73% of mature students have completed the Foundation course, 93% progressed to doing a degree, with 90% graduating.

For the young adults, 93% completed the course, 93% progressed to a degree, with 96% graduating (5).

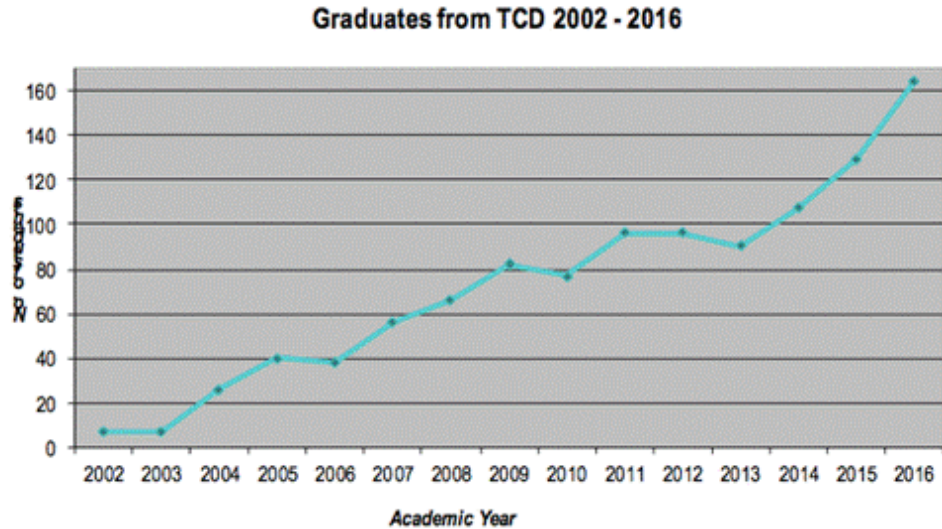
These are excellent figures. In fact, the figure for retention of Access Students is the same as for students who enter college through the general admission route. This graph shows the progression of students coming through the Foundation year from 1999 to 2016.

As you can see, the numbers rise steadily. We currently have 900 undergraduates across the four year degree courses, who entered through

the Foundation Year. Graduation figures begin in 2003/04 – reflecting when first cohort of Foundation Year students completed their degrees - with graduation figures remaining proportionate to entrance figures.



The progression of students coming through the Foundation year from 1999 to 2016



Graduation figures beginning in 2003 of students entering in the Foundation programme

The success of the Foundation Courses is directly responsible for the increase in numbers of socio-economically disadvantaged students on campus.

The benefit to individual students and their families and communities is, of course, huge. That goes without saying. But I want to focus on the benefit to the college.

Our aim is to expose students to a diversity of backgrounds, cultures, and mindsets in the belief that they will grow through such exposure. This belief has proved justified.

As an example: one of the students who came through the Foundation Year – a single mother who left school at fifteen – was elected President of the Students' Union in 2015. In that role she strongly engaged students with social justice issues like housing, migration, minority rights, and climate change. She had a major impact on campus and, while still a student, was elected to the Senate, the upper house of parliament, in 2016 and is now using her talents on the national stage.

* * *

The Foundation Year has been so successful that other Irish universities have now set up similar programmes, and in 2016 Trinity began partnering with Oxford University to pilot the programme there.

As you may be aware Oxford draws a large proportion of its students from a small number of private schools. About 7% of British schoolchildren are educated privately, rising to 14% for the final two years of school – but 45% of Oxford students went to private school (6) .

In Oxford, the individual colleges have a lot of autonomy to drive initiatives. The Principal of Lady Margaret Hall is Alan Rusbridger. When he first took over as Principal in 2015, he was unhappy with the admissions situation, and began to research international best practice, which is how he came to us in Trinity. Impressed with the Foundation Year, he arranged for the Director of the Trinity Access Programmes, Cliona Hannon to be seconded to Lady Margaret Hall to pilot the Foundation Year there.

This has been a resounding success. It is now on its second cohort, and two other Oxford colleges are now also looking to pilot the Foundation Year.

* * *

In Trinity we're proud of our international reputation in access and we're constantly looking to build on this. Inspired by the success of the Foundation Year, we set up in 2014 another **alternate admissions route** which is broader in scope: it is open to all Irish students. The aim is to attract creative

students whose potential isn't being measured by exams – it's open to all because there are also, of course, middle-class students whose aptitude isn't measured by the current exam-based general admissions system.

This alternate route takes into account the applicant's performance compared to others in their school. Although open to all, such contextual and comparative analysis does benefit those from disadvantaged backgrounds.

A student who comes top of their class in a school of low educational attainment can now be strongly considered for college, even if they haven't obtained the academic points required for the course.

The first students entering through this alternate route are now in their final sophomore year and have yet to graduate, so data on this is preliminary, but initial signs are excellent: the drop-out rate of those coming from the alternate route is actually lower than for those from standard admissions (7), perhaps because students on the alternate route feel particularly lucky to be in college and demonstrate more commitment.

* * *

So that's a brief overview of what we're doing on access in Trinity and with our partners internationally. We do also have other schemes underway – including working with an ever-increasing range of secondary schools and community groups to develop strong 'college-going cultures' and innovative approaches to teaching. Of course, the younger we can get kids 'college-ready', the better.

Let me close now by considering some of the lessons that might be drawn from the Trinity Access Programmes.

First, start off by asking why you would want to implement an access programme. Is it for ideals of social justice, for self-interest? A combination of both? Often social justice *is* self interest. Because where there is insufficient equality of opportunity and people's potential is wasted, then frustration inevitably mounts and eventually spills over to affect the whole country. It's in any institution's self-interest to take an interest in the stability of the region and the country it is located in.

Articulating the reasons why you're prioritising access brings clarity, and will help with designing a distinctive, coherent programme, and persuading partners to come on board.

Secondly, research, tracking and monitoring is essential. In Trinity, we have, from the start, proceeded on the basis of solid evidence, rather than presumption, and set realistic and measurable targets. (8)

We are now monitoring not only entry and retention rates, but also the employability performance of graduates coming from disadvantaged groups.

My final message is that universities cannot go it alone. Access is a societal issue - success depends on the coming together of many stakeholders: government, institutions of higher education, schools, industry, community groups, and alumni.

The Trinity Access Programme works closely with secondary schools and community groups, with alumni who act as mentors, and with Google and other corporations.

Access isn't simple. Progress takes time. You will always encounter unforeseen obstacles. But improving access is hugely rewarding.

As Cliona Hannon, the head of the Trinity Access Programme, has said:

"Each student who progresses through to graduation changes their own story, changes the University's story, and changes the stories told within their own schools and communities."

As heads and senior staff of universities, we should all have the confidence to say that we want and welcome changes to our story. It doesn't matter how good our stories are - if our institutions don't change, they won't survive. A 21st century university should be dynamic, diverse, multifaceted, and should seek potential across society and not merely in well-worn places.

Thank you

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¹ European Commission, *Modernisation of Higher Education in Europe, Access, Retention and Employability* (Eurydice Report 2014), p.24

² Ibid, p.32

³ European Commission, *Communication on Modernising Europe's Higher Education Systems* (Eurydice, 2011)

⁴ Ibid, p.7

⁵ TAP Foundation Courses Quality Review (2015), Fig.15 p.29

⁶ <http://www.telegraph.co.uk/education/2017/02/02/oxford-university-bucks-national-trend-accepts-fewer-state-school/>

⁷ Feasibility Study Data 24.01-2018

⁸ Eurydice (2014), p.16

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Provost Patrick Prendergast & Jean-Claude Marcourt, Vice-Minister-President and Minister for Higher Education, Research and the Media of the Fédération Wallonie-Bruxelles being interviewed

05 February 2018

Address at the Alumni Reception Cork

Clayton Hotel, Lapp's Quay, Cork City

Good evening,

It's a real pleasure to be here. I thank Gerry* and the Cork alumni branch for organising this and inviting me.

Part of the pleasure and privilege of my office is getting to meet Trinity alumni around the world. Trinity has 110,000 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 important for me to meet you, and also, I think, for you to connect with each other. It's not just in far-flung cities that Trinity graduates seek each other out. In Irish cities too, you share a distinctive identity – you have memories and a particular association with a place that brings you together.

It's wonderful to bring alumni together, whether within the country or without. And it's always a pleasure to be in Cork, a city which Trinity has many connections to, links of very long standing. Many Trinity Provosts were Cork men, including John Hely-Hutchinson in the 18th century and George Salmon in the 19th. Notable Cork alumni include of course the great William Trevor, and I never forget that Edmund Burke's mother was from a Nagle Cork.

Today our links are stronger than ever - 400 of our current students are from Cork, 235 women and 165 men! And the past decade has seen great growth in research and industry links. I think particularly of AMBER – the material sciences centre headquartered in Trinity – which is a collaboration between Trinity, UCC and the College of Surgeons.

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In our time together this evening, I'd like to fill you in briefly on how Trinity is doing. I know that you have a strong interest in Trinity's future, and as Provost, I feel responsibility towards alumni, to ensure that the university, which means so much to all of us, continues on its path of excellence.

* Gerry Donovan, Chair of the Cork Alumni Branch

I don't have time to go into all our initiatives. Let me focus on recent developments, while giving you a sense of our current goals and where the university is heading.

Our mission remains the same as when you were students: we seek to deliver world-class education and research. Our priorities are: to prepare our students for dynamic 21st century careers and responsible citizenship, and to maximise value of our research and scholarship, ensuring that it's being applied where it's needed for social, cultural, and economic development.

This has been Trinity's dual mission since the foundation of the college 426 years ago. But the way we deliver that mission is always changing to keep up with national and global changes. Because this is such a transformative period for higher education globally, we have hugely scaled up our activities in the past two decades to focus on areas like:

- Innovation and entrepreneurship
- Global Relations
- Educational Access, and
- Growing our non-exchequer funding

All these areas relate back to our core mission in education and research. For instance, we seek to grow our global industry and research links to ensure that our research competes with the best in the world, and is being commercialised faster and better.

And we want to educate our students in entrepreneurship to give them greater opportunities as graduates, enabling them to create their own jobs. Through exchange programmes we seek to expose our students to other cultures and to make the campus more cosmopolitan. Through our access programmes, we throw the net wider, seeking potential students beyond the traditional, familiar routes.

And we're growing our non-exchequer funding because we're facing up the reality that state funding for higher education is reducing, not only in Ireland but round the world. A great university cannot rely on the State alone for its funding, we have to look at growing other revenue sources.

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So that's the background, or the framework if you like, of our recent initiatives. I'm proud to say that Trinity takes a very cohesive, comprehensive approach to planning. In our current Strategic Plan, we have set measurable targets across nine core goals, ranging from student extracurricular activities, to research of impact, to public engagement and more. The Plan runs until 2019; we have already surpassed many of our targets.

One of the ways in which Trinity measures itself is reputationally. It's important that the work we do is globally recognised. This is key to attracting brilliant students and to winning research grants, and of course it's also important to you, our alumni, that your alma mater is highly regarded round the world.

I'm delighted to say that in the past year or so, we have received significant recognition in many spheres of activity.

In January last year we 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, including Oxford, Zurich, Amsterdam, Helsinki, Paris-Sud, Cambridge, and Utrecht. The network counts 230 Nobel Prize winners and Field Medallists 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 are evaluated, as are graduate trajectories – so your career success, as graduates, has helped to elevate the university.

I was delighted but not surprised that Trinity got in because one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

Last year, for the third 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 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. It's been hugely successful: since its inception in 2013, LaunchBox has created 50 startups that have gone on to raise over €6 million euros.

LERU and Pitchbook are benchmarks against which we measure our achievements in education, research and innovation, compared to other universities. Another comprehensive benchmark is of course the global

university ranking. Happily we went up in all the Rankings in 2017 – reversing the decline which set in during the global recession.

The Rankings are very good at measuring research impact, and they are getting better at measuring education and innovation. But they don't measure everything. One of the areas they haven't yet focussed on, but they might come around to, is Access.

'Access' is about making higher education more accessible to under-represented groups, including mature, people with disabilities, and socio-economically disadvantaged groups. The Trinity Access Programme, or TAP, is aimed at combatting socio-economic disadvantage so that Trinity is open to all who can most benefit from the education we offer.

Due to TAP and many other initiatives the participation of under-represented student groups in Trinity increased from 5 percent in 2002 to 21 percent in 2014. Other Irish universities have now put in place Access Programmes, and in 2016 Trinity began partnering with Lady Margaret Hall college in Oxford University to pilot the programme there.

Access is currently a 'hot issue', particularly in the UK and the US, because of concerns in those countries that inequality of opportunity has yielded undesirable political outcomes. But, as I continually stress, access isn't just a social justice issue, it's also an economic issue – countries need everyone of high potential to be developing their skills and contributing to society. And it's also in the strategic interest of universities: if we don't get excellent students, coming from a diversity of backgrounds, then our campuses will be places of dull conformity and that's not how to nurture ground-breaking ideas. Particularly in a small country like Ireland, it makes no sense not to seek potential across society.

I'm as proud of our international standing in access as I am of our standing in research, education and innovation. And, of course, they are all inter-related: in the current highly competitive global higher education landscape, universities have to be taking action across many fronts, continually striving to excel and to extend.

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When we talk about 'extending', that's in terms of our research, education, and innovation programmes, but it's also literal: increased activities necessitate increased space. Trinity has many new buildings on campus and has also extended up Pearse Street to Grand Canal Dock.

The Trinity Biomedical Sciences Institute and the Lir Academy for Dramatic Art are two recent buildings on the Pearse Street corridor. And we will shortly open two more: the "Printing House Square" Student Accommodation and the Trinity Business School.

You may have heard something about the Trinity Business School – it's to be co-located with an Innovation and Entrepreneurship Hub, and will include space for prototyping and for company incubation projects. Construction is well underway on a site beside Science Gallery.

And looking forward to the next few years, our next ground-breaking capital development project will be the new Engineering, Environment and Energy Institute, which we're calling E3.

We're very excited about E3 which 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.

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.

We are developing E3 in two stages: the E3 Learning Foundry and the E3 Research Institute. The Learning Foundry will take a new approach to pedagogy, both in terms of content – with more focus on sustaining the earth's resources – and in terms of method – with more peer-to-peer learning and small group teaching.

The E3 Research Institute will bring researchers together in a multidisciplinary environment in the Trinity Technology Campus at Grand Canal Dock, beside the headquarters of Google, Facebook and other tech companies. We look forward to developing T-Tech, as we call it, over the next decade.

* * *

So that's a whirlwind tour through the College – and there's so much I haven't had time to mention, like the new Centre for Literary and Cultural Translation which is housed in a wonderful renovated Georgian building on Fenian Street.

There are just too many initiatives to cover them all. And I wish I'd time to go into depth on our success in growing non-exchequer revenue. As I've mentioned, this is really important, because the road to excellence for an ambitious 21st century university involves joining private support to state support.

In Trinity we've been very proactive: we are growing our revenue streams through:

- Investing in the Visitor experience and other commercial activities;
- Increasing our numbers of spin-out companies and industry collaborations;
- Attracting more international students; and
- Focusing on philanthropy

We have enjoyed marked success with all these and sixty percent of our revenue now comes from non-exchequer sources. Our success in growing our revenue streams has given us the confidence to launch this year, the first philanthropic campaign in the history of the university. This will focus on investing in staff, students, capital development and research infrastructure projects.

This campaign will be launched in the autumn and I look forward to telling you more about it, in due course. We hope you will be inspired to get involved.

We are confident that the Philanthropic Campaign will resonate with our friends, graduates and donors. Like all Irish institutions, Trinity was hard-pressed during the challenging economic climate of the last decade. But we came through. We did not lower our ambition. We have proved ourselves worthy of support.

On comparatively restricted funding and staffing, Trinity competes with the world's best universities.

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.

Last year, to commemorate the college's 425th anniversary and what turned out to be a wonderful year, we brought out this book of photos taken by students, staff and alumni, with an introductory essay by myself, in which I walk around campus.

It's my pleasure to present copies of this book to the oldest graduate here this evening, Violet Warner, a graduate of 1945. Congratulations Violet, we are proud to have you here this evening.

And I also wish to present a copy to Gerry Donovan and the alumni branch, with many thanks. I'm sorry I don't have 'one for everybody in the audience'. For those who would like a copy of the book, they're available online through the Library Shop.

I hope you will enjoy these contemporary photos of the campus. It goes without saying that we look forward to welcoming you on campus whenever you are next in Dublin. As of a few months ago, we have a new Alumni Room in Front Square – it is one of the most beautiful and comfortable rooms on campus and it is for you, so do make sure to drop by.

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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Provost Patrick Prendergast, with members of the Cork alumni branch

07 February 2018

Address at the John Joly Memorial Lecture

Schrodinger Lecture Room, Fitzgerald Building

Good evening,

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, for the annual lecture, delivered tonight by Professor Philippe Claeys of the Free University of Brussels.

This evening we celebrate the memory of one of Trinity's greatest ever scholars, John Joly, who worked in the late 19th and early 20th centuries, during a period of transformational discoveries in the sciences. He was a polymath, who made important contributions outside his disciplines.

Joly was a truly remarkable man. In their history of Trinity published in 1982, the historians David Webb and R.B. McDowell call him (I quote): "certainly the most versatile and productive, and perhaps the greatest of the scientists that the College has ever produced." When you consider that Webb and McDowell were fully aware of the achievements of William Rowan Hamilton and Ernest Walton, that is praise indeed.

In 2007, Dr Patrick Wyse Jackson delivered a wonderful Trinity Monday Discourse on Joly*, in which he shows us why he was so remarkable. He points out that Joly 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 published 269 scientific papers and several books, which would be a phenomenal output even today; for his period, it was truly exceptional. And

*https://www.tcd.ie/Secretary/FellowsScholars/discourses/discourses/2007_T%20Wyse-Jackson%20on%20J%20Joly.pdf

he did not neglect his mission in education: he was instrumental in providing Trinity with much needed laboratories and research facilities; and he engaged with the practical needs of students - calling for the establishment of a register of good rental accommodation, and successfully lobbying to extend the opening hours of the Library to include the evenings.

In this, the centenary of women gaining the vote in the UK and Ireland, we should also note, as a particular commendation, his commitment to women's education. A hundred years is a relatively short period – it is less than a quarter of Trinity's history. Were Joly to come back to see the College today, he would I think be most delighted and impressed with two developments: the huge expansion of the faculty of Engineering, Mathematics and Science, and the great growth in the number of women taking these disciplines, and researching and lecturing in them.

Because he was so remarkable in so many ways, John Joly is celebrated annually by a lecture that has been held in college every year since 1935. In celebrating him every year, we recall the kind of scholar, 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.

This evening's speaker is Professor Philippe Claeys who heads the Analytical, Environmental, & Geo-Chemistry interdisciplinary research unit at the Free University of Brussels. He is also a visiting professor at Ghent University, Catholic University Leuven and the University of Liège.

Professor Claeys is a geologist, planetary scientist and geochemist interested in documenting the consequences of asteroid and comet impacts on the evolution of the bio-geosphere. When he is not travelling the world looking for clues to better understand 4.5 billion years of evolution of planet Earth, he works in his lab with PhD students and postdocs on projects ranging from astrobiology to geo-archaeology. A current hot topic is the search for meteorites in the blue ice fields surrounding the Belgian station, Princess Elisabeth in Antarctica.

As an aside, I note that the Joly family originally hailed from Belgium, making the choice of Professor Claeys to give this lecture particularly apt.

Professor Claeys's research into the evolution of our planet would have greatly interested Joly, who was a pioneer in the subjects of tectonics and geophysics. His observations were not confined to our planet - he published on the nature and origin of the Martian Canals, and in 1973 the Joly Crater on Mars was named in his honour.

It gives me pleasure now to welcome our speaker to Dublin this evening.
Professor Claeys will speak on "Chicxulub: Anatomy of a lethal crater".

Thank you.

* * *

08 February 2018

Address at the Science Gallery 10th Birthday Dinner

Provost's House

Good evening,

And welcome, all, to the Provost's House for this celebration of Science Gallery's tenth birthday. Tonight is the opening event - tomorrow the celebration will continue with a symposium and a performance in Front Square for the whole college community.

Ten years ago, Science Gallery opened its doors with an exhibition, LIGHTWAVE. The expectation then was for 50,000 visitors a year to the new gallery. Ten years, and 3 million visitors later, the Gallery welcomes more than 420,000 visitors through its doors annually.

Science Gallery was a success from the start. Indeed this day, ten years ago, that opening exhibition, LIGHTWAVE, was beginning its closing night. But due to popular demand, the decision was taken to extend by 9 weeks.

The success of that inaugural exhibition set the tone. Science Gallery has never flagged.

Eight months after it opened, Lehmann Bros collapsed and the world was plunged into a global recession. These were difficult years for Ireland. But right through the austerity and cutbacks, Science Gallery continued to put on ground-breaking exhibitions. It maintained its dynamic, challenging and exciting engagement with science in all forms – physics, technology, chemistry, computer science, environmental science, health sciences.

For Dubliners and for visitors to Dublin alike, these exhibitions are an invitation into a world of questioning and wonder and possibility.

We all have our favourite exhibitions. I remember INFECTIOUS, back in 2009, which looked at epidemics and the way that viruses - and fear - spread; also SURFACE TENSION, in 2011, a beautiful exhibition on the physical properties and the politics of water. And SEEING in summer 2016 which 'questioned how eyes, brains, and robots see'. I wrote about that exhibition in an essay I did for a photobook, *Trinity* 425.

One of my kids' favourite exhibitions was GAME, which featured the work of world-renowned Game designers and they also liked last year's show, HUMANS NEED NOT APPLY which tackled questions around AI and creativity.

For them, as for so many Dublin kids, Science Gallery has been such a great part of their childhoods. So many weekends, we would stroll down - from this very house - and we always found in the exhibition something that engaged all of us – me as an adult, my daughters as teenagers, my son as a pre-teen.

Science Gallery's effortless engagement of people of all ages and interests is a significant part of what makes it so unique. 40 percent of visitors are 15 to 25 year olds; many are younger again. This has made Science Gallery an international leader in terms of engaging young minds with science, and in placing science at the centre of our lives.

Because Science Gallery is 'where art and science collide' and because exhibitions are the combined work of artists, curators, philosophers, engineers and scientists from multiple disciplines, the Gallery has tremendously broad appeal and the exhibitions amply demonstrate how science affects all aspects of our lives – from leisure and entertainment, to security, to the workplace, to learning and the natural world.

Science Gallery provides opportunities for the academic community to engage with the public and society as a whole, and it is a creative platform that brings people and ideas from different disciplines together. It is a safe space to consider often challenging questions about what future we want to build.

Science Gallery is representative of the global nature of the university. Over the years, Science Gallery has brought exhibitions to New York, Singapore, Manila, Bergamo, and Moscow. Two million people internationally have visited Science Gallery's touring exhibitions.

And we have now advanced to planning a network of Science Galleries around the world, in partnership with leading universities in urban centres, including Bangalore, Venice, Melbourne, and London. Science Gallery at King's College London is opening this year.

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As we celebrate its first decade, we can say that Science Gallery has been an unqualified success. We are immensely proud of it. As we look to the next stage of our development, it's time to thank the generous and inspirational donors who have believed in this initiative and made it possible.

Science Gallery has been fortunate in attracting both public and private sector support.

I thank the Department of Arts, Heritage and the Gaeltacht, and Science Foundation Ireland and Dublin City Council.

And I thank our Science Circle Partners: Google, Deloitte, ESB, ICON and NTR Foundation.

Your support has been invaluable and I hope it has also enhanced your own societal missions. Your involvement with Science Gallery sends out a strong message of your values, your belief in progress, creativity and the improvement of the human condition.

I'd also like to thank all the Science Gallery Board, in particular the chair, Shay Garvey, the founding director Michael John Gorman, and the Trinity staff who drove the project forward, including Mike Coey and my predecessor as Provost, John Hegarty.

And I thank all our supporters and volunteers, and the research community in Trinity and beyond for all they have done to make Science Gallery a success.

Science Gallery belongs to the extended Trinity community, and it belongs to Dublin and to Ireland, and now to the world. Science Gallery's blend of in-depth research, with constant questioning about the nature of things, together with hands-on practice and experimentation, is a model not only for galleries but for educators in all spheres.

Last year we celebrated Trinity's 425th anniversary. I can envisage just such a venerable anniversary for Science Gallery. No doubt it will change hugely over the decades and centuries, but as long as humans continue with creative and scientific exploration, Science Gallery will be relevant.

It's an honour and a pleasure for all of us to have been here at its beginnings.

Thank you, and I wish Science Gallery a very happy first decade!

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(L to R) Bevin Cody (ESB), Rachel Naughton (SG Board Member), Katherine Licken (Secretary-general, Department of Culture, Heritage and the Gaeltacht), Andrea Bandelli (SGI Director), Jahn timer Phalkey (Director SG Bangalore), Ruth Freeman (SFI), June Youatt (Provost Michigan State University), Daniel Glazier (SG London), Micheal John Gorman (Founding Director, SG), Tom Molloy (Director of Public Affairs and Communications, Trinity)), Provost Patrick Prendergast, Derek Collins (Huawei), Lynn Scharff (Director, SG Dublin), Conor Jones (Google) Rector Ca Foscari University Venice Michele Bugliesi, Prof Vinny Cahill, Sarah Jane Hutchinson (IDA), Shay Garvey Chair), John Climax (SGI Board) & Sheena Brown

09 February 2018

Address at the Launch of SCSS Postgraduate Learning Space

South Leinster Street

Good afternoon, everyone,

It's wonderful to see so many people here – from the School of Computer Science and Statistics, staff and students; and also college officers, many from Estates and Facilities, and members of the Graduate Students Union; while from outside college, we welcome architects, builders and designers.

The strong and diverse turnout gets across the scale and importance of the achievement. Carol and Donal have spoken about the significance of this Learning Space for the School and the MSc. Let me just say a few words about the significance to the college.

In Trinity we have a dual mission in education and research which comprises our mission in innovation. This mission is as old as the college, but the way we deliver it is always changing to keep apace – and indeed to foreshadow – changes in the global higher education landscape.

As educators, we need to reflect and anticipate the transformations that are happening in education, and in society. These transformations include:

- The growth in the use of technology,
- Accelerating impact of interdisciplinarity,
- increased staff and student mobility,
- the development of global academic networks and partnerships,
- the increased centrality of universities to economic and social development; and
- the changing nature of the jobs market and the work environment.

All universities are affected by these transformations, which are happening rapidly. The old idea of a job for life is gone. It would be irresponsible not to prepare our students for dynamic, flexible, adaptive, entrepreneurial 21st century careers. This means incorporating new approaches to learning – in particular encouraging students to be self-directing, and acknowledging that students learn as much from their peers as from professors. So rather than traditional lecture rooms, students need independent work spaces and smaller meeting rooms for peer-to-peer learning.

Of course, this new approach to pedagogy isn't confined to Computer Science and Statistics – it's college-wide. We want all our students to be career-ready for the 21st century - to cultivate a critical, entrepreneurial, creative, adaptive mindset, whatever they are studying.

But there's no doubt that the School of Computer Science and Statistics has been particularly forward and proactive in pushing ahead with this Learning Space.

This is no surprise. The School of Computer Science and Statistics is exemplary in so many ways. The new Masters programme, which Donal has outlined for us, is cutting edge, and the record number of applications indicates just how attractive it is for higher-level study internationally.

The new MSc builds on the great achievement of Professor John Byrne, who in 1963 established the country's first Masters in Computer Applications. He was a visionary and a pioneer; we owe much to him and this School is his legacy.

John made sure that an engineering ethos permeated computer science in Ireland from the start. I think he would be delighted that the School of Computer Science and Statistics is one of three key Schools – with Engineering and Natural Sciences - coming together to create E3.

The first stage of E3, the E3 Learning Foundry will take a new approach to pedagogy, both in terms of content – with more focus on sustaining the earth's resources – and in terms of method – with more peer-to-peer learning and small group teaching. When the Learning Foundry opens, in a new, purpose-built building at the east end of the campus, the new building will reflect the new curriculum.

Computer Science and Statistics students will be among those using the Learning Foundry. I know that their experience here in the Learning Space will prepare them to make the best use of the E3 Foundry.

I congratulate and thank all those involved in creating the Learning space: Architects, PMO, Estates and Facilities, IS Services, Bursar, School Technical officers, School Administrator, IT Services, Global Relations; Carol as head of School; Donal as Director of the Masters Programme; and the previous head of School, Jeremy Jones and his team.

And now, without further ado, we have heard much about the Space. Let's take a look.

Thank you

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(L to R) Professor Carol O'Sullivan, Head of the School of Computer Science and Statistics; Professor Vinny Cahill, Dean of the Faculty of Engineering, Mathematics and Science, Provost Patrick Prendergast and Professor Donal O'Mahoney

9 February 2018

**Address at the Reception for Hamilton Mathematics
Institute (HMI) Mini-Conference Speakers**

Senior Common Room

Good evening all,

And welcome to the Senior Common Room. I hope you've all enjoyed a great start to the meeting this afternoon.

It's a great pleasure for me, as Provost, to have this opportunity of welcoming you all, on behalf of the university - particularly our distinguished visitors who have travelled to be here.

The Hamilton Mathematics Institute's – or HMI's - commitment to strengthening fundamental research in Ireland makes it Trinity's flagship research centre in mathematics and theoretical physics.

We are very proud of HMI in Trinity and proud of our long tradition in mathematics and theoretical physics. Indeed this room that we are in, the Common Room, or 'The Senior' Common Room, is a good place to contemplate that tradition.

This room was, until the mid-19th century, the office of the Erasmus Smith Professorship of Natural and Experimental Philosophy. This chair was founded back in 1724 and for 120 years it had a mathematical and theoretical physics orientation, with several holders being mathematicians, including Bartholomew Lloyd, who also served as Provost, and the great James McCullough whose marble bust is here above the doorway.

In 1847 the Chair of Natural Philosophy was founded and it took on the applied mathematics and theoretical physics role, with the Erasmus Smith Professorship becoming the professorship of Experimental Physics. The Chair of Natural Philosophy continues to this day – it has had many distinguished holders included John Lighton Synge and A.J. McConnell, who became a great Provost. Provost McConnell's portrait now hangs here in the Senior Common Room. The incumbent today is, of course, Samson Shatashvili, a greatly distinguished holder of the Chair. And let me take this opportunity to wish Samson a happy birthday!

1847 when this Chair was founded was also the year that this room ceased to be an academic office and became the Common Room. And I'm sorry Samson, that you missed out in having this as your office! But I always like

to think that in this very fine room, mathematicians of the 18th and 19th centuries were making their ground-breaking discoveries. In this room, probably, James McCullough wrote his seminal "Essay towards a dynamical theory of crystalline reflection and refraction" which he presented to the Royal Irish Academy in 1839, and which defined what was then a new concept, the curl of a vector field.

In this room also, William Rowan Hamilton would have come as an exceptionally brilliant student in the 1820s to talk with the professor, Bartholomew Lloyd, who radically reformed Trinity's mathematics curriculum, bringing in innovations in research and learning from Germany and France. Hamilton was such a prodigy that he was appointed to the Andrews Professor of Astronomy, aged 22, before he had even graduated. This wouldn't happen now, no matter how brilliant the student, but Hamilton of course more than justified the college's faith in him. We called the HMI after Hamilton because in a competitive field, he is without doubt the greatest of all mathematicians.

If our guests and speakers get a chance tomorrow, they might stroll up to Broome Bridge on the Royal Canal in Cabra, the site of the great 'Eureka' moment in Irish mathematics. It is where Hamilton, walking into Dublin one afternoon, suddenly and dramatically solved the problem, which had been 'haunting him for fifteen years'. He writes that he was – 'unable to resist the impulse, unphilosophical as it may have been' – to carve the formula for quaternions on a stone at Broome Bridge as he passed. The original carving has worn away, but there is a plaque.

And if you don't get a chance tomorrow, you might come back on 16th October, the exact anniversary, which is now marked by a commemorative walk.

I'm very glad that Hamilton is increasingly celebrated in Dublin. The Royal Irish Academy has done much in this respect and of course in Trinity we regard him among our greatest alumni. HMI is our most tangible monument to his legacy – it was founded in 2005 to mark the bicentenary of his birth.

HMI was greatly reinvigorated thanks to the grant from the Simons Foundation which has facilitated HMI in bringing some of the world's leading scholars to Trinity. Today as we welcome guests and speakers associated with the Simons Foundation – and I'm delighted to take this opportunity to pay tribute to the Simons Foundation, which has done so much to support basic, or frontier, scientific research globally. We will be honoured to welcome Dr Jim Simons to Trinity in June to receive his honorary degree.

And now let me ask you to join me in drinking a toast to the Simons Foundation, and to our guests from Columbia, NYU and IHES, and to the Hamilton Institute which will shortly celebrate its fifteen anniversary and

which is doing so much to advance frontier research in maths in Ireland, Europe and the world.

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12 February 2018

Address at the Launch of Green Week

Steps of the Exam Hall, Front Square

Thank you, Ronnie*

And welcome everyone to the 15th College Green Week. I congratulate the organisers and thank them for inviting me to help launch what is one of the most important initiatives of the college community.

Sustainability is the fight of our times. It's a frontline issue which engages, on the most profound level, our responsibilities to each other – and to the planet. It's the broadest of issues and incorporates all aspects of our lives – how we eat, how we grow and cultivate food, how we package it, how we travel, how and where we build, how we heat our buildings, how we manage our waste and our resources.

In this university, since its foundation, scholars and students have been engaging with the age-old questions:

- what is it to act ethically?
- What is it to be a responsible citizen?

Increasingly, the answer to those questions involves our relationship to the natural world.

On the scale of things, this correlation of ethics with sustainable living is relatively new. It's just 25 years since the late Professor Simon Perry set up the Trinity Recycling Committee. This can be regarded as the beginning of the sustainable campus. Twenty-five years isn't a long time, but it has been an accelerated time. This is because the scale of the environmental problems facing the planet has accelerated, but it's also because of the remarkable commitment of a number of students and staff to get sustainability on the agenda and keep it there.

On the one hand, we have not gone fast or far enough - we are not sustainable enough, not on this campus, nor in this city, nor in any country in the developed world. We have a way to go. On the other hand, the success of activists in forefronting issues is such that there is now remarkable consensus around their importance. And while we cannot underestimate the scale of what's required, we can be heartened by the success of initiatives,

* Ronnie Russell, Chair of the Green Week Committee

such as: nationwide, the charging for plastic bags and, on this campus, fossil fuel divestment.

Such successes inspire us to go further. The theme of this year's Green Week is **'Together, we can do more'**, reflecting the way that collaborative and co-operative approaches have a 'multiplier' effect. I applaud this, and believe that sustainable behaviours come about through the convergence of diverse minds, skillsets and abilities across the university.

David* has given us a great sense of the week's highlights. Let me just focus on some of the key initiatives of this week.

Today, we are going live on the Provost's website with the new Sustainability Pages† – that's over 60 pages of information to browse through, covering everything on campus - from solar panels to sustainability networks, from rainwater harvesting to reusable pint glasses, from sustainable food to biodiversity initiatives. Information is power and this information will help improve the sustainability of our community.

You will find a lot of information, in these webpages, on the damaging effects of single-use plastics. A key goal set out by this Green Week is to **eliminate the sale and use of single-use plastics on our campus**. This includes plastic cutlery, cups, bottles and packaging.

This is a desirable and achievable goal. Suggested solutions include introducing eco-friendly and compostable alternatives to plastics, as well as reusable cups and utensils, and increasing the numbers of water fountains on campus.

I would be delighted for this campaign to succeed and for Trinity to set an example as a place free from single-use plastics.

The flagship initiative of this week is to sign the International Sustainable Campus Network Charter‡. This is the final step towards participating in a global exchange between campus sustainability leaders to further best practices.

To date, the 80+ Members of the ISCN represent top-tier universities from over 30 countries around the world. It is the most advanced international campus sustainability network that we know of.

* Senator David Norris

† <https://www.tcd.ie/provost/sustainability/>

‡ <https://www.international-sustainable-campus-network.org/>

The ISCN provides a global forum to support leading colleges, universities, and corporate campuses in the exchange of information, ideas, and best practices for achieving sustainable campus operations and integrating sustainability in research, teaching, innovation and outreach.

As signatories to the ISCN Charter, we are committing to sharing our goals and experiences on sustainable campus initiatives amongst our peers and other stakeholders. A key instrument for this is our regular reporting on progress via our annual sustainability report.

In this report, we look at what we have achieved and where we need to do more. We want all the Trinity Community - staff, students and alumni - to join us in committing to making our planet a more sustainable place to live, work and study. Every little bit helps, whether it is small commitment such as choosing a reusable coffee cup over a disposal one, or a large commitment like giving up the car and cycling, or switching to an electric vehicle.

I would like to highlight that if you have a sustainability idea, you can share it with us by visiting the "Contact Us - Submit a Suggestion" section of the new green pages website. I hope that you will avail of this. Campus sustainability has been a grass-roots movement from the start, driven by committed staff and students. Together, we can do more.

It's now my pleasure, on behalf of the university and the whole Trinity community, to join with other leading universities to pledge commitment to sustainability by signing the ISCN Charter.

[Provost signs the charter]

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(L to R) Registrar Professor Paula Murphy; DU Environmental Officer; Provost Patrick Prendergast & Senator David Norris, with students in the background

15 February 2018

Address at the Trinity-Columbia Dual BA Programme Official Launch

Casa Italiana, Columbia University, New York

Good evening,

And what a pleasure to be here on this truly memorable occasion. It's wonderful to be standing here with Lisa and David, representing our respective universities, and celebrating our decision to come together to create this marvellous opportunity for students.

As David has said, in just seven months' time, in September, the first cohort of Trinity College Dublin and Columbia University students will commence the Dual BA Programme. They will have the great experience of living and studying in two great universities, in two great cities, and they will graduate with two degrees. Small wonder that there have already been over 150 applications - many more applications, I'm afraid, than the programme can fit.

* * *

This is very much a 21st century programme – enabled by radical recent advances in technology, travel, and higher education, and building on many years of cooperation between Trinity and Columbia through student exchange programmes and research collaborations.

We're not the first universities to come together to create a dual degree programme – but we are among the pioneers. And since we're highly ranked universities, there is international interest in how this will turn out.

Let me make just a few remarks. Firstly, why is this a good idea? What's the thinking behind the Dual Programme?

We are in a period of deep and rapid transformational change in higher education. For instance:

- technological advances are changing the way that we learn and do research;
- globalisation has created new opportunities for research and education;
- the role of higher education in innovation, the commercialisation of research, and educating in key entrepreneurial skills means that

universities are ever more central to the economic and social development of their regions, and

- the traditional model of a job and career for life is evolving into something more flexible and variable. This in turn is greatly impacting on employer needs and student expectations.

These radical advances of the past two decades are happening, regardless of how well society is prepared for them. As universities, we have to keep ahead of developments, while honouring our core mission. We need to maximise opportunities and prepare our students for a changed and changing world.

This means giving them ever greater international exposure, and wider cultural experiences. In the course of their lives, today's graduates are likely to change jobs and careers, and cities and countries much more frequently than their parents did. They will have to be more familiar with different world cultures, more adaptive and flexible, and more open to life-long learning.

The most practical way to prepare them for the future is by incorporating international experience within their college years. Making the most out of a new environment and country, and staying open to new ways of doing things, is something that can be learnt, and the earlier students train themselves in this, the better.

In Trinity we have been witness to the great benefits of student exchanges in terms of growing students' knowledge and confidence and their intellectual and emotional maturity, and making our campus more diverse. It's now thirty years since the EU established the Erasmus programme which enables European students to study for a year in another European university.

About six or seven years ago, we began serious efforts to broaden student exchange programmes beyond Europe. We've been successful in this.

Now, with the Dual Degree Programme, we go even beyond exchanges: two years' abroad and a degree from two universities. In two years, you can really get to know a culture, and you can build up lasting friendships and contacts. To graduate with degrees from a top US and a top European university, able to draw on the global alumni networks of both – that's to have got off to a significant head-start.

So the benefits of a dual BA programme are many, and, as I've mentioned, 21st century advances have created the opportunity. However, to make a success of a Dual BA Programme requires, I think, certain conditions. I do not believe it can be achieved by random universities coming haphazardly together. It requires deep affinity - shared history, culture, values and heritage. This is what Trinity and Columbia can draw on.

Both our universities were founded centuries ago by royal charter from British monarchs – Trinity in 1592 by Elizabeth the First, and Columbia in

1754 by George the Second. Much has happened in the intervening centuries – not least, American and Irish independence – but we remain proud of our founding charters. Both Columbia and Trinity are urban universities, embedded in cities and intrinsic to their cultural, social, and economic fabric.

We're also both multidisciplinary universities with proud traditions of tolerance, diversity and progressiveness. If you look at our mission statements, they're similar – we both put emphasis on global partnerships, on advancing knowledge, and on serving our regions and cities.

And our two cities, New York and Dublin have enjoyed, of course, the closest of relations for two centuries – deep ties of language, culture, trade and people. *Fairy Tale of New York* was a novel written by a New Yorker who became a Trinity graduate and an Irish citizen, and the title was subsequently borrowed by an Irishman for a song set here in New York, one of the most famous Christmas songs of the past generation. It's a resonant title, because in Ireland, New York is myth and metaphor, the stuff that dreams are made on – an imagined as well as a real place. The same is perhaps true of Ireland for Americans.

This is the incredibly rich shared heritage that the Dual Programme is drawing on. This is why we can be confident of success. There is nothing random about this programme. It's the formalising and logical progression of existing ties – ties consciously and deliberately created by our two institutions over the past decade, and ties unconsciously woven between our two countries for centuries.

* * *

Many people deserve credit for developing the Dual BA Programme, on both sides of the Atlantic. I'd like to mention in particular, from Columbia:

- David Madigan and Lisa Rosen-Metsch, who have spoken so eloquently today. David is, of course, a Trinity graduate, and Trinity is very proud of his achievements; also
- Peter Awn, former Dean of the School of General Studies, who was greatly instrumental from the start; Professor Victoria Rosner, Dean of Academic Affairs in the School, and Curtis Rodgers, Vice Dean; also
- Jessica Sarles Dinsick, Associate Dean for International Programs at Columbia.

And from Trinity, our two academic champions:

- Darryl Jones, Dean of Arts, Humanities and Social Sciences, and Zuleika Rodgers, who is Director of the Dual BA Programme

On behalf of Trinity, I thank you all for the inspirational work you have put into this programme. Thanks to you, students will get the opportunity to experience difference, but within an integral environment where they feel secure and supported.

The Programme will obviously greatly benefit the selected students and our respective campuses. And beyond this, I believe the Dual Programme sends out an important message. We know that education, research and innovation can't happen in isolation – they depend on the free exchange of ideas and people. If countries and universities withdraw into isolation and stop connecting internationally, then knowledge cannot grow.

We're living at a time when voices promoting political, social and economic retreat, separation and seclusion are gaining ground. This makes it more crucial than ever that universities make common cause with one another, develop a sense of an interrelated international intellectual life, and a sense of togetherness and solidarity for shared values.

* * *

'Defenceless under the night / Our world in stupor lies;/ Yet dotted everywhere/ Irony points of light / Flash out wherever the Just / Exchange their messages'

That is W.H. Auden, writing in New York City, in words that continue to resonate.

Universities have to be among 'the Just', and we have to continue exchanging messages. The 'points of light' aren't enough in themselves; without exchange they remain isolated and helpless. Hope lies in the flash, the exchange and the 'affirming flame' which are the words that the poem ends on.

Ladies and Gentlemen let our Dual BA program show that affirming flame.

Thank you.

* * *



Provost Patrick Prendergast addressing the gathering at the launch at Casa Italiana

23 February 2018

Address at the Yunus Emre Institute Signing

Yeats Room of the Provost's House

Your Excellency, Professor Ates, Distinguished Guests, Colleagues,

It's now three and a half years since Simon Williams and I – together with our colleague Sinead Ryan – visited the Yunus Emre Institute in Ankara, where we met with the vice-president. That was a wonderful visit. I was delighted to receive a book and CD of Yunus Emre's poetry – the meeting was greatly positive, with both sides registering a strong wish for Trinity to become the centre in Ireland for the promotion of Turkish language and culture.

Such a role makes sense for Trinity because we have a long tradition of Mediterranean, Near Eastern and Islamic Studies. Our library holds valuable books from the early modern and Ottoman period.

Today our School of Languages, Literatures, and Cultural Studies has a Department of Near and Middle Eastern Studies which researches and teaches in a variety of fields including the Ancient Near East, Ancient and Modern Judaism, and Medieval and Modern Islam.

This Department runs the new undergraduate degree in Middle Eastern and European Languages and Cultures. Turkey is one of three pillars of this new degree. The three languages offered are Turkish, Arabic and Hebrew. Students are required to spend a minimum of one semester in the country of their choice of Language.

We also have a Centre for Mediterranean and Near Eastern Studies which is a collaborative venture between our Departments of Classics and of Religions and Theology. This Centre explores the cultural dialogue and interchange in antiquity between East and West within the regions of the Mediterranean and Near East, particularly the interactions between the classical world of Greece and Rome and the religious traditions of Judaism, Christianity and Islam.

And we have a Trinity Centre for Literary Translation, which offers a taught postgraduate programme in translation, and is building a network of relationships with publishers, authors and booksellers to enhance the public profile of literary translation. This Centre hosts an annual translator-in-residence scheme. Turkish is one of the languages prioritised by the Centre for Literary Translation and the Turkish writer, Fuat Seyimay, was Translator-in-Residence for the academic year 2014/15.

So this is the background to today's signing of this important cooperation protocol between the Yunus Emre Institute and Trinity College Dublin. I note that in this Protocol, Article 3 states that (I quote) "Future collaboration should build on (rather than substitute for) existing arrangements". This Objective makes sense because existing arrangements are indeed strong.

The new Yunus Emre Lecturer in Turkish Cultural History will work within the Department of Near and Middle Eastern Studies to promote Turkish language, culture and art, and I hope that the Lecturer will also build up excellent relations with the Centres for Literary Translation and for Mediterranean and Near Eastern Studies, as well as the Long Room Hub Arts and Humanities Research Institute. In Trinity the flow of collaboration between our departments, schools, centres and research institutes is something we're proud of and seek always to strengthen.

This is an exciting moment for the College. Our cooperation with the Yunus Emre Institute will make a very large and substantive contribution to the study and teaching of Turkish on campus. I thank all those involved in bringing this about – Professor Ates and his team, and here in Trinity, Simon Williams and Zuleika Rodgers. And I thank the Ambassador for his presence here to witness the signing.

I note that the new undergraduate degree in Middle Eastern and European Languages and Cultures is part of the new dual degree which we signed just last week with Columbia University in New York City. Under this agreement, students spend two years in each institution – Trinity and Columbia - and get a degree from both Universities. We have already received numerous applications for this course – and one is from Turkey. Good news travels fast!

Our collaborations – with Columbia, with the Yunus Emre Institute and around the world – are about broadening our research and about ensuring that our students receive a global education with the opportunity to immerse themselves in different cultures and languages.

I look forward to the flourishing of Turkish language and culture on our campus; to welcoming Turkish students here, and to our students having the opportunity to study in Istanbul, Ankara or other great Turkish cities.

Thank you.

* * *



(L to R, Front Row) Ambassador Mr Levent Murat Burhan, Provost Patrick Prendergast, Prof Seref Ates (President of Yunus Emre Institute), Dr Zuleika Rodgers (Trinity NMES)

(L to R, Back Row,) Mr Cemal Sangu, Mr Mehmet Karakus, Mr Mustafa Duru, Ms Balca Kurhan Elayouti, Mr Simon Williams (Trinity Global Relations), Mr Bulent Ucpunar

24 February 2018

**Address at the Launch of the “40 Years at Trinity:
Classical Conversations for Brian McGing”**

Long Room Hub

Good morning,

And welcome to the Long Room Hub – welcome, colleagues, students, alumni – and former colleagues and friends who have come from abroad.

We are all here today to celebrate Brian, and the immense contribution he has made to Trinity and the discipline of Classics.

It’s a source of pride to me, when I go round the world, to be able to say that – while we pioneer new disciplines like nanotechnology or digital humanities – Trinity continues to teach and research in its founding disciplines, classics and theology.

I take pride in this, firstly, because this university recognises the value of tradition and continuity in scholarship. For over 400 years this College has been making important contributions to classical studies. On this campus George Berkeley became senior Greek lecturer in 1721; John Pentland Mahaffy wrote his seminal *Social life in Greece* in 1874, with its, for then, startlingly frank discussion of homosexuality - so startling that it was expurgated in subsequent editions – and, starting in 1972, here on this campus John Luce performed as public orator in college commencements, composing and delivering witty accolades in Latin of classical elegance. Our professors and students in Classics today provide the living link with this long and remarkable tradition; Brian also served of course as Public Orator and I note that Anna Chahoud will speak about this later today.

And I take pride, secondly, because Trinity is a multidisciplinary university, recognised around the world for its excellence in the humanities; and the humanities, of course, begins with classics. The study of history, literature, languages, law, philosophy, art – all emerge from, and reside on, the classics.

Classics is one of the foundations of this university, and particularly of course, of the faculty of arts and humanities.

In the strengthening and safeguarding of this foundation Trinity College owes much to Professor Brian McGing, whom we celebrate today on the occasion of his retirement. He is Regius Professor of Greek, one of the oldest chairs in

college and he was editor of *Hermathena*, from 1988 to 2016 – this journal has been published here in Trinity continuously since 1873.

It's not up to me, an engineer, to extol Brian's merits as a classical scholar – his achievements and appointments, his publications with Oxford University Press, the respect of his colleagues and of the international community of classicists – all this speaks for itself. But I would like to say a few words about Brian's achievement in positioning his discipline for contemporary life and the 21st century.

Humanities sometimes finds itself in a defensive position, forced to explain its relevance to the contemporary age. Those who would seek to question Humanities in this way have, in my view, a limited understanding of scholarship, creativity and critical, independent thought. I do not myself understand why one would question the relevance of disciplines which focus on our cultural, social and political behaviours, and on works of the imagination, and which provide the indispensable understanding to collective identity and memory, without which societies cannot grow and flourish.

However, I know that such questioning goes on and that some humanities' disciplines, including Classics, are particularly subjected to it. The most pernicious effect of such questioning is, of course, that it puts potential students off, and so potentially denies the discipline the life-giving injection of new blood.

Brian has been exemplary in his frank, proactive approach to reservations raised about the classics. He has sought to share with others his own confidence in his discipline's relevance. Eight years ago, Brian organised a public forum with the frank and direct title, *Why does the past matter?* This was a pioneering enterprise which invited renowned international names to look at highly relevant contemporary questions like why archaeological remains such as the Parthenon marbles remain a source of dispute; why a contemporary British politician would write a book about the Roman Empire; and why countries still fight over 'ownership' of Alexander the Great.

It was one of the first large-scale international events to be held in the newly launched Long Room Hub and it has proved exemplary of the goals and aims of the Hub, which is why it's so appropriate that we should be meeting here.

Jane Ohlmeyer, whom I know is speaking later today, will I'm sure tell you more about the ethos and initiatives of the Hub. From my own point of view, I know that Trinity derives incalculable benefit from this flagship arts and humanities centre, which is also a pioneer in interdisciplinarity, not only between disciplines but between faculties. I know that Brian has helped drive the discourse at the Hub and prove the centrality of arts and humanities not only to the university but to society. The public events organised by the Hub are among the most popular campus events and are an interface between the university and the city.

I have mentioned Mahaffy and Luce. They served as Provost and vice-provost respectively, as of course did Tom Mitchell. I don't know if it's the effect of studying civically minded Greeks and Romans, but classicists seem to be particularly good at stepping up to take on leadership roles within college, and this certainly applies to Brian.

He served as Senior Dean from 2014 to 2017 and in this capacity he was responsible under the College Statutes for discipline among the academic staff and for the allocation of rooms among the Fellows. In this matter he was pro-active and created a new Board-approved policy. The Senior Dean also chairs the Capitation Committee, disbursing funds among the student 'capitated' bodies – no trivial matter in university politics.

And so today Brian moves to place 'emeritus' before his title of professor. Since it's Brian, I thought I'd better look up the etymology of emeritus and I discovered what you all know already – it comes from *memere*, meaning 'to earn' or 'to deserve'. That's pretty good. For his services to scholarship, to his discipline, to the college, to his students, and to the wellbeing of society, Brian has more than 'earned' and 'deserved' his 'emeritus'.

I thank all of you for being here to celebrate with us. Many of you are Trinity alumni and most distinguished in your fields. We are proud of your success and equally proud of your collegiality which sees you travelling to be here, some from long distances. The effort you have made to be here is a tribute to Brian - another tribute which he has so well earned.

Thank you and I wish you all a most enjoyable and instructive day.

* * *



Provost (speaking) with Prof Judith Mossman (seated)

02 March 2018

Address at the Alumni Reception Hong Kong

Conrad Hotel, Hong Kong

Good evening,

What a pleasure it is to be here and have this chance to see you all again. I last addressed alumni in Hong Kong in November 2015 at the Irish consulate. Henry Au had just taken over then as the new branch head. He has been doing a terrific job. It is really great to see him again, and all of you, including new faces. There have been many Trinity visits since 2015, most recently Professor Lorna Carson and Sinead Pentony in 2017.

I left Ireland yesterday in the worst snow blizzard in decades. 40cm of snow and minus 7 degrees and gale force winds and all the institutions – including Trinity College – closed. So, it feels quite remarkable to be here on this beautiful balmy evening. In Dublin it was very much a case of ‘batten down the hatches’ when I left.

For myself I’m delighted to be back in this great city. Part of the pleasure and privilege of my office is meeting Trinity alumni around the world. Trinity has 110,000 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 important for me to meet you, and also, I think, for you to connect with each other. Particularly in a teeming metropolis like Hong Kong, it’s great to have a sense of the Trinity community based here.

So I’m delighted to see you all. And what a great turn out! There are graduates here from the 1960s all the way up to 2016, and graduates in all disciplines – medicine, engineering, maths, law, European studies, history, Business, and English. There are HKU students here who have been on exchange in Trinity, and there are several Trinity students who are on exchange in Hong Kong universities. You represent Trinity in all its diversity, and I thank you for coming and to Henry, my fellow BAI graduate, for his help in organising this event.

And we’re honoured to have joining us here this evening, Dr Sam Lam. Dr Sam Lam graduated from Trinity in 1963 with a degree in Medicine. He went on to have a stellar medical career in Canada and was a pioneer in filmless radiology. Dr Lam is one of Trinity’s biggest supporters through the Sam Lam Associate Professorship in Chinese Studies, and I have great pleasure in announcing here this evening that Dr Lam is also going to support the

creation of a Director in Chinese Studies. This new role will help Trinity to meet growing demand for Chinese Studies in Ireland, and equip our students to live and work in China. Thank you Dr Lam.

* * *

I'd like to fill you in on how Trinity is doing generally. I know that you have a strong interest in Trinity's future, and as Provost, I feel responsibility towards 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 me focus on recent developments, while giving you a sense of our current goals and where the university is heading. And after I've spoken we'll have time for questions because I want to make sure to address all your interests and concerns.

* * *

Trinity's mission is the same today as when you were students: we seek to deliver world-class education and research. Our priorities are: to prepare our students for dynamic 21st century careers and responsible citizenship, and to maximise our research, ensuring that it's being applied where it's needed to grow the economy and improve people's lives.

This has been Trinity's dual mission since the foundation of the college 426 years ago. But the way we deliver that mission is always changing to keep apace of national and global changes. Because this is such a transformative period for higher education globally, we have hugely scaled up our activities in the past two decades to focus on areas like:

- Innovation and entrepreneurship
- Global Relations
- Educational Access, and
- Growing our non-exchequer funding. This is about facing up to the reality that state funding for higher education is reducing, not only in Ireland but round the world. Since we can no longer rely on the state to meet our costs in education and research, we have to look at growing other revenue sources.

In our current Strategic Plan, we have set measurable targets and we have already surpassed many of our targets.

One of the ways in which Trinity measures itself is reputationally. It's important that the work we do is globally recognised. This is key to attracting brilliant students and to winning research grants, and of course we know that it's also important to you, our alumni, that your alma mater is highly regarded round the world.

I'm delighted to say that in the past year or so, we have received significant recognition in many spheres of activity.

In January last year we 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, including Oxford, Zurich, Amsterdam, Helsinki, Paris Sorbonne, Cambridge, and Utrecht. Getting into LERU is a huge endorsement – it's a lengthy process: publications, citations, funding bodies, industry collaborations are evaluated, as are graduate trajectories – so your career success, as graduates, has helped to elevate the university.

I was delighted but not surprised that Trinity got in because one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

Last year, for the third 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 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 undergraduates to develop business ideas from concept through to design and marketing. It's been hugely successful: since its inception in 2013, LaunchBox has created 50 startups that have gone on to raise over €6 million euros.

LERU and Pitchbook are benchmarks against which we measure our achievements in education, research and innovation, compared to other universities. Another comprehensive benchmark is of course the global university rankings. Happily we went up in all the Rankings in 2017 – reversing the decline which set in during the global recession.

A strong contribution to our success in the Rankings is the emphasis we put on internationalisation and global relations.

This emphasis goes across the university: it's about ensuring that we have more international students on campus, and that our students have more opportunities to do international exchanges and internships. And it's about

growing our global research collaborations and building global academic networks and partnerships. And it's about ensuring that our curriculum is outward-looking and prepares our students for 21st century global careers.

We have enjoyed great success with all these aims:

- Our student body is ever more international, with almost a third now coming from outside Ireland and we're on track to meet our target of 20 percent of students coming from outside the EU by 2019. Last year we had over 200 students from China, and we currently have 22 students from Hong Kong. And we are working with universities here in Hong Kong to increase these numbers.
- We have been notably successful with building global academic partnerships. A fortnight ago I was in New York to sign a dual BA programme with Columbia University. This will see students spend two years in Trinity and two years in Columbia.
- And in terms of global education offerings, two and a half years ago we launched the Trinity Centre for Asian Studies. This is a multidisciplinary teaching and research centre which brings together the university's expertise in Chinese, Korean, and Japanese Studies, as well as other regionally-based scholarship and pan-Asian research. The centre's activities focus on contemporary society and culture, language learning, diaspora studies, and comparative studies, including Asian-European studies. As I've mentioned, Dr Lam is a significant supporter of this Centre, which is the leading knowledge centre in Ireland for policy-makers, business leaders and scholars.

* * *

These are some of the ways in which Trinity has been extending in recent years. When we talk about 'extending', that's in terms of our research, education, and innovation programmes, but it's also literal: increased activities necessitate increased space. Trinity has many new buildings on campus and has also extended up Pearse Street to Grand Canal Dock.

And we will shortly open two more: the Printing House Square Student Accommodation and the Trinity Business School.

You may have heard something about the Trinity Business School – it's to be co-located with an Innovation and Entrepreneurship Hub, and will include space for prototyping and for company incubation projects. Construction is well underway and will finish in 2019.

And looking forward to the next few years, our next ground-breaking capital development project will be the new Engineering, Environment and Energy Institute, which we're calling E3.

We're very excited about E3 which 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.

We are developing E3 in two stages: the E3 Learning Foundry and the E3 Research Institute. The Learning Foundry will take a new approach to pedagogy, both in terms of content – with more focus on sustaining the earth's resources – and in terms of method – with more peer-to-peer learning and small group teaching.

The E3 Research Institute will bring researchers together in a multidisciplinary environment in the Trinity Technology Campus at Grand Canal Dock, beside the headquarters of Google, Facebook and other tech companies. We look forward to developing T-Tech, as we call it, over the next decade.

* * *

So that's a whirlwind tour through the College – and there's so much I haven't had time to mention, like the new Centre for Literary Translation which is housed in a wonderful renovated Georgian building on Fenian Street.

There are just too many initiatives to cover them all. And I wish I'd time to go into depth on our success in growing non-exchequer revenue. As I've mentioned, this is really important because state support for higher education is declining.

In Trinity we've been very proactive: we are growing our revenue streams through:

- Investing in the Visitor experience and other commercial activities;
- Increasing our numbers of spin-out companies and industry collaborations;
- Attracting more international students; and
- Focusing on philanthropy

We have enjoyed marked success with all these and sixty percent of our revenue now comes from non-exchequer sources. Our success in growing our revenue streams has given us the confidence to launch this year, the first philanthropic campaign in the history of the university. This will focus on investing in staff, students, capital development and research infrastructure projects.

This campaign will be launched in 2019 and I look forward to telling you more about it, in due course. We hope you will be inspired to get involved.

We are confident that the Philanthropic Campaign will resonate with our friends, graduates and donors. Like all Irish institutions, Trinity was hard-pressed during the challenging economic climate of the last decade. But we came through without lowering our ambition, and have proved ourselves worthy of support.

On comparatively restricted funding and staffing, Trinity competes with the world's best universities.

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.

Last year, to commemorate the college's 425th anniversary and what turned out to be a wonderful year, we brought out this book of photos taken by students, staff and alumni, with an introductory essay by myself, in which I walk around campus.

It's my pleasure to present copies of this book to Henry Au and the alumni branch, with many thanks. I'm sorry I don't have 'one for everybody in the audience'. For those who would like a copy of the book, they're available online through the Library Shop.

I hope you will enjoy these contemporary photos of the campus. It goes without saying that we look forward to welcoming you on campus whenever you are in Dublin. As of a few months ago, we have a new Alumni Room in Front Square – it is one of the most beautiful and comfortable rooms on campus and it is for you, so do make sure to drop by.

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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Provost Patrick Prendergast with Hong Kong alumni, including in the photograph Henry Au and Sam Lam

08 March 2018

**Address at the Trinity Seminar Series with Minister
Zappone: Brexit**

Provost's House

Good evening,

And welcome everyone to the Saloon here in the Provost's House for this exceptional event: the first in our seminar series with Minister Zappone.

As you know, Katherine Zappone is Minister for Children and Youth Affairs, and it's in this capacity that she contacted me at Christmas to explore the possibility of her meeting with students to talk about contemporary issues that affect them.

I was delighted, of course, for our students to have the opportunity of engaging directly with a member of government. And I was impressed at Minister Zappone's proactivity and openness to consultation.

I appreciate hugely her generosity in making the time to come here to listen to our students' concerns, and share with us her experience.

The Saloon is, I think, the right place for this 'structured conversation' to happen: it's a good size, it's a beautiful room, and it's not tied to a particular faculty and that's important because we have asked along students from all different disciplines who represent a cross-section of the College.

Both the Minister and I felt that a small group of students was preferable for these seminars because we wanted everyone to have the chance to contribute, if they wish – and with a larger group it would risk turning into a lecture by the Minister which isn't what this is about.

When it came to picking the students for participation, we decided to choose students randomly via the college database. This is because we wanted a genuinely representative sample of students and we felt that other means of selection might result in more skewed samples. For instance, had we asked students to self-nominate, it's likely that respondents would be students with a particular interest in current affairs, debating and student politics – members of the Hist, say, or the Phil, or the SU.

Now, of course, I applaud these students' engagement, but their interest is particular rather than representative, and it's important for the Minister to also hear the views of students who haven't made that investment in public debate. For instance, when it comes to the second seminar, on Repeal the

8th, some Trinity students are already very vocal and active on this, which is great. But for the referendum, we all have one vote each, which means all our views are of equal importance, and we shouldn't close off this forum to those who are less involved in activism, or who have yet to come to a decision on how they'll vote. Indeed, these seminars may be of particular value to those who are still thinking their way through the issues.

From my point of view, I see this seminar series as a wonderful opportunity for students to obtain practical experience in putting their views across in an engaging way.

That is such an important skill – indeed 'to communicate effectively' is one of the four graduate attributes which, through the Trinity Education Project, now underpin the education of all our students in all disciplines. In the 21st century, 'communicating effectively' means communicating to diverse audiences through different media - in meetings, in speeches, in writing, through different languages, visually, graphically, and on social media. And of course, it also means good listening skills because effective communication is a two-way thing.

The way to get good at communicating is to practice in different situations, and push ourselves beyond our comfort zones. As a student I wasn't a member of a debating society and didn't get involved in student politics. I have to admit that my participation in debating current affairs was limited. I know that if something like this had come up and students had been invited to self-select, I would've hung back. But had I been randomly selected, I would have been pleased.

Just thinking about the issue under debate, and perhaps preparing by reading up on it, is already the beginning of effective communication; listening carefully to all sides is the next step; the final step is articulating your own views engagingly and with consideration for the divergent views of others.

Everyone here today has taken up the challenge. I think you are lucky to get this opportunity and I congratulate you for seizing it.

The themes for the seminars are well-chosen:

- Brexit,
- Repeal the 8th, and
- Poverty and Homelessness.

I thank the three academics who are lending their expertise to convene these seminars and who have been instrumental in the organization:

- Gail McIlroy,
- Linda Hogan and

- Robbie Gilligan.

The three issues chosen are of crucial importance. Indeed the future of the country depends on getting them right.

As students, you are the future of the country, which is why the Minister is so anxious to hear your views. Some of you will feel directly affected by one or other of the issues; for others they may seem more remote. But insofar as these issues directly affect society, we are all involved. 'Effective communication' isn't just about furthering one's own career, important as that is – it has the wider meaning of keeping the lines of communication open across society. Because ultimately, we are all affected by bad laws and policies, even when they mightn't initially seem to apply to us.

I thank the Minister for launching this great initiative and for making the time to be here. I thank Professor McElroy who is tonight's convener. And I thank all of you for coming. I hope you will find this a very valuable experience.

Before we open the debate on Brexit, it's now my pleasure to invite Minister Zappone to tell you more about this initiative and why she has launched it.

Ladies and Gentlemen, Minister Katherine Zappone.

* * *



(L to R) Professor Gail McElroy; Minister for Children and Youth Affairs Katherine Zappone; & Provost Patrick Prendergast

12 March 2018

Address at the Irish Innovation Ecosystem Visit to Boston

CIC Offices, Cambridge MA, USA

Good afternoon,

It's a great pleasure to be here at CIC in Cambridge, with all of you, on this vital initiative: to explore the possibility of developing an innovation district in Dublin.

On behalf of Trinity, I thank CIC and the IDA for helping with the organisation and coordination of this two-day event, and I thank all of you who have travelled from Ireland to attend, with particular thanks to Andrew Deeks of UCD and Brian MacCraith of DCU for their great support in attending, and thanks to Martin Shanahan for all he has done to bring this about - it's a pity he is unable to be here this afternoon but we are joined by IDA Head of Emerging Business, Barry O'Dowd.

We are all here because we want to move Dublin forward as an innovation ecosystem. We all represent organisations that have placed innovation and entrepreneurship at the heart of initiatives, and we all recognise the value of partnership when it comes to developing a proactive vision. To give you some examples of initiatives from my university:

- Trinity has developed the University Bridge Fund in partnership with UCD – this is the first venture capital fund in Ireland dedicated to investing in university spin-outs.
- LaunchBox, Trinity's accelerator for student companies, is now entering its sixth year. It is sponsored by the Bank of Ireland, and Trinity has entered into an Innovation Partnership with the Bank
- We are now in the third year of the Blackstone LaunchPad programme, which is focussed on mentoring and coaching to enable all students engage in an entrepreneurial journey.
- Our new Innovation & Entrepreneurship Hub is enabling innovation opportunities for all students – including our newly launched option for all 2nd and 3rd year students to take a Certificate in Entrepreneurship.

These, and other initiatives, have led to Trinity being recognised as a European leader for innovation & entrepreneurship. For the past three years, we have been ranked 1st in Europe for graduate entrepreneurship by private equity and venture capital-focused research firm, PitchBook.

Over the last 12 months Trinity has been thinking about how to scale up ambition, both for our own students and faculty, and more importantly, for Ireland as whole.

- The vision that has been developed is for a Trinity College @ Grand Canal Quay campus that will enable the creation of a globally competitive innovation district for Ireland.
- The vision is inspired by what is happening internationally in places like Kendall Square, Boston in general and St Louis. Over the next 24 hours, we will hear from the leaders who have established these districts.
- I believe that we now have a once-in-a-generation opportunity to support Ireland's transition to being a globally competitive hub for innovation. Trinity is committed to leading as Ireland makes this transition.

Successful innovation requires an ecosystem and partnership, Trinity has proactively looked to share our vision for an innovation district, and open it to input to other universities, and to industry, government, local residents, the city and the start-up community.

The innovation district manifesto that you all were provided with is a document that tries to capture this intent and early input.

And this trip is another effort to achieve that goal. Through organising this visit, Trinity is looking to bring the Irish ecosystem together and to highlight what is possible.

The next 24 hours are an opportunity for all of us to take time to understand what is happening in relation to innovation globally, to reflect on how this can be applied to Dublin, and to engage in conversation and sharing with each other on how we can achieve these goals.

I hope you all enjoy the programme, learn a lot, and become advocates for the vision of creating a new kind of university campus that can transform how Dublin (and Ireland) can deliver as global innovation hub.

Thank you.

* * *



Dr Diarmuid O'Brien and Provost Patrick Prendergast with others discussing the development of the Grand Canal Innovation District

13 March 2018

Address at the Conclusion of the Irish Innovation Ecosystem Visit to Boston

District Hall, Boston MA, USA

We come to the end of two really great days of comprehensive discussion, demonstration and example of how an innovation district works.

Hearing from MIT, visiting Lab Central, being here in District Hall, seeing the scale of companies that can be housed and enabled at CIC, listening to how this has worked in St. Louis – all this has been inspirational.

I thank and congratulate all the speakers, who have been absolutely superb in their presentations and discussions. I'm sure we all agree that we have gained a multi-faceted view of how an innovation ecosystem can work at its best.

Among so many outstanding sessions and speakers, it is particularly difficult to summarize. Yesterday we began with Julie who explained to us what innovation districts are. I remember one word especially which she repeated often: “collective”. I take it as a variation of partnership, but with richer connotations. She was followed by Tim who emphasised density, physical proximity, and scale – and answered many of our questions about implementation. Marcus showed how things work in Rotterdam and how every city is different. And David Green from Perkins + Will inspired us with his opinions of Dublin as unique city among the many in which he has worked. He showed us the result of his team's work on masterplanning of the site at Grand Canal Quay. He concluded with “We can do it!”. Over dinner last evening Steve and Sarah described the MIT relationship with Kendall Square from both a real estate development and a community point of view.

And today we have had Brian, site lead for Google in Boston, Phyliss from Cortex in St. Louis, and our panel just now – all emphasised the importance of partnerships needed to get scale and density.

When it comes to partnership – or “the collective” as Julie called it yesterday – we are fortunate in the university presidents who have joined us, Brian MacCraith from DCU who was here yesterday and Andrew Deeks, President of UCD who has been with us for the last two days. It has been a pleasure to work with Andrew since he took over at UCD and I would like to ask him to give his views regarding what he has heard over the last two days. Andrew ...

...

[Andrew Deeks form UCD]

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This great two days could not have happened without the effort that so many made to travel to be here. I thank you most warmly. I hope that, like me, your ambition for an Innovation District in Dublin is stronger than ever. And that you feel these days have been greatly beneficial in clarifying and inspiring what can be achieved in Dublin. I remain more than ever convinced that Dublin with all of its strengths – the multinationals, world class universities, skilled workforce, EU membership, a burgeoning start-up ecosystem and pro-business environment - can achieve something of real international significance.

I look forward to working with everyone on our return to achieve our vision.

In terms of follow-up to this wonderful visit, it would be great if you could please provide feedback to Diarmuid – we would really welcome all your thoughts and reflections on what you’ve seen and heard here in Cambridge, and how it might be applied to Dublin.

In Trinity, we will be establishing the ‘Innovation District Council’ as a central coordinating body. Many of you will be asked to participate, and I do hope you will take up the invitation

We’re planning a public launch of the innovation district manifesto in April and we will have a consultation process after the launch. We would really welcome your support through the launch and the consultation.

An ambition of this scale requires buy-in across multiple stakeholders and pro-active advocacy; we commit to being open to all inputs and to sharing with all of you, as the plans develop.

Let me end now by thanking CIC and the IDA once again for making this great two days possible. And I wish also to thank members of my own Trinity team:

- Tom Molloy, Director of Public Affairs and Communications;
- Ian Mathews, Chief Financial Officer;
- Professor Veronica Campbell, Bursar & Director of Strategic Innovation,

and of course,

- Diarmuid O’Brien, Chief Innovation and Enterprise Officer – Diarmuid has been instrumental in organising these last two days and, it’s safe to say, we would not be here without him – thank you Diarmuid.

I wish everyone a safe travel home, and I hope you will join us at the reception later this evening.

Thank you.

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26 March 2018

Address at the Trinity Employability Award in Partnership with Intel

PACCAR Theatre, Science Gallery

Colleagues, students, distinguished guests, Good evening,

This is the second year that the Trinity Employability Awards in partnership with Intel have been held.

We are now a good three years into the Trinity Education Project – our college-wide initiative to renew the undergraduate curriculum – and this feels like a very important moment. It feels like we've moved from conceptualising to implementation; from design and planning to application and enactment. This is very exciting.

The Trinity Education Project is an absolutely essential project to renew the undergraduate curriculum so as to reflect and anticipate the transformational changes that are happening globally, not only in higher education but in society in general. These changes include:

- **the changing nature of the jobs market and the work environment** – in particular the growth of the digital workplace and the need for entrepreneurial skill sets;
- the **technology** revolution;
- the development of new disciplines, and interdisciplinarity;
- increased **student mobility** across institutions and countries;
- the development of **global academic networks and partnerships**, and
- the increased **centrality of universities to the economic and social development of their regions**.

Cumulatively these transformations fundamentally alter graduate career trajectories. These developments affect what we teach, how we teach, and how we encourage our students to use their college years - inside and outside the lecture-room.

Today's graduates will likely change jobs, cities and countries frequently; they will need to constantly update skills to keep on top of changes in technology and work practices. They will have to be self-starting and remain open to learning new things throughout their careers.

With all this in mind, the starting point of the Trinity Education Project was to identify the attributes our graduates will need in order to be successful in

this new and changing world. We focused on attributes rather than skills because our aim is not so much to impart the specific skills which lead to a first job, but to encourage the right mindset for lifelong career success.

I probably don't need to reiterate the Graduate Attributes to this audience - and indeed I hope that we're now coming to the point where all students and staff can list them off automatically:

- to think independently;
- to communicate effectively;
- to develop continuously; and
- to act responsibly.

It took time, and was an achievement, to agree these attributes. I am happy with them.

Having agreed the attributes, the challenge now is to make sure that they underpin the education of every Trinity undergraduate.

We took a few key steps in that direction last year:

First, we agreed the new year structure, now in place, to allow for end-of-semester examinations. This is something long sought by Trinity students and we are glad to deliver it. It brings us in line with international norms, thus facilitating internships and student exchanges abroad.

Secondly, we agreed on the Trinity Electives: this is about bringing greater breadth into the undergraduate curriculum. Many Trinity electives will come from Trinity's 20 Research Themes, thereby linking our research strengths directly into the undergraduate experience. Delivering this will be a major achievement.

We also continued with our on-going efforts to make space for extra-and co-curricular activities. Taking on roles within clubs and societies, and engaging with innovation and entrepreneurship programmes, are fundamental to developing the graduate attributes.

And, very importantly, we partnered with Intel to create these Employability Awards.

In Trinity we are most fortunate in our relationship with Intel, which goes back many years now. Intel is a partner in all four national centres which are run from Trinity: the SFI centres AMBER, ADAPT, and CONNECT, and the EI/IDA supported technology centre Learnovate.

Intel has also funded studentships, sponsored activities in Science Gallery, acted on advisory boards, and mentored our students via LaunchBox and other initiatives.

In September 2015 we further strengthened the relationship with Intel when we entered into a Memorandum of Understanding to focus on three areas of mutual importance - Talent, Research, and Policy. At that stage, we put in place a governance structure to ensure regular contact and commitment to making meaningful progress.

It's in the context of that Agreement that we have been able to partner in creating the Intel Employability Awards.

The Awards are about embedding the Graduate Attributes through training, experience and incentivising. To qualify for these awards, students attended a series of workshops aimed at making them aware of :-

- how to apply their skills to work-related situations;
- how to build new skills;
- how to apply problem-solving methodologies; and
- how to articulate their competencies and personal attributes to employers.

This pragmatic and proactive approach has been transformational. For too long we've assumed that students will work out for themselves how to apply learning; we've assumed that they understand how useful their talents are to employers; we've taken it for granted that they will make the leap to using their skills entrepreneurially, and that they'll understand intuitively the importance of working in a team – even though, traditionally, college coursework is highly individualistic.

The truth is that, to some students, this may all come naturally. But for many, it doesn't, and indeed there is nothing 'natural' about progressing from the theoretical and speculative world of the classroom to the concrete and active world of the workplace.

We need to give our students opportunities to develop so that from an early stage they begin making the connection between their studies and their careers.

The workshops have been absolutely instrumental to this. I'm satisfied of this by the really great feedback we have been receiving from students. Students have reported their fulfilment in "seeing what they learnt actually working" and "gaining a good understanding of how manufacturing processes work through placing emphasis on efficiencies" and experiencing "how effective teamwork is, compared to individual work".

It has been wonderful to get this feedback. It reinforces my sense of the importance of participation – which is not to take away from the winners of the Award, whose achievement is truly exceptional. But I am delighted that everyone who participated in the workshops got so much out of them.

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As I started by saying, this feels like an important moment in the Trinity Education Project – we are starting to see the fruit of all the strategizing and planning. It has been a lot of work – I thank all within college, staff and students, who have put in so many hours. It is heartening now to see and hear from the intended beneficiaries of the Project: the students. It's wonderful that they feel supported towards better career-readiness.

I would like to thank most warmly and on behalf of the whole university, those in Trinity who have worked so hard to make the Employability Award such a success - Orla Bannon, Marielle Kelly, Joel McKeever and the Academic Secretary, Patricia Callaghan – and in Intel - Bernie Capraro, Ann-Marie Brooks and Paul Hanley.

This is still a pilot project. I trust that this Award will become an integral part of the calendar.

And now, we've waited long enough – may I invite Bernie Capraro of Intel Ireland to announce the finalists of the 2018 Employability Awards.

Ladies and Gentlemen, Bernie Capraro.

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Provost Patrick Prendergast speaking with Orla Bannon, Director of Careers, before the ceremony

27 March 2018

Signing of the Leabhar an Abhalloirt

Saloon, Provost's House

Good day, everyone, and welcome to the Saloon here in the Provost's House and Number One Grafton Street. I hope you enjoyed a pleasant journey up from Wexford, those who travelled today.

It's a great pleasure to welcome you here today. There are three generations of my family here; my mother Mary, of course, and let us remember as well my father John, known well to many of you, and also here is my father's youngest sister Kathleen and her husband Denis. And also a representative of the latest generation of Prendergasts, my eldest daughter Eimear and son Pierce.

Since I became Provost – coming up for seven years ago now – I've had the opportunity to go back to Wexford in an official capacity quite a few times. As Provost I've addressed pupils in Oulart National School and in St Peter's College. I also spoke at the Wexford Education Centre in Enniscorthy, and the Rotary Club in Ferrybank, and also to Wexford County Council in their new offices in Carricklawn. I've spoken about higher education policy and about Trinity and about my personal experiences. It is always great to be back.

But while I've been back many times, I think this is only the second group to come from Wexford to the Provost's House - which makes this a particularly memorable occasion. You are all most welcome and I'm delighted to see so many of you here. I would support any Oulart initiative, but I must say that I am particularly taken with Leabhar an Abhalloirt, and its conscious harvesting of history for future generations.

Trinity has been very involved in 'the Decade of Commemorations' which began in 2012 because the college played a central role in so many of the key events of that momentous decade. For instance, during World War I, thousands of Trinity students, staff, and graduates fought, and almost five hundred died. During the 1916 Rising, the College was used as a barracks and a hospital; and, in 1917, the college housed the Irish Convention. We commemorated all these events in some depth, and in so doing we became not only more aware of our own history, but more aware of our place in history and of history as an on-going progression.

I think the Decade of Commemorations is serving the same function in other places and institutions around the country. It's I think very useful to keep in mind always that history is not only what has happened; we are making history all the time.

I don't know if Leabhar an Abhalloirt was inspired by the Decade of Commemorations, but its launch is concurrent with it, so it may well have been.

I'm sure that all around the towns and villages of Ireland, the Decade of Commemorations is having the effect of focussing communities on their local history, and I'm sure this will produce great riches for future generations.

I wish all such initiatives well but of course I'm greatly prejudiced in favour of this initiative of my own county! And I'm thrilled to have been asked to contribute.

I have prepared my script for the Leabhar an Abhalloirt, and I hope it meets with your approval. It is pithy, to the point and biographical, as requested. I must say I found it very moving to record my parents' and my grandparents' names in this book that will be preserved for perpetuity.

My mother is delighted and I know my father and grandparents would also be, particularly because, not only myself and my father, but his parents too, were all born in Oulart, meaning I'm at least the third generation of Prendergasts to be from Oulart, and of course we know it goes back more generations again.

I would love to have the time to look into this further. 'Who do we think we are?' as the TV programme puts it. Well, we'd all like to know that! Five years ago, in 2012, the Irish Chancery Letters from the Medieval period were put online. This was a really significant project, spearheaded by Trinity, to bring together in one database all known letters to the Irish courts of chancery. It was feared that nothing remained after the Four Courts were blown up during the Civil War, but historical researchers did a magnificent job sourcing copies.

So of course the first thing I did when this database went live was to put 'Prendergast' into the search engine. I found mentions of seventeen different Prendergasts between 1279 and 1462*. And one of those mentions is to a John, son of Robert Prendergast of Wexford, who, in the chancery letter, is looking to get two horses back from the sheriff of Waterford. So there's a medieval Prendergast in Wexford, with the same Christian name as my father, John - and that's certainly the place to start if I ever get enough time to research the family history properly.

For future generations, Leabhar an Abhalloirt will function a little like the Chancery letters. I'm imagining a Prendergast from Oulart two hundred years

* https://chancery.tcd.ie/search-persons?surnametext=prendergast&surname=prendergast&forename=&titlestatus=&office=&regnal_year=All&roll=All&field_year_value%5Bvalue%5D%5Bdate%5D=1279&field_year_value2%5Bvalue%5D%5Bdate%5D=1462

hence – I’m assuming there will still be Prendergasts in Oulart then – and if this future Prendergast is interested in family and local history, Leabhar an Abhalloirt will be the starting point.

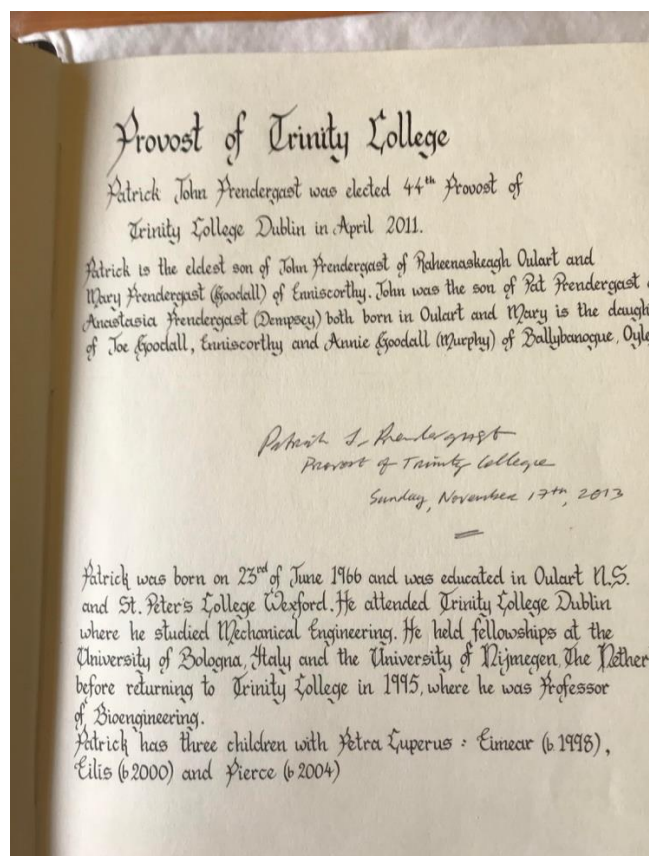
The difficulty I imagine is deciding which events are significant enough to get into the book. That can only ever be guesswork – we simply do not know what history will decide is important.

But I’m certainly honoured to have been selected for this book and I accept this honour not so much on my behalf as on my family’s behalf. There have only been 44 Provosts of Trinity in its 425-year history, and Trinity is one of the oldest universities in the world, and one of the greatest, so certainly in a book of Oulart, it should be recorded that an Oulart man became Provost.

I am confident that in the life of this book, Oulart will see more and greater successes. We know that it will change almost beyond recognition. That is in the nature of things. We hope that our descendants will be as attached to the place as we are now; and will be amused, beguiled and moved to read of our on-goings there at the beginning of the 21st century.

Thank you.

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27 May 2018 on top of Oulart Hill for the official signing

(L to R, seated) Michael Warren (artist) and the calligrapher, with (L to R, standing) Michael Tallon (Scott Tallon Walker) and Provost Patrick Prendergast

09 April 2018

Provost's Address at the Scholar's Dinner

Dining Hall

Fellows, Scholars, Distinguished Guests,

Welcome to the Scholars' Dinner, and to a great week of academic and sporting events. It began today with a meeting of the Board and the announcement of the new Fellows and Scholars from the steps of the Public Theatre.

This evening we formally welcome the new scholars. You join our distinguished group of scholars and past scholars, some of whom, I'm delighted to say, are here tonight, including six who became scholars in 1958, some sixty years ago.

Later we will hear from one of these 1958 scholars, Dr Peter Boyle.

Tonight we also recognise sixteen new Fellows. Fellowship is a singular distinction that can only be achieved for 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 Professor Mete Atature and Dr Hilary Martin. Dr Martin's mother, Professor Georgia Chenevix-Trench is also here, as a scholar of 1978.

From Oriel College, Oxford we welcome the Rev'd Dr Robert Wainwright.

Today we also award Honorary Fellowship to Michael Longley and Brian Lawlor. Both are hugely distinguished. Michael Longley, a graduate of this college, is one of Ireland's greatest poets. Brian Lawlor, an expert in the discipline of Old Age Psychiatry, is currently director of the Memory Clinic at St James's Hospital Dublin, and co-director of the Global Brain Health Institute here in Trinity.

We are delighted to recognise Dr Longley and Professor Lawlor.

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In Trinity Week we celebrate academic achievement, and this dinner is my opportunity to reflect on some of the challenges we face as a university.

At previous Dinners, I've spoken about undergraduate admissions, the Trinity Education Project, and other issues.

Tonight, I'd like to talk about the recent student protests "Take Back Trinity". It's been quite a month for the college and I welcome this opportunity to reflect on what happened, and on what we've learnt.

These were the first major student protests in, I think, twenty years. It will surprise no-one, I'm sure, that the issue was fees. Since the downturn in 2008, all Irish students have been subjected to increased fees. And since the economic upturn about three or four years ago, living costs in Dublin have risen.

In these circumstances, students in Trinity are hyper-vigilant about costs – as they should be.

The increase in fees is simultaneous with a reduction in state funding to universities – this is happening not just in Ireland but in many countries. I won't go into that this evening – except to say that I think Trinity needs to work pragmatically with the hand we've been dealt, while continuing to argue forcefully that higher education is a public good which should be publicly supported.

Trinity has been successful in increasing its non-exchequer revenues. Sixty percent of our income is now non-exchequer, with the state making up the remaining forty percent.

Naturally, in a constrained funding environment, the College Board is cost-conscious. We strive to keep open the dialogue with students - as I hope the students would agree. The particular charge to which students took exception last month – the fee for supplemental exams, or re-sits – was introduced to offset proposed cost reductions in other areas. Students didn't agree with this offset - and they made this known. As I wrote in an email sent to the whole college last week, student protest is an honorable tradition that I respect.

The rallying cry of the student protest was 'Take back Trinity'. I have mixed – but ultimately positive – views about this. On the one hand, I would argue that Trinity doesn't have to be "taken back" – it always has, and always will, belong to all who study and work here. Because we are a community of learning and scholarship, there can be no division of 'us' and 'them'. I think the students' cry of 'Take Back Trinity' is proof of this - it proclaims ownership and shows the extent to which students care for, and identify with, Trinity College. Students don't see themselves as "consumers of educational services" – and thank God for that! They see themselves as owners, creating the college of the future. Indeed, as scholars, all of you are officially part of the body corporate.

If you look back at Trinity through the ages, frequently the impetus for important change came from students. I'm thinking of the Young Irelander, Thomas Davis, and his great speech to the Hist in 1840 that began 'Gentleman, you have a country' and I'm thinking of the women's rights movement of the 1970s which took in everything from demanding that women be members of the Hist to printing a then-illegal pamphlet on contraception. That was women students creating the Trinity they needed and deserved.*

And now, as I wrote in my email to students, the recent protests are "a necessary reminder to us all, staff and students alike, of the financial strain the higher education system is under in Ireland". Staff have also laboured under these strains, and they have, I know, a strong understanding of the student position.

I think it's important that this protest is made nationally, as well as within the college. All of us with responsibilities in the sphere – students, academics, professional staff, government, employers, civil society – should come together to agree a higher education system that works for all.

On this issue, I'm delighted that Damien McClean, who has just been elected Vice-President for Welfare at the USI, having previously served in this role in Trinity, has said that "he wants to fight for publicly funding education and bring the discussion back to politicians"[†]. Universities and the USI are not adversaries in this, and I hope we can work together to demonstrate why a strong, publicly-funded higher education system benefits Ireland.

* * *

The second issue which I'd like to touch on this evening is one that arose during the student protests, and that's now trending internationally: social media and its role in elections.

Anyone who follows current affairs will be aware of the two major concerns around social media and elections. The first is fake news, and the second is data security and the use of people's personal information, without their consent, to influence voter behaviour.

What has this to do with Trinity? Well, we're a strikingly democratic institution: the provostship, the Deans of Faculties and Heads of Schools and Disciplines, the Students Union presidency and SU officers - all these are

* Trinity College Dublin in the 1970s

[†] <http://www.universitytimes.ie/2018/04/trinitys-damien-mcclean-elected-to-usi/>

elected positions. It would be naive to think that these positions are not open to threats from fake news and the breaching of data security.

Indeed, we have already seen signs of this - earlier this year during the Student Union elections, an unsubstantiated allegation was made against a leading candidate on social media. It should concern all of us that precisely that which makes social media so effective - its reach and its speed - can also be used unfairly.

During the recent student protests, I had some experience of this myself. A tweet went out that the college had bought me a penthouse apartment at a cost of 1.95 million euro* (3). Anyone with even passing acquaintance of Trinity would know to laugh, but the story was picked up by the national media. So also was the claim, also tweeted, that students were locked into the Dining Hall. One tweet I saw even said that armed guards were coming!

Are these kind of patently absurd claims the 'new normal'? Are we supposed to slide happily into a 'post-truth' era where people can put out this stuff with impunity? Should College Officers have retaliated with claims that students were beating up professors and burning the library?

Call me humourless but that doesn't seem like any kind of a solution to me.

So, what to do? We certainly don't want to stop social media, given its overall benefits. During the recent events, I was delighted myself to tweet directly from the Board room as soon as we had agreed a decision, thus getting the good news out with immediacy.

We want to continue benefiting from social media, whilst avoiding harm. I don't have answers on how to achieve this. In society at large, we're all just coming to grips with this new challenge. We're at the awareness stage. Interestingly, among the most outraged about what's happening, are those from within the tech community itself.

As we move from awareness to solutions, I'm hopeful that, as societies, we can agree parameters that defend the democratic process. Democracy is an on-going and self-correcting process. To quote Edmund Burke: "A state without the means of some change is without the means of its own conservation".

I'm sure that Trinity people – from philosophers to political scientists to computer scientists to neuroscientists - will contribute to this great debate

* Breaking News (+video): <https://www.breakingnews.ie/ireland/latest-trinity-college-claims-new-repeat-fees-will-save-students-money-overall-832337.html>

and I look forward to the solutions that will safeguard college elections and national elections alike.

These solutions will be technological, no doubt, but they will also involve a reassertion and renewal of civic and ethical values. The essential question is: how can we use social media responsibly?

I hope that as a community we can come together to agree this, aware of our responsibility to future generations of Trinity staff and students to protect the college's mission and values. This challenge is happening on our watch. We didn't ask for it, and we didn't foresee it – it's all very new. But let's work together to get it right.

Today's Trinity Monday Discourse was on John Gabriel Byrne, often called the 'father of computing in Ireland'. In a wonderful discourse, Professor Jane Grimson singled out Professor Byrne's sense of public service. I quote:

"John felt strongly that universities generally, and Trinity in particular, have an obligation not just to conduct research and to teach, but also to contribute to civil society in more than the purely economic sense."

I was lucky enough to be taught by Professor Byrne and these words resonate with me. As a pioneering genius in computing, he would have contributed so much to this particular challenge to civil society.

Let's strive to learn from his example, remembering that one of the purposes of the Trinity Monday Discourse is to recall those who helped make the college great. The new scholars whom we welcome today, and the scholars we welcome back, are part of the great flow.

Wherever you are in the world, and whatever paths you follow, scholars play such an important part in passing on the college's traditions for future generations, and in leading by example. Tonight is a celebration of you and a re-avowal by the college of your huge importance to us.

Your contribution to Trinity is also, of course, a contribution to Dublin and Ireland. For centuries Trinity has educated people who went out and made a difference in Ireland and the world; and today Trinity's central contribution to the intellectual, cultural, artistic, scientific and economic life of the country is recognised by all. As a community, we are proud of our contribution to national life.

So, for the first toast of the evening, I would like to propose a toast to Ireland.

Please all rise and join me in raising your glass – To Ireland.

* * *

I now call on Dr Peter Boyle, scholar of 1958, to propose the Toast to the college

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10 April 2018

Address at the Provost's Teaching Awards

Saloon, Provost's House

Good afternoon,

and welcome, all, to the Saloon in the Provost's House, for one of the College's key award ceremonies of the year, the Provost's Teaching Awards, now in their eighteenth year.

With these Awards, we reaffirm our equal and indivisible mission in education and research. Since we founded these Awards in 2001, they have become indispensable to both staff and students.

Staff have been encouraged 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 and indeed the nominees, who receive valuable recognition, but it goes beyond individuals. The whole process of nominating and shortlisting demands that, together as a community, we define what great teaching is – and raise our ambition.

The strength and, at this stage, the longevity of these Awards has been important for the on-going Trinity Education Project. When we defined the four key graduate attributes – to think independently, to act responsibly, to develop continuously and to communicate effectively – it was in the confidence that these attributes could be taught and imparted successfully to students. Our confidence came from our knowledge, proved every year at these Awards, that across all our Schools and Departments, we can count on exceptional teachers and pedagogy.

* * *

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, undergraduates and postgraduates, 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, Professor 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 Provost's Teaching Awards are serious commendations which winners display on their CVs.

These awards, which have such impact, are hard-won. 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 34 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, ten 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 five short-listed candidates to receive a certificate of commendation:

- Dr Julie Bates, School of English (in absentia)
- Dr Matthew McGovern, School of Medicine
- Dr Ronan Lyons, School of Social Sciences and Philosophy
- Dr Dermot O'Dwyer, School of Engineering
- Clare Whelan, School of Medicine

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 by our community.

* * *

It now gives me great pleasure to announce the recipients of the Provost's Teaching Awards for 2018:

Professor David Kane, School of Medicine

Professor David Kane is a successful medical practitioner who believes that teaching should be embedded within his work and that, in order to provide

excellent teaching, one must oneself, continue to learn. To this end, he ensures that his teaching is interactive and inclusive.

His approach to curriculum design and classroom delivery is underpinned by a clear and visionary view of the needs of the medical profession and of the relationship between education and the practice of medicine. Most notably, he has spearheaded a radical transformation of education in Trinity in relation to Musculoskeletal Diseases.

Student nominators have extolled “*his passion, dedication, commitment, and inspiration*” as well as his generosity with his time.

A staff nominator, with extensive experience in designing and delivering medical curricula in Ireland, the UK and the US over 25 years, says simply that (I quote) “*it is my strongly held view that David Kane is one of the finest medical teachers that it has been my privilege to work with*”.

Professor Sarah O’Brien, School of Linguistics, Speech and Communication Sciences

Professor O’Brien’s teaching philosophy, within the School of Linguistics, Speech and Communication Sciences, is underpinned by a vision of the classroom as a microcosm of society in which human relationships are investigated, critiqued and positively transformed.

She believes that scholarship and research should be underwritten by a trusting relationship in which the opinions of each student are given voice and are handled sensitively in a way that encourages critical thinking, leadership, effective communication and life-long learning. Her success in achieving this is testified to by students.

Her research focuses on the role that native language plays in sustaining immigrants and minority groups across multiple generations and in promoting racial equality. This has given her particular insight into the designing of sophisticated English language training for visiting postgraduate students.

A peer reviewer commends her for, I quote “*the freshness and dynamism she has brought to the School and the way she has established herself as a leader in the delivery, indeed the transformation, of the School’s teaching mission, very much in line with its strategic vision.*”

Dmytro Volin, School of Mathematics

Professor Dmytro Volin’s success as a teacher in the School of Mathematics may be measured by the fact that he is demanding of his students, in terms of classroom expectations and of the homework required of them. But despite

this, he is extraordinarily popular with students, who acknowledge that he has pushed them to increase the extent of their understanding and their capacity to solve problems.

The hallmark of his teaching is a deep level of personal reflection about pedagogy. He is visionary and innovative in his approach and very much a thought leader for teaching within his school.

A number of student nominators call him simply “the best lecturer” they have ever had. They particularly appreciate the “motivational speeches at the start of every term” and Professor Volin’s evident engagement with the teaching process.

A staff nominator calls him *“amongst the most dedicated and imaginative lecturers I have met. He has devoted enormous time and effort to his teaching; he cares deeply about his students and that they receive the best possible education, with impressive results.”*

Professor Rachel Walsh, School of Law

Professor Rachel’s Walsh’s primary area of teaching, Land Law, is (I quote from a staff nominator) “regarded with loathing by students generally, and not merely in Trinity or indeed in Ireland, but universally”. Remarkably, however, Professor Walsh has turned this into a subject which Trinity law students genuinely look forward to and which sparks dynamic classroom discussion and excitement at the enhancement of personal understanding. As the Head of School noted in his review form, he did not believe, previously, that such a development was possible in the area of land law.

She has brought her deeply intuitive and highly reflective teaching in Philosophy to bear on her work as Director of Undergraduate Teaching and Learning, as she steers through a curriculum reform, in the School of Law, that accommodates the changes that the university requires and greatly enhances the student learning experience.

She is profoundly focused on the needs of the individual student and seeks to ensure as inclusive a teaching environment as possible and to assure students that she stands with them in grappling with difficult and occasionally unsolvable legal issues. The result, from a student perspective, is a hugely personal and impactful educational experience.

Professor Lina Zgaga, School of Medicine

Professor Zgaga lectures in the areas of Epidemiology and Statistics within the School of Medicine. She herself has noted, I quote, that

“those who study medicine have a natural inclination towards Dissection or Surgery, and get tangibly excited when presented with a fascinating case of a

rare disease. However, they get visibly disheartened and uncomfortable when it comes to Epidemiology and Statistics”.

And yet, a staff nominator writes (I quote) that *“never in 20 years have I seen such positive feedback as for Lina’s seminars.”*

At the heart of her teaching philosophy is a powerful empathy with the student’s individual learning experience. Professor Zgaga has said that instead of merely transferring knowledge, she wants, I quote, “to be the developer of skills focusing on using the knowledge and applying the understanding”.

Peer reviewers note that *Professor Zgaga’s interactive sessions ensure that no students are ignored but none are put under public pressure either”.*

Another says simply that Professor Zgaga is *“the best and most rounded teacher I have worked with in my 22 years in College”.*

* * *

May I now invite David, Sarah, Dmytro, Rachel and Lina to come forward to receive their awards.

Thank you.

* * *



(L to R) Dmytro Volin, Lina Zgaga, David Kane, Rachel Walsh, Sarah O'Brien
& Provost Patrick Prendergast

12 April 2018

**Address at the Trinity Business Student of the Year
Award 2018**

House of Lords, Bank of Ireland, College Green

Ladies and Gentlemen,

It's wonderful to be back in this great chamber for what is always one of the highlights of the Trinity year. I thank the Bank of Ireland for their generosity in making this historic room available, and for their support and sponsorship of the Award.

This is one of the most sustained and successful of all student awards in Ireland. It's now entering its twenty-fourth year. The Trinity Business Alumni and the Bank of Ireland have been involved from the start, and I think it's this continuity and commitment which accounts for the Award's longevity and its quality – together of course with the students who inspire with their energy, innovation, resilience, diversity and entrepreneurship.

Today we are honouring six undergraduates whose range of activity is remarkable. Between them they have, variously,

- Founded start-ups;
- Developed mobile apps;
- Got involved with social entrepreneurship;
- Led student societies and the Student Managed Fund;
- Contributed research to academic teams;
- Interned with start-ups and with global corporations; and
- Volunteered and fund-raised for NGOs

And all this on top of demanding academic work at which all six have excelled. And we know that these six students have been short-listed from a much larger pool, whose talent is such that it has been difficult to select.

This year, as previous years, I'm blown away by the diversity and depth of talent and hard work being honoured here today.

We know that Trinity students are exceptional in terms of entrepreneurship and business ability. This is confirmed by Trinity's ranking, for the third year running, as the number 1 university in Europe for educating entrepreneurs – according to evaluation by private equity and venture capital-focused research firm, PitchBook.

And it's confirmed by the on-going success of our student accelerator, LaunchBox, which has been rated among world's best. Some of today's nominees have been involved in LaunchBox, termed by one of them "an amazing experience".

Now is such an exciting time for Trinity Business School as we look forward to the opening of the new state-of-the-art €80 million euro building on campus next spring. The School has embarked on an ambitious growth strategy which aims at growth of 150% over 7 years. Remarkably the School has grown 78% over the past 2 years alone – the new building cannot come soon enough!

I would like to pay tribute to the part that this Award has played in creating the successful Business School and culture of entrepreneurship which we enjoy on campus today. Two and a half decades ago - before anyone was speaking of innovation ecosystems or knowledge economies or spin-outs, or indeed LaunchBox or PitchBook - Trinity alumni came together with academic staff and corporate sponsors to find a way to incentivise students to develop their skills and broaden their scope. The aim was simple: to help foster the new generation of entrepreneurs, innovators and business leaders.

There was an understanding that students benefit from mentors outside the college. I thank the Bank, and alumni past and present, for all you have done for our students. I know it's also of benefit for you to have this connection with the next generation.

From the Trinity Business School, I particularly thank Kristian Myrseth and his colleagues who were involved the difficult task of shortlisting the candidates. And special thanks are due to Yvonne Agnew from the Trinity Business School and Martin Kavanagh from the Bank of Ireland for organising today's great event.

* * *

Because this Award is of such long-standing, we can trace through it the evolution of our students' activities and priorities over the years. Today's nominees are involved in activities, like inventing apps, which were unheard of for students even five or six years ago.

A few things strike me about the candidates this year. Firstly, as undergraduates, their global experience is already extensive. One has spent time in Harvard, doing a graduate course on investment theory and applications, and this student also represented Trinity at the international Rotman Trading Competition in the University of Toronto. Another candidate, while attending ESSEC Business School in France, was a finalist for the European Eloquence Prize in the Council of Europe in Strasbourg, and helped set up the *En Marche* group in ESSEC – this is, of course, the movement that catapulted Emmanuel Macron to the French presidency.

These students are outward-looking, and already positioning themselves for global careers. In Trinity we place great emphasis on global experience, so I'm delighted by this.

And I'm also very struck by the candidates' commitment to social innovation and entrepreneurship. Charities and fund-raising have always been a part of campus life, but these students bring extraordinary creativity to their engagement.

For instance, one of the candidates was instrumental in developing Ethnic Threads, an ethical fashion non-profit which was named one of the top 100 start-ups in Ireland by the *Sunday Business Post*; another was project leader for KeepAppy, an Enactus TCD app that empowers people to improve their mental wellness and has raised €12,000 to date.

The Dean of Trinity Business School, Andrew Burke, has spoken about the importance of educating in ethics, so as to cultivate socially responsible business leaders, and he and the School staff emphasise that they expect our graduates to 'put in more than they take out'. This award is a reflection of those values.

The Trinity Education Project, our on-going college-wide initiative to revitalise the undergraduate curriculum, has identified four key graduate attributes which all students should acquire in their time with us. One of these attributes is 'to act responsibly'. We recognise that this is to the private benefit of the individual and to the public benefit of society. I'm pleased and proud at the civic responsibility displayed by the nominees today.

Students today are certainly fortunate in their opportunities. When I was a student in the 1980s, there was Erasmus, but the college hadn't yet formed the extensive links with international universities; there were some internships but they weren't international; there was no LaunchBox, no Jailbreak, and of course, no spin-outs or apps. Students today avail of significantly wider horizons and opportunities to develop their entrepreneurship.

But opportunities are what you make of them. I congratulate all six candidates for using your college years to such effect. You are an inspiration and hope for the future, and you illuminate this Award.

An Award is only as strong as its candidates. For the Bank of Ireland, the Trinity Business Alumni and the Trinity Business School, it's wonderful to see this Award going from strength to strength.

I thank and congratulate all involved.

* * *



(Back Row) Provost with Bank of Ireland staff, Wendy Hederman (President of the TBA) and Prof Andrew Burke, Dean of Trinity Business School

(Front Row) Students shortlisted for the Business Student of the Year Award

16 April 2018

Address at the Provost's PhD Project Awards

Saloon, Provost's House

Good evening,

You're all very welcome to the Saloon here in the Provost's House for this inaugural presentation of the Provost's PhD Project Awards.

This is the launch, in their very first year, of these PhD Project Awards. It's an important day for Trinity, because, with these Awards, we put focus on the depth of scholarship across the university, and on the new and upcoming generation of academics who are pursuing the highest quality research and building international reputations in their fields.

As you are all aware, there are multiple funding demands on the university – from building student residences to hiring more staff to repairing infrastructure to delivering on commitments in access and online education. And all this in a still-constrained financing environment.

However, research is the heart of what we do; it's what drives this great institution, connected directly into our teaching mission. And – to stick with the metaphor – the heart needs to be constantly regenerated and pumped with new blood.

Therefore a decision was taken last year to put money into PhD research projects; to offer 40 funded projects to Principal Investigators – or PIs – across all faculties, via a highly competitive application process.

Funding for these Awards have come from two sources:

- Unrestricted alumni donations, and
- Profits derived from the Commercial Revenue Unit, the CRU.

I would like to thank both Trinity Development and Alumni and the CRU for sourcing the funds to make these research project awards possible.

Nearly 200 applications were received for only forty awards. A panel of senior academics reviewed these applications and were enormously impressed by all of them. They are here this evening, and I thank them for the time, expertise and enthusiasm they have put into this. I particularly thank the chair of the panel, the Dean of Graduate Studies, Professor Neville Cox, who – as well as chairing – drove this initiative at every stage, right from the very start. From the first day we discussed it he took the responsibility for making it happen, and we are greatly indebted to him for the success of these Awards.

And I thank all who submitted projects. I know how hard it was for the panel to select projects from such consistently high quality. It's no surprise to me that the quality of the research proposals was exceptional, but it has been inspiring to have this confirmed in the review of the 200 projects submitted.

The successful 40 projects showcase I believe, the range, depth and quality of the research taking place in Trinity. The projects come from all three faculties and from many different Schools. I'm sorry I don't have time to speak about each project individually because they really are hugely diverse, and collectively they greatly enhance the university.

I congratulate each of you on your successful applications to the first year of the Provost's PhD Project Awards. I'm delighted we have been able to support you. Part of the criteria for the award is that it should move a PI's research forward a lot, and not just incrementally. With these awards, we seek to give a real boost to a researcher's career trajectory.

These Awards are for individuals: for the forty academics invited here today who are being rewarded for exceptional talent and dedication – but the Awards also signal our college-wide commitment to our PhD students. I am sorry, indeed, that we cannot fund more. We look forward to continuing these Awards annually, subject of course to funds continuing to be available. It will require further unrestricted alumni giving, as well as further success in commercial activities.

These Awards provide the opportunity for PIs to go out and attract PhDs of the highest calibre internationally. They send out the important message that Trinity is a place where research is valued and where significant career goals can be achieved. PhDs coming to Trinity as a result of these awards will be conscious of joining a significant research project which is receiving support and investment and which links to the university's research themes.

I look forward to meeting the PhD students and I look forward to the on-going development of a strongly connected research community.

You are all facing the same 21st century challenges of securing research funding in an increasing competitive global environment. I hope that PIs and postgrads will get to know and support each other, perhaps gaining understanding of each other's research. This, I believe, will be invaluable in terms of adding depth to research and building up an academic network for future career-building.

I congratulate all of you and wish you the very best of luck with these research projects. And now I'd like to call on the Dean of Research, Professor Linda Doyle, to say a few words.

Thank you.

* * *



Provost addressing academic staff receiving PhD Project Awards

20 April 2018

Address at the Positive Choices Conference 2018

Edmund Burke Theatre

Good morning,

Welcome everyone to Trinity College Dublin. It's wonderful to see you all. I know that many of you have already enjoyed a day of 'whirlwind sessions' on campus yesterday, but in my capacity as Provost and on behalf of the whole university, I wanted to take this opportunity to welcome everyone, with particular mention for those who have travelled from Britain and Northern Ireland.

This is the 14th annual Positive Choices conference and it's running simultaneously with the inaugural Positive Commitments Conference for qualified Intellectual Disability Nurses. The joint event brings together hundreds of nurses and student nurses from across the Ireland and the UK. Indeed, today marks the largest gathering of Intellectual Disability Nursing in Ireland's history. This is a seminal event for Trinity and I thank you all for participating in such numbers.

This year, Trinity's School of Nursing and Midwifery celebrates its 21st anniversary since it was founded as a pioneer in degree-level nursing and midwifery in Ireland. The School's achievements in research and education are really remarkable – it is currently ranked 1st in Ireland and 25th in the world in the QS World University Subject Rankings.

The multidisciplinary team within the School work with Trinity's health service partners to provide an exceptional clinical and theoretical educational experience, working at the forefront of cutting edge developments in modern health care.

Intellectual Disability is one of the key disciplines within the School – together with Children's, General and Mental Health Nursing. And Trinity is fortunate – the Centre for Intellectual Disability was founded here in 2005, the first centre of its kind in Ireland. Two years ago, this merged to become the Trinity Centre for Ageing and Intellectual Disability, an international and multi-disciplinary research centre examining key issues in ageing and the life course.

This Centre's cutting-edge research is underpinned by the Intellectual Disability Supplement to TILDA, the Irish Longitudinal Study on Ageing which Trinity has led for over a decade. This university has particular global expertise in ageing. We are co-partners with the University of California San

Francisco in the Global Brain Health Institute, which is helping to tackle the looming dementia epidemic and to train global leaders in brain health by the rapid translation of research in neuroscience and ageing into policy.

The coordination and link-up between TILDA – the Trinity Centre For Ageing and Intellectual Disability – the Global Brain Health Institute, and the School of Nursing is exemplary of Trinity's underpinning of research-led education.

The whole university is proud of how Trinity has emerged as a global leader in intellectual disability nursing. This is, in many ways, a frontier field as this audience is well aware. It's only recently in human history that we have begun to work with people with intellectual disability to give them the respect and dignity that they deserve and ensure that they have agency within their own lives. There is so much still to discover - technology is a huge potential game-changer. It's such an exciting field to be working within and this sense of excitement is palpable from today, and yesterday's programme. Just reading the titles of the talks and sessions gives a sense of the multi-faceted approach that's being adopted.

The importance of intellectual disability nursing in policy-making and research in Ireland and the UK today is signalled by the personnel in attendance at this conference. Both Professor Mary McCarron, the Dean of the Faculty of Health Sciences in Trinity, and Dr Siobhan O'Halloran, the Chief Nurse in The Department of Health in Ireland, are registered Intellectual Disability Nurses. Both played key roles in bringing degree nursing into universities in Ireland. Both are speaking today, as are academics from universities in the UK, and senior personnel from the NHS. And we are honoured that the president of the Royal College of Nursing, Cecilia Anim CBE, is here. We look forward to her address.

I congratulate the organisers in putting together a remarkable programme.
My thanks

- to Fáilte Ireland and the NHS;
- to Helen Laverty, founder of Positive Choices, and
- to Rebecca Hill, conference organiser of Positive Commitments;
- to the School of Nursing and Midwifery, in particular Professor Paul Horan and Jeni Ryan for their tireless work in putting this event together.

The unprecedentedly good weather – here, as in the UK, we've had a long, wet winter – must be taken as a good omen.

And today also is the 150th anniversary of the Edmund Burke statue being erected in front of the College. You will have passed it if you came in at Front Arch. I am surprised, actually, that it's only been there for 150 years – just over a third of Trinity's history. I can't imagine Trinity without it.

Burke is certainly something of a patron saint of the College – as he is of political movements worldwide. His words on morals, ethics, personal responsibility, and the importance of tradition and of community still resonate. The organisers of this conference have pointed out to me the relevance for today's conference of his famous words – “All it takes for evil to triumph is for good people to do nothing”. As a society, we all need to take responsibility to be vigilant with regard to the welfare of people with intellectual disabilities, and be aware as Burke also put it of the social contract that holds society together.

This conference brings together academics, students, nurses, healthcare professionals and policy-makers. It's an example of the social contract in practise, deployed on behalf of some of society's most vulnerable people. It is a wonderful tribute to the vision of Positive Choices and our School of Nursing in their emphasis that research must underpin education in the delivery of excellence in nursing on behalf of the whole community.

I wish you all a most successful conference,

Thank you.

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21 April 2018

Speech at the Trinity Regatta Lunch, 2018

Trinity Boat House, Islandbridge

Good afternoon,

And what a beautiful afternoon for the Trinity Regatta!

Welcome, everyone – students, graduates, ladies and gentlemen, Your Honour Justice McDonagh, and Your Excellencies, the Ambassadors of The Netherlands and the UK.

This is, I believe, the 152nd anniversary of the Trinity Regatta, which was founded in 1866. The Regatta is run jointly by the Dublin University Boat Club and the Dublin University Ladies Boat Club. The Boat Club is even older than the Regatta, having been founded in 1836 – it's the oldest rowing club in Ireland.

The Dublin University Ladies Boat Club is of more recent vintage. It was founded in 1976 by Jane Williams and some others. The 1970s was a seminal period for women's rights in Ireland and Trinity. It's also the decade when women demanded and got the right to speak in the Hist. I'm happy to say that it now seems unimaginable that women were ever discouraged from debating or rowing – but so it was, and within living memory. Happily, thanks to the courageous activism of 1970s students, that's now behind us.

The Regatta is one of the highlights of the sporting calendar, not just for Trinity but for Dublin. The almost 2km course along the Liffey is a demanding one for rowers and coxes; and the beauty of the setting, together with the tradition of bands, lunch and 'regatta dress' make this a particularly enjoyable event for spectators.

And of course, central to the Regatta's hold in our hearts, is the commitment of the Boat Club members through the generations. On the occasion of the 150th anniversary two years ago, I recall one crew member remarking (I quote):

"It's not just a University sporting club, it's an institution that lives way beyond the upper Liffey. One does not cease being a member when one leaves Trinity."

This was very well said, and this year, as every year, it's proved by the attendance of so many graduates and members of previous rowing teams. We welcome in particular the winning crew of the 1977 Henley Royal Regatta Ladies Plate – and that's a very significant crew because, of course, the

Dublin University Ladies Boat Club had only just been founded – as well as the winning crew of the 1968 Junior Irish Championship and the 2008 Irish Championship. It is wonderful to have you here, lending your lustre and support to this year's teams.

And I welcome and thank all our alumni for coming here today and for your phenomenal support.

This year is a particularly exciting one. We in Trinity have a great deal of anticipation because the Senior VIII are unbeaten this year – having won in the Gannon Cup colours race and, two months' ago, again emerging victorious in a close final at the University Championships of Ireland at the National Rowing Centre.

* * *

So, we are hopeful for them, and we're also delighted to have two crews rowing in the Women's Masters events.

On behalf of the whole College, I welcome all the many teams here today and I wish you luck.

Thank you.

* * *

24 April 2018

Address at the Opening of Trinity Centre for Literary and Cultural Translation

36 Fenian Street

Thank you, Sarah

And on behalf of the whole university, welcome everybody to the Trinity Centre for Literary and Cultural Translation.

What a wonderful day this is – the official launch of the Centre in this marvellous, renovated Georgian house.

It's seven years ago now that the College first unveiled its intention to create a Centre of Literary Translation. This was launched with a special event in the college chapel in 2012, entitled 'Translating Seamus Heaney'. Five of Heaney's translators were there, together with Seamus himself.

It was a wonderful way to launch the Centre.

So much of Heaney's own work is concerned with translation - he believed in the vitality of the word as a means of transmission between cultures and epochs. At every step of the journey of this Centre – from its inception to its official launch today in these dedicated premises – we have been conscious of being inspired by him. Sylvia O'Brien will sing a cycle of his songs for us shortly, and at the celebration later in the Long Room Hub, we will again hear from his translators into Polish, Russian, Spanish and Hungarian. In this way, we enshrine Heaney's connection to this Centre. And we are most honoured to have here with us tonight, Marie Heaney, herself an important transmitter and interpreter of Gaelic legends and stories.

It was, I think, two years after the launch in 2012 that the perfect location for this Centre presented itself in the shape of this magnificent Georgian house at 36 Fenian Street. This building was the property of the College, but then requiring extensive refurbishment.

There were, of course, other suggestions for the use we might put this building to. But we held firm. We understood the importance for the Centre of having a definitive physical identity. The Centre is a partnership of three organizations - Dalkey Archive Press, Literature Ireland and Trinity's School of Languages, Literatures and Cultural Studies. All three have office and work space in this building, and they all avail of this Boardroom for meetings and outreach activities.

With this Centre, the College extends and deepens its commitment to literary studies. In English Language and Literature and in Modern Languages, Trinity is consistently rated in the world's top 30 or 40. This is a remarkable achievement that we seek to build on.

This Centre for Literary and Cultural Translation is the first of its kind in Ireland, and, I believe, only the second on these islands. The other, in the University of East Anglia, founded by W.G. Sebald, is a wonderful trailblazer.

The importance of literary translation cannot be over-stated. Just this weekend, you might have read an interview in the *Guardian* with the British-Libyan writer, Hisham Matar. He mourns that only (I quote) “about 1.5 percent of books published in the UK and 3 percent of those published in the US are works in translation, and the sales are often dismally modest”.

He does not mince his words. He says (I quote): ‘International literature remains hugely underrated and, as a side effect, English books are often overrated. This impoverishes culture and nourishes narcissism. Put very simply, it is boring and dangerous.’ *

With this statement, he makes translation not only a literary-cultural matter, but a socio-political one. To avoid being locked into our echo-chambers, it is imperative to engage with other cultures. Since no-one can learn all the languages of the world, translation is the way to do this.

Trinity is fortunate in that we are excellently positioned to encourage translation. We have a School of English and a School of Languages, Literatures and Cultural Studies. We also have a School of Linguistic, Speech and Communication Sciences which has a Centre for Deaf Studies – Irish sign language being one of the languages taught in Trinity. And we have a School of Creative Arts, focusing on Drama, Film and Music.

The linkage between these Schools is strong. The performative arts are so important in translation, as was shown by the ‘Songs in Translation’ event, held here in this Boardroom last year, organised by the students on the MPhil in Literary Translation. It brought together musicians, translators and singers and proved so popular that it has gone ‘on the road’ to the Translators’ House in Spain.

This Centre advances Trinity’s collaborative ethos by developing strategic partnerships with neighbouring cultural institutions and industries – some of these are here today. We welcome their Excellencies, the ambassadors of Mexico and Hungary as well as representatives of the Cervantes Institute and the Polish Society. The Centre is developing a global network of partnerships,

* <https://www.theguardian.com/books/hisham-matar>

thereby placing Trinity and Dublin at the forefront of cultural and literary exchange.

Today is the official launch, but the Centre has been occupied and up-and-running for over a year, during which time it has put on a wonderfully diverse programme of events. These have included workshops on Culture Night, experimental performances of experimental translations (in partnership with Science Gallery and with Google), and an international conference on 'Untranslatability in Literature and Philosophy' as well as numerous seminars, readings, launches and conversations with writers and translators. Not forgetting of course running the M.Phil. in Literary Translation.

In short, the Centre is already all that we had hoped for, and more. Daily, it enhances the life of the university and of the city. Credit for this belongs to many people: all our funders and donors, in particular Conor Killeen, Stephanie Thapar, David Neligan, James Morris, Finola Morris, and the significant donation from the Trinity Association & Trust*. I thank you all. Without your support this initiative would have been impossible.

I thank also the associates of the Centre, those writers, very eminent, who were happy for the Centre to include their names in promotional and marketing material about the Centre. Some of the associate writers are here today – Marie Heaney, John Banville, Jennifer Johnson, and Marita Conlon-McKenna. The support of writers of international reputation has been invaluable.

Most particularly, we are indebted to the current and founding Director, Sarah Smyth, who has done more than anyone to bring this Centre about. Sarah started working on a Centre well before its 2012 launch. She first developed the idea when she was Head of School as a contribution to Provost Hegarty's Creative Arts, Technologies and Cultural Initiative. For ten years, she has driven the development of this Centre, with great vision, determination, skill and energy at every stage, first as Head of School and then as Director; she has been the driving force behind all the different aspects.

Let me just sketch briefly the kind of activities Sarah has spearheaded to bring this Centre about. She developed the concept; got colleagues in the School on board, as well as the partners, Dalkey Archive Press and Literature Ireland; devised the writer-in-residence scheme; built relationships with writers and translators and other supporters in Ireland and internationally; secured an Ussher lectureship post for literary translation, built the team,

* Melissa Webb, David Abrahamson, Gilliane Quinn de Schonen, Robert Otway-Norwood

drafted the current strategic plan; secured the building, fundraised for the renovation and oversaw it; set up and ran the very impressive schedule of events, readings and conferences held over the past year and a half.

Her energy and vision have been transformative; her achievement is remarkable. Sarah is of course a most distinguished scholar in Russian literature, but her legacy in Trinity and Ireland is also this Centre. On behalf of the whole university, I thank her.

She now hands over as Director to Michael Cronin, who will take over the next stage of the Centre's development – ensuring that it increases its activity, visibility and impact nationally and globally. Michael is Professor of French here in Trinity and has published extensively on translation, identity and interculturality. We are delighted that he has agreed to take on the Directorship.

The creation of this Centre and its housing in this magnificent building is one of Trinity's great achievements of the last few years. I know that for the rest of my life every time I pass this building my heart will lift at the thought of the great work being done here, and the knowledge that Trinity is contributing, through this Centre, to the transmission of cultural understanding and tolerance. There is hardly more important work.

Thank you.

* * *



Dr Sarah Smyth, Prof Juergen Barkhoff, Prof Michael Cronin & Provost
Patrick Prendergast

09 May 2018

Address at the Retirement of Anne O’Gara

Edmund Hall, Marino Institute of Education

Good evening,

It’s a pleasure to be here and I thank Marino Institute of Education for the invitation to share this celebration of the remarkable achievements of the out-going President, Anne O’Gara.

Trinity College Dublin has partnered with Marino for over forty years. Our association began in 1976, with Trinity accrediting Marino’s courses and offering Marino students access to our student services and supports.

By coincidence, the mid-1970s is also when Anne O’Gara launched her remarkable career in education.

In 2006 she took on the role as President of MIE, in which role she has been exceptional. Brother Edmund Garvey, speaking after me, will talk about Anne’s impact on MIE; let me just say a few words about what her presidency has meant for Trinity.

She has presided over the substantive deepening of the relationship between our two institutions. In 2011 Trinity became joint trustee of MIE, together with the Congregation of Christian Brothers’ European Province. That was also the year I became Provost. I had previously served as Vice-Provost/Chief Academic Officer and already knew Anne from working together in 2008 on new arrangements for the Associated Colleges of Trinity. As everyone here will agree, Anne has a particular talent in building strong relationships, which is perhaps the most important of all talents to have.

As Provost I have found it deeply rewarding to work with her on developing a joint academic strategy to promote extensive collaborations in teaching and research.

In 2015 I helped launch MIE’s current Strategic Plan, an admirably cogent document with four Priorities, and twelve Objectives, which Anne, as President, oversaw. The Strategic Plan explicitly partners Marino with the Trinity Access Programme and Bridge 21 - this reflects our shared commitment to inclusion and broadening access.

The following year, 2016, came a far-reaching initiative: the launch of the Trinity International Foundation Programme as a joint initiative between Trinity and Marino, aimed at equipping international students with

appropriate English language and discipline-specific academic and learning skills. It is a one-year pre-undergraduate programme, developed by us jointly and delivered in Marino.

The foundation programme was mentioned prominently in the President's Report, which we launched last year. This report stands as a testament to Anne's achievement. Notable in the Report was Marino's sense of identity and community, and its dedication to promoting inclusion and excellence in education.

The Report also highlighted 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 Trinity is also involved with.

Anne is also a graduate of Trinity. Today, therefore, I celebrate not just a remarkable colleague but a remarkable alumnus who has done so much for the education of teachers in Ireland. She served on Trinity's University Council for two terms, and made particularly valuable inputs. Her understanding of the education landscape in Ireland, from primary through to third level, is unrivalled. We're fortunate in Ireland 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.

Marino has risen magnificently to the current challenges and opportunities. Anne has been instrumental in this. As President through a particularly difficult period – the austerity years – she brought vast experience, pragmatism and vision. She set ambitions which were high but achievable. She has a flair for innovation and has helped strengthen the interdependence and interconnectivity between education and research in a way that is exemplary.

Trinity is fortunate to partner with a number of excellent institutions, nationally and internationally. Our partnership with Marino is one of our longest-standing and one of our more important. Under Anne's presidency, our partnership was strengthened on multiple fronts. On behalf of Trinity, I thank her most warmly. I congratulate her and I wish her a well-deserved retirement. I can't imagine her retiring as such – I look forward to hearing what the next challenge she sets herself will be.

Thank you.

* * *

10 May 2018

**Address at the Celebration of the Arts and Humanities in
Trinity College Dublin**

4 Holland Villas, London

Good evening,

It's wonderful to be here, and on behalf of all of us, may I thank you Lady Dufferin most warmly for your generosity in welcoming us to your home – or welcoming us back to your home, I should say as we enjoyed a marvellous evening here last year, *also* celebrating the Trinity Long Room Hub.

* * *

Lady Dufferin's commitment to the arts and humanities and to Trinity is inspiring and a source of great strength to us. In 2016 and 2017 she hosted the Clandeboy Reading Party in her estate in county Down. A joint collaboration between Trinity and Queen's Belfast, it promotes deeper cultural awareness North-South.

Lady Dufferin is also a member of the Guinness family, who are notable benefactors of Trinity and indeed Ireland. The first earl of Iveagh, Edward Cecil Guinness, was a Trinity graduate of 1870 and gave immense support to the university. The Physics and Botany buildings, built in the early 20th century are examples of Guinness philanthropy.

Lady Dufferin has continued in the great tradition of the family. An artist herself, she has been so supportive of the Trinity Long Room Hub. We thank for enabling today's event.

* * *

This evening we celebrate Trinity's arts and humanities institute, the Trinity Long Room Hub. We'll be hearing from some of the scholars and artists who help to make the Hub such an exceptional place. I won't anticipate their words. Let me just say why I think the Hub is so remarkable and why the arts and humanities are so essential for universities.

I guess there are two points to make here. The first is simply that arts and humanities are essential to Trinity because they always have been. Almost every one of our graduates who is a household name is a graduate in the humanities –Swift, Berkeley, Goldsmith, Burke, Wilde, Beckett, and into the

contemporary period Eavan Boland, Michael Longley, Anne Enright, Mary Robinson, Louise Richardson, Roy Foster.

Because of unflagging commitment to arts and humanities, Trinity is today ranked in the world's top 60 in the global faculty rankings, and we are a magnet for international students in these disciplines. And of course Trinity's success here reflects Ireland's – the main reason why our small country is known around the world is for literature and the arts.

* * *

The arts and humanities because they are essential to the stability and progressiveness of any society.

Edmund Burke said that 'Those who forget their history are doomed to repeat it', and that gets across that each and every society is its history and culture, its arts and literature, its politics and laws, its religious and social practices. And it's not possible for any society to avoid interacting with other societies in a rich, interdependent exchange of knowledge, creativity, and culture.

Without the arts and humanities we find ourselves in a vacuum, not knowing where we came from, what we should value, how we should relate to others. We lose track of where we're headed.

* * *

The Trinity Long Room Hub performs a crucial role, not only for Trinity people but for the wider world. On every burning cultural, political and social issue of the day, the Hub hosts lectures, exhibitions, seminars, symposia. And when research is showcased, it keeps always to the fore, the urgent questions: 'why does this matter?', 'why do we need to know?', 'How does it affect us?' In just a short decade, the Irish public has to see the Hub and a place of dialogue, discourse and elucidation.

Quite simply, the Hub is indispensable to the university and to the city of Dublin, and I say that as an engineer, and I know that my engineering friends agree with me. Indeed, not the least of the Hub's achievements is the way that it has engaged all faculties of the university. Multidisciplinarity is the future of universities and in Trinity the Long Room Hub is central to this.

The future for Europe's universities, as for our societies, is one of great challenge but also of huge opportunity. In Ireland, Trinity is a driver of excellence – indeed, thanks to the extraordinary research being carried out on campus and the quality of our graduates who build careers round the world, Trinity is, I believe, Ireland's most reputable and respected institution. We have huge ambitions to build on that. The Long Room Hub is at the heart of the university, a driver of ambition. We are so proud of it.

Thank you so much, all of you, for coming here today to celebrate with us this unique institute.

Thank you.

* * *



(L to R) Iggy McGovern, Christine Casey, Jake Erickson, Martin Lewis, Jane Ohlmeyer, Lady Dufferin, Provost Patrick Prendergast, Linda Hogan, Ruth Barton, Isabella Jackson, Brian McGing

12 May 2018

Provost's Address at the New Approaches to Irish Revolutionary History

Trinity Long Room Hub

Good morning,

It gives me great pleasure to open this conference and to welcome you all Trinity College. We welcome particularly those travelling from abroad.

When the government announced the 'Decade of Commemorations' to run 2012 to 2022, many thought immediately of David Fitzpatrick's *Politics and Irish Life 1913-1921*. With this seminal book, he had already covered the arc of the period, from Home Rule through the first world war and the Easter Rising, to the war of independence and the Treaty, concentrating on one county, Co. Clare. The book is at once an extraordinary social history of a particular place, and a microcosm through which to evaluate national events, which also had significant international impact.

The 40th anniversary of the book's publication now provides the opportunity not only for a reprint but to use Professor Fitzpatrick's research as a trigger to look at new directions in scholarship of the revolutionary period.

This is so important and I congratulate Dr Fionnuala Walsh and Dr Ciaran Wallace for conceiving of, and organising, this symposium. The Decade of Commemorations has engaged so many around the country and has been characterised by many different types of events. Universities provide the essential scholarship, objectivity and rigour without which commemoration may slip too easily into celebration.

The value of Professor Fitzpatrick's book is inestimable – he studied the decade 'in tranquillity', as it were - before the drums of commemoration began - and he was just in time to speak to men and women who lived through the events and shared with him their recollections, correspondences, documents and photographs. As he writes in the preface to the second edition of his book, which came out in 1998,

'never again will students of the Irish revolution be privileged to meet those who experienced it as participants, onlookers and victims'.

And furthermore, as he also points out in his 1998 preface, many archives of family papers that existed then are now lost with the 'ritual destruction of personal papers after funerals'. Also the 'familial, social and religious organisation of the west of Ireland' which in the 1970s, when he was

researching, was still recognisable as the one prevailing in the revolutionary decade – and this has now changed entirely.

We are fortunate that he was there to record before history became commemoration, while it was still living memory.

To quote Roy Foster writing in the Dublin Review of Books, *Politics and Irish Life* remains

‘a benchmark which later historians of Ireland have been aspiring to ever since: an exploration of mentality, history and society which illuminated the psychology of those years (and of Co Clare) in a completely new way’ (1).

How very apposite therefore to use this book as the stimulus to re-interrogate the revolutionary period. This was an inspired idea - and one which caught on immediately, as is evident from the quality of scholars here today, and indeed the guest audience. This event enables Trinity and the wider academic community to celebrate David and his scholarly achievements, and to engage with the events of that decade in a distinctive and discriminative way.

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I congratulate the organisers, Dr Walsh, Dr Wallace, and Dr Elaine Callinan who worked on publicity and marketing; I thank the funders – Trinity Association and Trust, the Irish Historical Society, the Department of History and the Making Ireland Research Theme – for their generosity. I know that I speak for the Director of the Trinity Long Room Hub, Jane Ohlmeyer, in saying that this is a vital event that Trinity is proud to host. I wish you all an illuminating and instructive day.

Thank you.

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(1) <http://www.drb.ie/essays/feeling-the-squeeze>

17 May 2018

Provost's Address at the Trinity Alumni Reception Edinburgh

Radisson Hotel Collection, 1 George IV Street, Edinburgh

Good evening,

What a pleasure to be here. Thank you so much to Niall McGuinness and Eamonn Wall and the alumni branch for organising this and inviting me.

Part of the privilege of my office is getting to meet Trinity alumni around the world. Trinity has 110,000 alumni, and counting, in 130 countries globally, and there are alumni branches everywhere – from Cork to Chicago, Seoul to Stockholm, from Hong Kong to Tel Aviv.*

Wherever I go I like to meet alumni. It's important to me, and also, I think, for you to connect with each other. As Trinity graduates, you share a distinctive identity.

It's great to get a sense of a Trinity community here in Scotland and Edinburgh and I'm really delighted to see such a great turn out. I know there are graduates here from the 1970s all the way up to recent years and hailing from all faculties and disciplines. Thank you all for being here and I look forward to talking with you individually.

In our time together this evening, I'd like to fill you in briefly on how Trinity is doing. I know that you have a strong interest in Trinity's future. And, as Provost, I feel responsibility towards 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 me focus on recent developments, and giving you a sense of our current goals and where the university is headed. After I've spoken we'll have time for questions because I want to make sure to address all your interests and concerns.

* * *

Trinity's mission today is the same as when you were students: we seek to deliver world-class education and research. Our priorities are: to prepare students for dynamic 21st century careers and for a life of responsible

* <https://www.tcd.ie/alumni/groups/branches/>

citizenship; we also aim to maximise our research, ensuring that it's being applied where it's needed to grow the economy and improve people's lives.

Education and research has been Trinity's dual mission since the foundation in 1592. But the way we deliver that mission is always changing to keep apace of national and global changes. Because this is such a transformative period for higher education globally, we have hugely scaled up our activities in the past two decades to focus on areas like:

- Innovation and entrepreneurship
- Industry partnerships
- Global Relations, and
- Educational Access.

All these areas relate back to our core mission. For instance, we seek to grow our global industry and research links to ensure that our research is world-class and is being commercialised faster and better.

And we want to educate our students in entrepreneurship to give them greater opportunities as graduates, enabling them to create their own jobs. Through exchange programmes with universities abroad we seek to expose our students to other cultures and to make the campus more cosmopolitan. Through our access programmes, we throw the net wider, seeking potential students beyond the traditional, familiar routes.

We are aware that when we deliver excellent education and research, we are delivering not only for students and staff but for Dublin and Ireland. Twenty-first century universities are powerhouses for the regions they serve and this is certainly true of Trinity. If any of you have been back in Dublin recently and have taken a walk around the city centre and up to Grand Canal Dock, you'll have seen that it's a hive of activity.

The area is home to the European headquarters of many tech and social media multinationals like Twitter, Facebook and Google and also of multiple Irish start-ups. Trinity is at the centre of this innovation ecosystem – we are producing the research and educating the skilled graduates that are needed to drive growth and discovery.

And, just as important, we are contributing to the on-going public discourse around the kind of society that we want to build in Ireland. Like all countries, Ireland is constantly debating issues around politics, law, religion, gender, national identity, historical commemoration, environmentalism, sustainability, and so on.

In Trinity, our academics contribute, as a matter of course, to public discourse when it relates to their field. Currently, for instance, Trinity academics from the Schools of Law and Medicine are contributing their

expertise to the upcoming referendum on the 8th amendment to the constitution.

Because Ireland is a small country, Trinity's role is, I think, very palpable, and I believe there is a lot of pride, nationally, in our achievements. Certainly, the university is constantly making headlines.

Just in the past month, for instance, we've seen great media reports on Trinity researchers' discovery of how the HIV virus evades the body's immune system*, and there's been a lot of fanfare over the opening of the new Trinity Centre for Literary and Cultural Translation, only the second such centre in these islands. And students made headlines when the Students Union voted to ban single-use plastic on the Trinity campus. We're very proud that students are taking the lead nationally on such a crucial issue.

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It's important to us that Trinity's achievements are recognised not just nationally, but globally. And I'm delighted to say that in the past few years, we have received significant recognition in many spheres of activity.

In January last year we 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, including Oxford, Zurich, Amsterdam, Helsinki, Paris-Sorbonne, Cambridge, Utrecht, and indeed the University of Edinburgh. Tomorrow all the Rectors of LERU universities will meet here in Edinburgh. Getting into LERU is a huge endorsement and a lengthy process of evaluation. I was delighted but not surprised that Trinity got in because one of the areas where we really stand out, and which LERU wants to develop, is in the field of innovation and entrepreneurship.

In September last, for the third 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.

* <https://www.siliconrepublic.com/innovation/hiv-evade-immune-system-why>

This is because our graduates are brilliant, of course. But it's also thanks to the initiatives 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. It's been hugely successful: since its inception in 2013, LaunchBox has created 50 startups that have gone on to raise over €6 million euros.

Thanks to such successes, Trinity went up in all the global higher education rankings in 2017 – reversing the decline which set in during the recession.

The Rankings are very good at measuring research impact, and they are getting better at measuring education and innovation. But they don't measure everything. One of the areas they haven't yet focussed on, but they might come around to, is Access.

'Access' is about making higher education more accessible to under-represented groups, including mature, disabled, migrant and socio-economically disadvantaged groups. The Trinity Access Programme is aimed at combatting socio-economic disadvantage and redressing the 'unconscious bias' of the college system towards middle-class students.

This isn't just about social justice, it's also an economic issue because countries need everyone of high potential to be developing their skills and contributing. It makes no sense not to seek potential across society. And Access is currently a 'hot issue', particularly in the UK and the US, because of concerns that inequality of opportunity has yielded undesirable political outcomes.

The Trinity Access Programme has been a huge success, with the participation of under-represented student groups in Trinity increasing from 5 percent in 2002 to 21 percent in 2014. Other Irish universities have now put in place Access Programmes, and in 2016 Trinity began partnering with Lady Margaret Hall, a college in Oxford University, to pilot the programme there. This has proved such a resounding success that Cambridge University has just announced that it will be rolling out a similar programme.

I'm as proud of Trinity's international standing in access as I am of our standing in research, education and innovation. And, of course, they are all inter-connected: in the current highly competitive global higher education landscape, universities have to be taking action across many fronts, continually striving to excel and to extend.

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When we talk about ‘extending’, that’s in terms of initiatives and programmes, but it’s also literal: increased activities necessitate increased space. Trinity has many new buildings on campus and has also extended up Pearse Street to Grand Canal Dock.

The Trinity Biomedical Sciences Institute and the Lir Academy for Dramatic Art are two recent buildings on Pearse Street. And we will shortly open two more: the new Printing House Square development, and the Trinity Business School.

You may have heard something about the Trinity Business School – it’s to be co-located with an Innovation and Entrepreneurship Hub, and will include space for prototyping and for company incubation projects. Construction is well underway on a site beside Science Gallery.

Looking ahead to the next few years, our next ground-breaking capital development project will be the new Engineering, Environment and Energy Institute, which we’re calling E3.

We’re very excited about E3 which 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.

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.

E3 will bring researchers together in a multidisciplinary environment in the Trinity Technology Campus at Grand Canal Dock, beside the headquarters of Google, Facebook and other tech companies. We look forward to developing T-Tech, as we call it, over the next decade.

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These are just a few of the initiatives we’ve embarked on. There are so many more, and I wish I’d time to talk about all of them. I hope I’ve given some idea of our range, scope and passion.

Simultaneous with all these initiatives, Trinity has also had to give a great deal of attention over the past decade to growing becoming more financially independent of government, and we have been highly proactive about growing non-exchequer revenue. We have done this through:

- Investing in the Visitor experience and other commercial activities;

- Increasing our numbers of spin-out companies and industry collaborations;
- Attracting more international students; and
- Focusing on philanthropy

We have enjoyed marked success with all these - **sixty** percent of our revenue now comes from non-exchequer sources.

Our success in growing our revenue streams has given us the confidence to launch this year, the first philanthropic campaign in the history of the university. This will focus on investing in staff, students, capital development and research infrastructure projects.

This campaign will be launched in the autumn and I look forward to telling you more about it, in due course. We hope you will be inspired to get involved.

We are confident that the Philanthropic Campaign will resonate with our friends, graduates and donors. Like all Irish institutions, Trinity was hard-pressed during the challenging economic climate of the last decade. But we came through. We didn't lower our ambition. We have proved ourselves worthy of support.

On comparatively restricted funding and staffing, Trinity competes with the world's best universities.

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.

Last year, to commemorate the college's 425th anniversary and what turned out to be a wonderful year, we brought out this book of photos taken by students, staff and alumni, with an introductory essay by myself, in which I walk around campus.

It's my pleasure to present copies of this book – several copies are here - and they're available online through the Library Shop.

I hope you will enjoy these contemporary photos of the campus. It goes without saying that we look forward to welcoming you on campus whenever

you are next in Dublin. As of a few months ago, we have a new Alumni Room in Front Square – it is one of the most beautiful and comfortable rooms on campus and it is for you, so do make sure to drop by.

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 (leftmost) with alumni

24 May 2018

Provost's Address at the TIDI Africa Day Celebration 2018

Robert Emmet Theatre

An t-Uachtaráin, Your Excellencies, Honoured Colleagues, Ladies and Gentlemen,

You're all very welcome to Trinity College Dublin and this celebration of Africa Day. Every year since 2009, Trinity College, through the Trinity International Development Initiative, or TIDI, has partnered with African Ambassadors resident in Ireland to host a key event to celebrate Africa Day, which takes place tomorrow.

Today is the tenth anniversary of TIDI's annual celebration of Africa Day, and we are particularly honoured that the President of Ireland, Michael D. Higgins will give the keynote address.

The President is a great supporter of this event and has attended previously, but this the first time we welcome him as a keynote speaker. He is of course a distinguished academic as well as a poet and a human rights activist and he brings his unique perspective and experience to this year's Africa Day theme.

Each year at this event, we focus on a particular theme. Previous themes have included investment in

- youth,
- gender empowerment,
- the politics of land, and
- shared experiences of modernising agriculture in Ireland and Africa.

This year TIDI, with the support of the African Ambassadors, have chosen the theme: "Africa-Ireland Relations: Current and Future".

This is a broad theme, which we look forward to the President addressing.

Let me just say a few words about this theme in the context of Trinity College.

Trinity has enjoyed a long engagement with Africa, which indeed long predates the establishment of TIDI in 2007.

Through the 20th century we welcomed many students from Africa – one of these, coming from Nigeria, was Egbert Udo Udoma. He was a prominent student, becoming President of the college debating society, the Phil, in 1942. He was a founding father of the Nigerian Republic.

Other of our alumni to contribute significantly to Nigeria include Kayodo Eso, another Justice of the Supreme Court; Moses Majekodunmi, Minister of Health of the first Nigerian Republic and Jaja Wachuku, First Nigerian Minister of Foreign Affairs.

The distinction of our alumni in Africa continues to the present day. The incoming Chancellor of the University of Ghana, and the first woman to hold this post, is a Trinity alumnus, Mary Chinery-Hesse. Remarkably enough, another Trinity graduate, Conor Cruise O'Brien, served as vice-chancellor to the University of Ghana in the 1960s.

In the 1980s the College was fortunate enough to appoint as a professor in the School of Law, the South African jurist, Kadar Asmal, who launched the Irish Anti-Apartheid Movement from this campus. He had the gift of inspiring students, and for my generation of Trinity students, the fight against apartheid felt like our struggle. To have taken part in those marches with Kadar Asmal was to feel part of something great and global – we knew that similar marches were happening all over the world.

A few months after Mandela's release from prison, he visited Ireland and Trinity had the privilege of conferring him with an honorary doctorate. When Mandela was made president of South Africa, he appointed Kadar Asmal as his minister for education – something the whole of Trinity took enormous pride in.

So when we established TIDI in 2007, we were building on a tradition of engagement with Africa. The purpose of TIDI was to coordinate research and education in Development. Over a hundred Trinity staff members identify as having a research interest in Development - including researchers in biodiversity, environment, IT, human rights, economics, and health – and TIDI has been vital in integrating and coordinating their research.

With over 70 research projects and 40 courses with development content at undergraduate and postgraduate levels, Trinity today enjoys a strong and long-standing tradition of excellence in development research and education.

TIDI has enabled the university to expand its research collaborations with African universities and institutions, and to grow our African student population through scholarships, recruitment drives and active engagement at different levels in various countries.

At the same time as greatly extending our research collaborations and student exchange programmes in Africa, Trinity has also been proud to take

the opportunity to celebrate African leaders in different fields by awarding honorary doctorates, most recently to Graça Machel.

Today TIDI is central to the university's research and education programmes and it is instrumental to helping Ireland meet its Sustainable Development Goals under Agenda 2030. And, over the past decade, Trinity been able to contribute to Ireland's engagement with Africa, thanks to TIDI and our global relations strategy. We have aligned our research and education programmes to the global sustainable development goals. We are proud of the progress made and of the significant achievements of our graduates, and we look forward to continued growth and engagement.

* * *

I would like to thank the TIDI staff and members of the steering committee for organising, and the TIDI coordinator, Lindi Lumbasi. And I would like to thank our co-organisers:

- His Excellency, Ahlangene Cyprian Sigcau, South African Ambassador and also the Dean, Africa Heads of Mission. This is the last event with Ambassador Sigcau as the Dean since his tour of office is coming to an end. He has been a great support to TIDI over the last two years and it is through him that Trinity College had the privilege to host the first commemoration event of Nelson Mandela's legacy in December 2017.
- H.E. Richard Opembe, Kenyan Ambassador and Incoming Dean, Africa Heads of Mission, and
- Willie van der Westhuizen, South Africa Embassy Political Counsellor

I thank all other ambassadors present, and members of the Department of Foreign Affairs for attending. I wish everyone a most enjoyable and interesting afternoon.

Thank you.

* * *



Provost Patrick Prendergast (speaking) with President Michael D. Higgins (seated)

24 May 2018

Provost's Address to Deloitte

The Merrion Hotel

Good evening,

It's a great pleasure to be here and I thank Deloitte for this invitation to address you this evening.

I've been invited to talk about higher education and Millennials and Generation Z. As it happens Trinity is currently in the middle of the most significant renewal of our undergraduate curriculum in a century, so this topic is timely.

Before I get onto the Trinity Education Project – which is what we're calling this renewal of the curriculum – I'd like to just link our initiative to the recent 2018 Deloitte Millennial Survey which looks at young, educated people's perception of business culture and the workplace. It surveys over 12,000 Millennials and Generation Z in 36 countries and it has been carried out every year since 2012.

Just to clarify, millennials are born between 1983 and 1994, and Gen Z are born between 1995 and 1999. Younger Gen Z are just entering college now, while older millennials are in their mid-30s.

I found the Survey a fascinating read overviewing what today's graduates want from businesses and the workplace, what they prioritise and how they envisage the future.

There are lots of insights and leads to be drawn from the survey. Two themes in particular emerge:

- First: millennials and Gen Z are uneasy and uncertain about the future. They feel that their social and political environment is fragmenting and that technology is fundamentally altering the nature of work;
- Second and relatedly: they have a particularly strong sense of ethics and civic responsibility and they feel that these concerns are not being met by society's current leadership - neither by business leaders, governments or religious leaders – although business leaders score much better than politicians.

These two predominant feelings – unease and uncertainty over the future and the ethical conviction that everyone needs to take more responsibility to

improve society – influence how millennials and Gen Z feel about the workplace, building a career, developing skills, and civic engagement.

The conclusion by those who compiled the Survey is that more has to be done to reassure young workers and to address their ethical concerns.

Although the Survey is aimed at business leaders; it's of equal interest to higher education institutions. For me, it resonated strongly with the Trinity Education Project.

I'm sometimes asked why we're embarking on such an ambitious renewal of the undergraduate curriculum. It's time-consuming and demanding of staff who have many other responsibilities. Trinity already attracts great students so why go to the trouble of fixing what is working well?

What I usually answer is that this is a period of transformational change globally, not only for higher education but for society in general. Changes in technology, work practices, research, industry partnerships and all the rest are so great that it would be irresponsible of us, as educators, not to reflect and anticipate these transformations in our curricula.

That's the right answer. But I now see, from reading this Survey, that there is a simpler answer, which is that we have an imperative to design a curriculum that reassures students that we are preparing them for a rapidly changing world, a world where humanity is running out of choices if we don't address climate change, biodiversity, species extinction, and sustainability. And if we do not address pressing social issues, from inequality to fake news, then our security and well-being will suffer.

This has imparted a sense of urgency to young people's actions, which is very evident on campus. You see it, for instance, in the demand of our Student's Union for fossil fuel divestment and for ending single-use plastics. And you see it in the number of social enterprises set up by students.

We have an incubation programme called LaunchBox which helps students to get business ideas off the ground. It's extremely successful: since its inception in 2013, it has created 50 startups that have gone on to raise over €6 million euros. It's striking how many of these startups are social enterprises, including the most famous of them, FoodCloud, which addresses food waste by connecting supermarkets and restaurants with food charities.

What is happening on our campuses is reflected by the findings of the millennial and Gen Z Survey. It says, I quote, that "millennials

overwhelmingly feel that business success should be measured in terms of more than financial performance.”*

And, the survey goes on:

“Millennials aren’t naïve—they realize profits are both necessary and a priority. But they believe that corporations should set out to achieve a broad balance of objectives that include:

- Making a positive impact on society and the environment
- Creating innovative ideas, products and services
- Job creation, career development and improving people’s lives
- An emphasis on inclusion and diversity in the workplace.” (End Quote)

In short, Millennials and Gen Z students are fearful of what the future will bring, not without reason, and they are being proactive about addressing that fear. They know that improvement will require a coordinated global societal effort.

For those of us in leadership positions, it’s now a question of measuring up to their ambition. The Survey ends its executive summary by advising business leaders, I quote: “to step up and take actions that benefit *all* stakeholders”.

That simple message: ‘Step Up’ is why we have embarked on the Trinity Education Project.

* * *

When we decided that it was essential to carry out an in-depth renewal of the undergraduate curriculum, we knew that we needed to start by identifying the attributes our graduates will need to be successful and useful in the world.

I should emphasise that our approach is very much about working ‘with’ our students rather than ‘for’ them and that’s an important distinction. In Trinity we always talk about ‘a common enterprise of discovery’ between staff and students. It’s really not about lecturers ‘telling’ things to students; it’s about learning together – or it should be. It can take students a while to get used to this but by their third and fourth years, they’re comfortable with it and it’s an essential part of their intellectual maturity. So the Trinity Education

* <https://www2.deloitte.com/global/en/pages/about-deloitte/articles/millennialsurvey.html>

Project is about defining with students the attributes they will need for career and life success, and finding a way to embed that learning in the curriculum.

We focused on attributes rather than skills. Skills are specific to the discipline studied – for instance, computer science students obviously need to code and drama students need acting skills. But we know that the way the world is evolving, graduates will frequently change direction and careers, so our duty as educators is not so much to impart the specific skills which get a first job. Rather we have to imbue our students with the right mindset for flexible and dynamic careers and lives.

After deep consultations, which lasted a year, and much debate across the university, we emerged in June 2016 with agreement on a set of graduate attributes which will shape the kind of education we offer*. These attributes are:

- **to think independently**; this isn't easy in an age of incessant media and marketing campaigns designed specifically to prevent it; but the capacity for independent thought should to be treasured – this includes thinking creatively and critically.

I note that in the Deloitte Survey, when respondents were asked which skills they felt were essential for the workplace, 'critical thinking' and 'innovation/creativity' were in the top five.

- The second graduate attribute is **to communicate effectively**. This involves 'interpersonal skills' which are identified as the most important skill for career success in the Deloitte Survey. 'Interpersonal' is about one-on-one and group dynamic skills - without these, it's very hard to achieve goals.

Effective communication is also about talking to diverse audiences through different media - in writing, in oral addresses, in different languages, visually, graphically, and on social media. You cannot really be an effective communicator in the 21st century without digital skills.

I was intrigued looking at the Deloitte Survey to learn that millennials and Gen Z feel under-prepared for what is called the Fourth Industrial Revolution or Industry 4.0, which is characterized by the marriage of physical and digital technologies, such as analytics, artificial intelligence, cognitive computing and the internet of things.

What emerged from the Survey is that millennials and Gen Z recognize the importance of Industry 4.0, but many feel unprepared for the

* <https://www.tcd.ie/TEP/graduateattributes.php>

changes it will bring. Fewer than four in 10 millennials and three in 10 Gen Z believe they have all the skills and knowledge required.

- This links into the third graduate attribute which is **to develop continuously**. We want our graduates to leave Trinity with a love of learning and awareness that their education is only starting, not ending. Continuous development, also sometimes called ‘lifelong learning’ has always been important but it has now become essential because of Industry 4.0 and the transformation in work practices. The fear which the Deloitte Survey identifies in millennials and Gen Z comes from a sense that their future is out of their control. By cultivating resilience, creativity, adaptiveness, talent development, forward thinking and planning, they can better prepare themselves for change.
- The final attribute concerns how our graduates should ‘act’ in the world; diverse views were expressed on this, to act ethically, to act morally, to act resiliently – the agreed attribute is one I am quite proud of: **to act responsibly**. Taking responsibility for our actions is a characteristic of a citizen in a democratic society - taking responsibility for society, for the environment, and ultimately for the well-being of our fellow citizens. And of course, as already discussed, this is a key priority with millennials and Gen Z which they feel is not being met by society’s leaders.

So these are the four Graduate Attributes. We are happy with them in Trinity and I’m really delighted to see our priorities reflected in the Survey.

* * *

Having identified the attributes, we are now onto the next step: making sure that they underpin the education of every Trinity undergraduate. How are we going about this?

We have adopted a multi-faceted approach including:

- bringing greater flexibility into the curriculum to make it easier for students to combine subjects and change pathways during the course of study;
- introducing what we call ‘Trinity Electives’ so that every undergraduate student will now take an elective subject, ideally far removed from their core field of discipline. For instance an engineering student might take an elective in ‘International Development’ or ‘Mandarin Chinese’ and a literature student might take ‘Smart and Sustainable Planet’. This will expand students’ horizons, giving them new approaches to knowledge.

We are also putting in place numerous initiatives to embed the Graduate Attributes through training and experience. Let me mention a few of the initiatives which might be of particular interest to the business community.

Last year we launched, together with Intel, the **Trinity Employability Awards**. These awards are aimed at helping students to articulate their personal attributes to employers, and to build skills and knowledge to make them ready for the workplace after graduation.

The first cohort of students to compete for these Awards were hugely positive about the experience. They reported the benefit of (I quote) “getting to see real-world work, particularly management and problem-solving”; gaining “great experience and insight into how industry operates”, and learning “how to apply college skills”. Intel is proving a great partner and we now hold these Awards every year.

An even more recent programme was launched this year. Trinity was invited to join the **Laidlaw Undergraduate Research and Leadership Programme**, with Columbia, Tufts, and Hong Kong universities, and leading UK universities. It provides scholarships to assist undergraduates to become leaders in academia or other sectors. Laidlaw scholars carry out a research project and a leadership development programme, which are designed to support students’ personal development, improve their self-awareness, initiative, motivation, communication skills and creativity.

The long-term vision for the Laidlaw programme is to create a wide-reaching and diverse network of scholars who will reinvest their knowledge, skills and experiences amongst their peers, colleagues and networks. Trinity has been funded for 18 scholars. We look forward to following their progress over the next two years.

Through these programmes, and through LaunchBox, the student accelerator scheme, already mentioned, which supports students to set up businesses from concept through to production, we are helping students to embed the Graduate Attributes, to be better prepared for 21st century workplace challenges.

And perhaps the most demonstrable impact of the Trinity Education Programme will be evident in a few years when we roll out an entirely new STEM curriculum for engineers and scientists. This will happen under the college’s newest and most exciting initiative, E3, our new Engineering, Energy and Environment Institute.

Allow me to share a little advance publicity with you. Tomorrow – at 11.30am – Trinity is holding a press conference to publicly announce our plans for E3 as well as the remarkable philanthropic donation which has enabled it - the largest donation from an Irish family in the history of the state.

As you will gather, we're extremely excited about this and I hope there will be a lot of publicity over the next few days.

E3 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 key partner for government, industry and NGOs to help meet emerging opportunities in energy and engineering design, while sustaining natural capital.

From the point of view of undergraduate education that I've been talking about E3 will be truly transformative, changing the way we educate engineers, computer scientists and natural scientists.

E3 is being developed in two phases: the learning institute, which we're calling the E3 Foundry, and the Research Institute.

The E3 Foundry is already substantially funded and will open in three years' time. It will be transformative both in terms of content – with more focus on the challenges of managing the earth's resources – and in terms of methods and teaching techniques.

With E3, students will spend less time inside traditional classrooms, and more time collaborating on multidisciplinary projects in areas such as Technology for Change, Smart Cities, Data Science, Sustainable Energy, Climate Change and Sustainable Development and Spatial Data.

The emphasis will be on enterprise, creativity, teamwork and critical thinking. Further to this, we want to develop more student learning spaces. For these to be effective, they have to be: student-managed, flexible, smart, innovative, interactive and collaborative.

'Student-managed' is about giving students ownership over their learning environment; 'flexibility' is about understanding that students have many commitments – also to sports and societies – so should be able to access learning spaces beyond conventional office hours.

'Smart and innovative' is about giving students access to new tools and technologies so that they are self-motivated to learn new skills. And 'Interaction' is about enabling students to communicate with each other and with staff.

Our vision for the E3 Learning Foundry is smart rooms and smart people coming together to collaborate to become custodians of their own learning environment.

E3 gives us the opportunity to try something genuinely new in higher education. We're excited to see how it works. It is a laboratory, you might say, for the Trinity Education Project.

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I'm painting a far-reaching picture of our renewal of the undergraduate curriculum. Some of the changes are already in place, others we look forward to implementing.

As I've said, the business community have been our partners in so many initiatives associated with the Trinity Education Project, like the Employability Awards and LaunchBox, and indeed in so much of what we do.

You help through research and education programmes, mentoring, fundraising, volunteering, and student accelerator programmes. The college could not function in the way it does without the business community and the support you give our students and our research, innovation and public engagement initiatives.

As I've been stressing throughout, the priorities identified in the Deloitte Survey of millennials and Gen Z align strikingly with what we're doing with the Trinity Education Project, and that supports my confidence that we are all on the same page here. We want to work with students and graduates to prepare and provide an environment which is reassuring and forward looking, that nourishes ambition, and is ethically responsible. I believe we can best do this by all continuing to work together, deepening our links, and setting ourselves ambitious goals.

To conclude, I've been thinking what, as non-executive directors, are some of the questions you might put to management to ensure that they are aware of and ready to implement the priorities identified by millennials and Gen Z. I've come up with three questions, or issues, which I think would be useful to raise:

First, how to maintain awareness of the priorities of millennials and Gen Z? Yes, you can and should read the Deloitte Survey every year, but you want to check in more frequently there is, I think, a surefire way to do this - which is to search them out on Twitter. Gen Zs particularly are more Twitter, or Instagram. This is what I do with students. It's not about stalking, obviously - Twitter is a public forum. Even follow a few of them. Twitter is their way of "communicating effectively". If you don't then what you're *communicating* is that you're not interested in their views on the world.

Second, are you practising what you preach, when it comes to values, and ethics? What are the mission and values of your company and how are you embedding them in company practices? I'm very aware in Trinity that if the board and staff aren't continually demonstrating our graduate attributes:

that we think independently, communicate effectively, develop continuously and act responsibly, then we really have no hope of promoting these values among students.

Third, who are your partners in implementing your mission? A university which is an old-school ivory tower, that is to say holds itself aloof from government, business, civil partners, alumni, and global research partners, will not get very far in today's world, and I believe it's the same for business. You should have multiple alliances with NGOs, government, universities, research bodies, businesses in other sectors. You should be conveying an energetic, integrated, ambitious and yes, idealistic, approach to your contribution to society. That's how to show the leadership that we want graduates to demonstrate.

Thank you.

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25 May 2018

Provost's Address at E3 Celebration. Announcement of Naughton donation (€25m) and Government funding (€15m)

Saloon, Provost's House

Good afternoon,

And welcome, everyone, to the Saloon on this day that so many of us have waited for: the official announcement of E3 and the launch of the first step, the creation of the E3 Learning Foundry on campus.

I've just come from the press conference together with Martin Naughton and the Ministers Richard Bruton and Mary Mitchell-O'Connor. I hope we got across to the media just how important and transformative this initiative is. Now it's time to celebrate with all of you.

Trinity is involved in many ambitious projects and initiatives. Indeed, it's our proud boast that our response to austerity was to scale up, not down, our ambition. From the Global Brain Health Institute partnership with the University of California San Francisco to piloting the Trinity Access Programme in Oxford University; from building the new Trinity Business School to securing 47% of ERC funding nationally - these past five years have been truly expansive and venturesome.

But even among these great successes, E3 stands out. It stands out because it is something new in concept, not just in Ireland but globally:

- E3 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;
- E3 will expand student numbers by 1,800 in the STEM disciplines, which equates to a massive 50% increase of STEM places in Trinity over ten years;
- E3 will harness new methods of learning and research at the frontiers of disciplines to educate new kinds of engineers and scientists prepared for the challenges of the 21st century; and
- E3 is being enabled by the single largest philanthropic donation by an Irish family in the history of the state.

For all these reasons and more, E3 is a ground-breaking initiative not just for Trinity but for Ireland, and we couldn't be more excited. On a personal level, as an engineer I'm thrilled at the potential I see in E3 to transform

research and education and to make a genuine contribution to solving vital issues like climate change, renewable energy and sustainable manufacturing.

Universities must work at the frontier of discovery together with government, NGOs, industry and civil partners to address global challenges, and to educate the leaders of tomorrow. This is what E3 will do.

We are at the start of something remarkable. I'm delighted you could come and celebrate with us. Special thanks must go to my colleagues in Engineering, Computer Science and Natural Sciences who have shaped this vision and will be central to its implementation. You can be proud of all you have achieved so far.

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Our greatest thanks goes to Martin, Carmel and the Naughton family without whom E3 would not be happening. It's wonderful to see so many of the family here today. Trinity has benefitted so much from your support through the years – for the Science Gallery, CRANN, the Seamus Heaney Professorship, the Naughton Scholars and so much more. Your donation to E3 is truly historic and it has enabled this great initiative.

Ministers Richard Bruton and Mary Mitchell-O'Connor met us when E3 was at an early stage. Together, they backed the project and they have found the additional €15m necessary to build E3 at a time when budgets are still tight. I thank Ministers Bruton and Michell-O'Connor for their belief in this initiative.

And I wish to thank three other donors whose support and generosity have also been transformative. Dr Beate Schuler is a philanthropist dedicated to promoting education and an outstanding friend to Trinity. E3 has been a particular beneficiary of her substantive generosity.

Paul and Theresa Johnson, and Mike Pierce: Paul and Mike are both graduates of Trinity's Engineering School, who have built exceptional careers in the US and UK respectively. They have maintained warm connections with their alma mater as advisers to our Engineering School. Both are generous donors to E3, and as well as their financial support, we appreciate their advice and expertise.

I'm delighted to see other School of Engineering advisers here also, John Macken and Tony Donnell. And let me take this opportunity to acknowledge the support of Eric Kinsella, a great advocate and a supporter of Trinity's engineering ambition and the students of that School.

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We know that all our donors and supporters, private and state, were motivated in the first place to do something for Ireland and to invest in Ireland's young people. Trinity is extremely honoured that you see this university and the E3 initiative as the best way to do this. We look forward to honouring your trust in us, to educating new kinds of engineers and scientists prepared for the challenges of the 21st century.

I'm not sure that it's allowed to raise a toast if you don't have champagne or wine in the glass - but may I ask you to join me in wishing a wonderful future to E3, the discoveries it will make, and the exceptional graduates it will educate.

Thank you.

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(L to R) Mary Mitchell O'Connor (Minister of State for Higher Education), Dr Martin Naughton and Carmel Naughton, Provost Patrick Prendergast & Richard Bruton (Minister for Education)

28 May 2018

Provost's Address at the Trinity Alumni Reception in Berlin

Radisson Blu Hotel, Berlin

Thank you, Kate*, and good evening everyone,

It's wonderful to be here, and to see so many of you. Berlin is a city I love and I'm always so delighted to meet with graduates abroad. It's a pleasure to acknowledge here Ireland's Ambassador in Berlin Michael Collins – thank you for joining us Michael.

Trinity has 110,000 alumni, and counting, in 130 countries globally, and there are alumni branches everywhere – from Seoul to Stockholm, from Cork to Tel Aviv.

There are ever increasing numbers of Trinity students in Berlin – not surprisingly given how vibrant this city is – and the Berlin alumni branch is also ever increasingly active. I thank you for organising this event, and thank you all for coming this evening.

This weekend was of course seminal in Irish history. And maybe some of you here helped to make history by going home to vote. It has been a remarkable few days, not least because of the size of the 'Yes' vote at 66%. Consensus about social change is so important. Without consensus, a country can become riven with bitterness.

I'm very proud at the way that Trinity staff and students contributed to the debate. Trinity staff in medicine and law added their great expertise on both sides, and Trinity students were very active in canvassing on the ground and on social media.

The current generation of Trinity students are notable for their activism not only on national issues but international ones. For example, Trinity students, through the Students' Union, have led the college's fossil fuel divestment and recently voted to ban single-use plastic in College. Their dedication to improving the world we live in is inspiring.

In Trinity we are on a bit of high after the weekend, because Friday 25th May wasn't just a seminal date nationally. It will also go down as the day that the university publicly announced plans to build a new €60 million euro

* Kate Bond, Director of Advancement, Trinity Development & Alumni

Engineering, Energy and Environment Institute, which we're calling E3. We have already raised over 40 million of the 60 million, thanks to state support and philanthropy, including the largest single philanthropic gift from any Irish family in the history of the Irish state – 25 million from the Naughton family.

E3 will be a game-changer. It will educate engineers and scientists at scale to address the challenges of a livable planet. It will be transformative both in terms of content - with more focus on the challenges of sustaining the earth's resources – and in terms of methods and teaching techniques.

With E3, students will develop transversal skills through working on multidisciplinary projects in collaborative student-managed learning spaces. Students of engineering, natural sciences and computer science will learn from each other to develop innovative solutions towards, for instance, climate change, renewable energy, personalised data, water, connectivity and sustainable manufacturing.

And with E3, we will not only teach differently – we will teach more students than ever before. E3 will provide 1,800 new student places. This represents an increase of 50% of STEM places in Trinity over ten years - that's a 10% increase in Trinity's overall student numbers.

So E3 is a very big deal indeed, and if it didn't dominate this weekend's papers and news reports, well we don't grudge the referendum result the front pages! But the mood nationally is strong and optimistic, also because of the economic recovery, and the announcement of E3 feels like part of that optimism. I believe that E3 will be transformative for Dublin and Ireland, and I'm excited about future collaborations with like-minded institutes, including I hope in Germany, which is of course a leader in environmental and ecological solutions.

E3 is Trinity's biggest announcement of the year this far, but it's just one among many initiatives that the college is spearheading. Also notable, just a month ago, was the opening of the Trinity Centre for Literary and Cultural Translation, TCLCT, in a particularly beautiful renovated Georgian building at 36 Fenian Street. TCLCT builds on Trinity's remarkable global ranking in literature and in modern languages. It will coordinate literary translation and cultural interpretation in the 17 languages taught in Trinity, including of course German, which is one of the oldest departments in our School of Languages, Literatures and Cultural Studies. The TCLCT is just one of the ways, together with student exchange programmes, that we are promoting European cultures.

* * *

I'd like to continue to talk about Trinity's great initiatives in research and education – about how the Trinity Access Programme, designed to bring more

students from disadvantaged backgrounds to college, is now being piloted in Oxford and Cambridge. And about the new Trinity Business School currently under construction and shortly to open beside the Science Gallery. And about our student accelerator programme, LaunchBox, which has helped to make Trinity the number one university in Europe for educating entrepreneurs.

However I'm conscious of time, and indeed to talk about everything going on in campus would induce information overload. I hope to get the opportunity to meet all, or most of you, during the reception and I'd be delighted then to talk about specific initiatives you're interested in.

What I must stress before I conclude is just how grateful Trinity is to its graduates, especially those, such as yourselves who remain engaged with the college, returning to campus for events, attending alumni occasions like these, and staying connected through Social Media.

Many of you give financial support through the University of Dublin Fund, and through funding scholarships and access programmes. You help with mentoring students and graduates and take a keen interest in college developments.

We're most grateful. Quite simply, the university could not develop so strongly without the support of our alumni.

This is, I think, particularly the case in recent years. Since 2008 in Ireland, we have seen a steady decline of state funding to higher education. And this at a time when numbers of school leavers looking for third-level places is rising, because Ireland's birth-rate remains so strong.

This situation could have been catastrophic – and it has been extremely difficult! How to maintain ambitious research and education programmes and keep up staff morale?

All Irish universities faced this stark challenge. Trinity's response was to proactively grow our non-exchequer revenue, through for instance,

- Investing in the Visitor experience and other commercial activities;
- Increasing our numbers of spin-out companies and industry collaborations;
- Attracting more international students.

We also turned to alumni. And the response of our graduates in our hour of need is I think one of the great moments in Trinity history. Put simply, alumni generosity helped us save the college from decline. Alumni support has been instrumental to the college evolving a new funding model. Philanthropy and state investment are mutually enforcing. Significant

philanthropic support, such as we received for E3, helps establish the viability of a project and its worthiness for support.

In September we will be launching the first philanthropic campaign in the history of the university. I look forward to telling you more about that, in due course. But for now I'd like to introduce you to a German-Irish philanthropist who has been a wonderful friend and supporter of Trinity's.

Beate Schuler is a doctor and entrepreneur who in 1979 founded a pharmaceutical company in Ireland called Iropharm. But I will leave her to tell her own story! It's particularly exciting to introduce Beate to you today because she embodies in herself German-Irish friendship which has been such a potent force these past few generations, and a donor to Chemistry in Trinity. And she is a major donor to E3 which means that she shares – indeed she helped enable - the optimism of Friday's launch. I know that she is as excited as I am about the potential of E3, and all Trinity's initiatives, to be transformative for Dublin, Ireland and all our students.

Thank you all so much for being here this evening. I look forward to chatting with you later, and now may I ask you to welcome Beate Schuler to say a few words.

Thank you.

* * *



Dr Beate Schuler & Provost Patrick Prendergast



Berlin Alumni

12 June 2018

Trinity Alumni Gathering, Stockholm

Scandic Anglais Hotel, Stockholm, Sweden

Thank you, Meghan*, and good evening everyone,

It's wonderful to be here, and to get this opportunity to meet you. Stockholm is such a marvellous city and I'm always delighted to meet with graduates abroad – and that's always possible, wherever I am, because Trinity has 110,000 alumni, and counting, in 130 countries globally, and there are alumni branches everywhere – from Copenhagen to Chicago, from Boston to Berlin, from Hong Kong to Sydney.

It's great to get a sense of the Trinity community in Sweden. There are graduates here from the 1970s all the way up to recent years and hailing from all faculties and disciplines. Thank you all for coming along and I look forward to talking with you individually.

Trinity has deep research and education links with Sweden. We have Erasmus exchange agreements with a number of universities including Stockholm, Chalmers and Uppsala universities, and KTH and the Karolinska Institute. And we have research links with many more. The EU-funded *Graphene FET Flagship* partners Trinity with five Swedish institutions†. And the past five years have seen over 540 academic co-publications with Trinity and Swedish authors, particularly in the fields of medicine, biochemistry, genetics, molecular biology, physics and astronomy.

These research and education links are multiplying all the time and we want to continue building on them, and to scale up our connections with Swedish industry, NGOs and public policy organisations. Trinity is always seeking to increase global connectivity. We are particularly delighted to partner with Sweden which is a model globally in so many areas, from gender representation to clean energy to sustainable development. Tomorrow I will give a speech at KTH on Leadership for Sustainable Development, participate in a panel discussion together with the President of KTH.

In our time together this evening, I'd like to fill you in briefly on how Trinity is doing. I know that you have a strong interest in Trinity's future, and as Provost, I feel responsibility towards alumni, to ensure that the university, which means so much to all of us, continues on its path of excellence.

* Megan Donaldson, Trinity Development & Alumni

† <http://graphene-flagship.eu/project/Pages/Consortium.aspx>

I don't have time to go into all our initiatives – we'd be here all night! Let me focus on recent developments, and a sense of our current goals and where the university is heading. After I've spoken we'll have time for questions because I want to make sure to address all your interests and concerns.

* * *

As most of you are aware, this has been a significant few weeks in Ireland. On Friday 25th May, Irish people went to the polls to vote on repealing the 8th amendment to the Constitution. Maybe some of you here helped to make history by going home to vote? The result was remarkable because of the size of the 'Yes' vote resoundingly in favour of change.

I'm proud at the way that Trinity staff and students contributed to the national debate during the campaign. Trinity staff in medicine and law added their great expertise and Trinity students were very active in the debate, on the ground and in social media.

For Trinity, the 25th May will also go down as the day that the university publicly announced plans to build a new €60 million euro Institute for the Engineering, Computer Science, and Natural Sciences, which we're calling E3. We have already raised the money to finance E3, including the largest single philanthropic gift from any Irish family in the history of the Irish state – 25 million from the Naughton family.

E3 will be a game-changer. It will educate engineers and scientists at scale to address the challenges of a livable planet. It will be transformative both in terms of content - with more focus on the challenges of sustaining the earth's resources – and in terms of methods and teaching techniques.

Students of engineering, natural sciences and computer science will learn from each other to develop innovative solutions towards, for instance, climate change, renewable energy, personalised data, water, connectivity and sustainable manufacturing.

With E3, we will not only teach differently – we will teach more students than ever before. E3 will provide 1,800 new student places. This represents an increase of 50% of STEM places in Trinity over ten years - that's a 10% increase in Trinity's overall student numbers. These STEM graduates will address vital skills shortages in Ireland.

So E3 is a very big deal indeed. I believe that it will be transformative for Dublin and Ireland, and I'm excited about future collaborations with like-minded institutes, including I am sure in Sweden, which is of course a leader in environmental and ecological solutions.

E3 is Trinity's biggest announcement of the year this far, but it's just one among many initiatives that the college is spearheading. Also notable, two months ago, was the opening of the Trinity Centre for Literary and Cultural Translation, TCLCT, in a particularly beautiful renovated Georgian building in Fenian Street. TCLCT builds on Trinity's remarkable global ranking in literature and in modern languages. It will coordinate literary translation and cultural interpretation.

TCLCT is just one of the ways, together with student exchange programmes, that we are promoting knowledge of other cultures and societies.

I'd like to continue to talk about Trinity's great initiatives in research and education – about how the Trinity Access Programme, designed to bring more students from disadvantaged backgrounds to college, is now being piloted in the universities of Oxford and Cambridge. And about the new Trinity Business School currently under construction and shortly to open beside the Science Gallery. And about our student accelerator programme, LaunchBox, which has helped to make Trinity the number one university in Europe for educating entrepreneurs.

However I'm conscious of time, and indeed to talk about everything going on in campus would induce information overload! I hope to get the opportunity to meet all, or most of you, during the reception and I'd be delighted to talk then about specific initiatives you're interested in.

What I must stress before I conclude is just how grateful Trinity is to its graduates, especially those, such as yourselves who remain engaged with the college, returning to campus for events, attending alumni occasions like these, and staying connected through the alumni office.

Many of you give financial support through the University of Dublin Fund, and through funding scholarships and access programmes. You help with mentoring students and graduates and take a keen interest in college developments.

We're most grateful. Quite simply, the university could not develop so strongly without the support of our alumni.

All Irish universities faced this stark challenge. Trinity's response was to proactively grow our non-exchequer revenue, through for instance,

- Investing in the Visitor experience and other commercial activities;
- Increasing our numbers of spin-out companies and industry collaborations; and
- Attracting more international students.

We also turned to alumni. And the response of our graduates in our hour of need is I think one of the great moments in Trinity history. Alumni support has been instrumental to the college evolving a new funding model. Philanthropy and state investment are mutually enforcing. Significant philanthropic support, such as we received for E3, helps establish the viability of a project and its worthiness for support.

In September we will be launching the first philanthropic campaign in the history of the university. I look forward to telling you more about that in due course.

Last year, to commemorate the college's 425th anniversary, we brought out this book of photos taken by students, staff and alumni, with an introductory essay by myself, in which I walk around campus.

It turns out to be an unwittingly poignant collectors' item because here, the very first photo, is an image of the beautiful Oregon maple which I'm sad to say, came crashing down ten days ago due to disease. The loss of that tree produced national angst including a tweet from our Taoiseach, who is of course a Trinity graduate. So this book commemorates the last year of the tree that stood in Library Square for almost 180 years.

We've brought along a few copies of the book. Please do take one home with you.

And it goes without saying that we look forward to welcoming you to College whenever you are next in Dublin. As of a few months ago, we have a new Alumni Room in Front Square – it is one of the most beautiful and comfortable rooms on campus and it is for you, so do make sure to drop by.

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 with Stockholm alumni

14 June 2018

#TrinityTech Series – Inaugural event

Senior Common Room, Trinity College

Thank you, Leonard, and good afternoon, everyone,

And welcome to the inaugural Trinity Tech Series. Thank you all for coming today - staff, and most particularly, alumni. Your attendance here shows the great and continued interest of our graduates in what Trinity is up to. We count so much on alumni support and it's wonderful that you have made the time to be here. That shows both the depth of your support and, I think, the depth of achievement of Trinity Research and Innovation.

Commercialisation of research and technology transfer is something we do well in Trinity. We're proud of the quality of our research which is exceptional and we're proud of our success in transforming that research into real-world, impactful solutions through IP licensing, industry engagement, consultancy and campus company formation.

I recall four years ago in 2014 we held an event to celebrate Trinity's 500th Invention Disclosure. I took the occasion to congratulate what was then the Technology Transfer Office – now TR&I – for their vision in rethinking the whole approach to tech transfer in college. It was in 2009 that the Office set about revising procedures for commercialisation and the approval of campus company formation. This ushered in a golden age.

Trinity went from creating less than one campus company a year between 1986 and 2008, to creating an average of six a year over the past decade.

Since that event in 2014, TR&I has continued to build the college's reputation in tech transfer. A few figures: the past four years have seen

- 17 spinout campus companies,
- 112 licence agreements,
- 91 patents,
- 286 Invention disclosures, and over
- 450 collaborative agreements with Industry.

It was universities in the US, particularly in California, that were pioneers in commercialising research. We can be proud that Trinity, from the early days, engaged so proactively in what became a ground-breaking development for the third level sector. Both for our staff who receive impetus for their research and for society-at-large which benefits from new inventions and products, this is a game-changer.

And, of course, it's also a game-changer for education. The current generation of students are huge beneficiaries of our approach to innovation and entrepreneurship. Through undergraduate accelerators like LaunchBox and Blackstone LaunchPad, and through the Innovation Academy for postgrads, they are incentivised to think entrepreneurially, commercially and innovatively. And they are certainly up for the challenge! Since its inception in 2013, LaunchBox has enabled undergraduates to create 50 startups that have gone on to raise over €6 million euro.

LaunchBox was spearheaded by a group of Trinity alumni, successful entrepreneurs who we call the 'Trinity Angels'. LaunchBox is now a major programme sponsored by Bank of Ireland but the Trinity Angels initiated it and they still act as mentors. They are a particularly great example of alumni engagement. I know how inspiring it is for them to work with the next generation and to feel that they are part of encouraging and incubating great potential which is so transformative for the individuals involved.

LaunchBox is one example of what can happen when a culture of campus innovation is supported by committed alumni. This Tech Series is another. I congratulate Leonard Hobbs of TR&I and John Dillon of TDA for this initiative. I know from talking to alumni that so many would like to engage much more with the university, and it's really a question of us finding ways for this to happen, ways which draw on graduate goodwill and expertise.

There is so much extraordinary research coming out of Trinity. Today we are showcasing spin outs in the Life Science area. I hope you will be as excited by these as we are. Society is a partnership, as Edmund Burke said, and Trinity is certainly a partnership, a community, of professors, researchers, students, alumni and industry and civic partners. It is through working together that we are able to achieve so much.

I look forward to the Trinity Tech series becoming an annual event and, beyond this, to continually finding new and exciting ways for alumni to be embedded in college life.

Thank you.

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16 June 2018

Unveiling of Plaque to Bartholomew Lloyd, Provost (1831-37)

The Tholsel, New Ross, County Wexford

Cathaoirleach, Councillors, Minister Kehoe, distinguishes guests:

I have a particular affinity with Bartholomew Lloyd because he is the only other Wexford man to be Provost. I'm pretty sure of this; there have been 44 Provosts since 1592 and I have checked the birth places of all of them.

It's a particular pleasure to be here in New Ross. I'm from Oulart myself, but my mother's sister Ann Kavanagh and my father's brother Eddie Prendergast both lived their lives in New Ross, and I often visited as a boy. I'm delighted that two of my cousins are here today, Isobel and Tom Kavanagh.

* * *

As this event proves, Wexford and New Ross is proud of Bartholomew Lloyd, and rightly so. It would be an over-reach to say that all Provosts of Trinity are deserving of acclaim and remembrance. Some of them were merely ambitious and opportunistic, as is the way. But Lloyd was different. He only served six years as Provost; he died suddenly in office of a stroke. But to quote from Peter Boyle's brilliant recent book on the Provosts of Trinity:

*"The list of his achievements in that short period is astounding; his immediate predecessors as Provost pale into insignificance in comparison, and his appointment as Provost marked the beginning of the development of Trinity into one of the great universities of Europe."**

Wonderful words! And this view was shared by his contemporaries and successors. In 1874 the *Irish Times* called him, 'the wisest Provost that ever presided over Trinity College' while another 19th century newspaper, the *British Controversialist* called him

"the most devoted, the most enlightened and the most energetic governor the university ever possessed."†

Peter Boyle in his book does a brilliant job at explaining just why Bartholomew Lloyd was so exceptional. When Lloyd took over as Provost in

* Peter Boyle, *Trinity College Dublin. The Provosts*, Hinds, Dublin (2015)

† Boyle, p.271

1831 he was faced by a Board that was (I quote) “elderly, cranky and conservative”. The four most powerful Board members were (I quote) “unrelenting Tories who seemed to consider it their duty to oppose implacably any measures that Lloyd sought to introduce.”

Trinity, now, like then, is governed by a Board, which might be compared to the cabinet of a government. You cannot get through any proposal without Board approval, which is how it should be. Nobody wants to encourage dictatorial habits in the Provost! I am a lot luckier than Lloyd – my own Board is neither unrelenting nor implacable. Nevertheless, I can imagine the situation which Lloyd faced and I can admire profoundly how he handled it.

Boyle writes that “the conservatives on the Board met their match in Lloyd, who by avoiding head-on collisions, and substituting instead subtle manoeuvrings, cajolings and simple tact, managed to completely transform the College in the six few years left to him.”

Ron has mentioned perhaps Lloyd’s most ground-breaking reform – his modernising of the mathematics course. He also hugely incentivised research in the college by enabling junior fellows to apply for chairs which previously were reserved for Senior Fellows who tended to be spent forces by the time they were appointed; and he relieved Professors of a great deal of teaching, so as to free up time for research.

He also changed the semesterisation from four semesters to three. Reading about this really resonated with me because we have just pushed through a reform of the exam and semesterisation in Trinity. It was difficult – change in Trinity is always difficult because you have to get buy-in from the Fellows. It is somehow reassuring to learn that a Wexford Provost almost two hundred years ago was faced with just the same challenges. And he is certainly an inspiration.

On behalf of Trinity, our very deepest thanks to Wexford for erecting this plaque, which it is my privilege to unveil. On campus we have a memorial tablet to Lloyd on the wall of the chapel vestibule and we own a fine portrait of him. But we are very moved to know that he is being honoured here in his birthplace. May this plaque prove an inspiration and example to all current and future Wexford educationalists.

I will end with the words of Isaac Butt, founder of the home rule movement and a professor in Trinity. On Lloyd’s death, he said

“Of him we may say with truth, that while Irish literature has lost a patron, and the Irish church an ornament, the University mourns a parent and a friend.”

Thank you.

* * *



Provost Patrick Prendergast receiving a map of New Ross

22 June 2018

Licensing Executives Society (LES) Britain and Ireland “International Best Practices in Technology Transfer”

Maxwell Lecture Theatre, Hamilton Building, Trinity College Dublin

Good morning,

On behalf of the university, welcome, everyone, to Trinity. In particular I welcome those who have travelled abroad – from the UK, Czech Republic, Netherlands, and Switzerland, with a special welcome to the President of LES, Francois Painchaud, who has travelled from Canada. For some of you I know this is your first time in Trinity and in Dublin. You are all most welcome, and Trinity is honoured to be hosting this conference. We became members of LES just a year ago, and it's great to have this opportunity to welcome and host so many members.

In the context of Trinity's 426-year history, technology transfer is a new activity for the university, but it is a hugely important and ever expanding one. Indeed, just two days ago we announced a new incubator for digital health in collaboration with the European Institute of Innovation and Technology – the EIT. The new programme, called EIT Health Validator, will enable early-stage digital health start-ups across Europe to identify suitable markets, as well as validate their business ideas and strategies. The ten initial start-ups are from Ireland, Germany, the Netherlands, Spain, Finland, Poland and Latvia. They will take part in a six-week programme of validation and mentoring work, before embarking on a two-week tour of four major HealthTech hubs across Europe to enable multimarket product validation at a rapid pace.

And just last week, Trinity's student accelerator LaunchBox, now in its sixth year, unveiled ten new teams, which will get mentorship, funding and access to investors over the summer. They are undergraduate teams so we are not talking the commercialising of deep research; nevertheless these initiatives involve students applying their knowledge and experience to come up with ingenious solutions to various issues.

For instance, among the teams this year is:

- one, called Bop, which is developing a way to identify, highlight and destroy bacteria and other dangerous bugs;
- another, Enablearm, which is building assistive facial care products such as shaving devices;

- another, Greener Globe, produces an LED-timed shower-head, designed to save water and money, and
- another, Docket, has developed a mobile app for wait staff that aims to reduce waste, improve sales and increase customer satisfaction.

Thanks to our deep commitment to staff and student innovation and entrepreneurship Trinity is now emerging as a leader in this field among European universities. In September last, for the third 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 thanks to initiatives which the College has put in place over the past decade to promote an innovative and entrepreneurial mindset among staff and students. It was in 2009 that our then Technology Transfer Office set about revising procedures for commercialisation and the approval of campus company formation. This ushered in a golden age. Trinity went from creating less than one campus company a year between 1986 and 2008, to creating an average of six a year over the past decade.

In the past four years, since 2014, the college has launched 112 licence agreements, 91 patents, 286 Invention disclosures, 17 new spin-out campus companies, and over 450 collaborative agreements with Industry.

Our success with tech transfer and with educating in innovation and entrepreneurship is one of the reasons we were invited to become the 23rd member of the League of European Research Universities, or LERU, last year.

LERU is a prestigious and exclusive league whose members include Europe's highest ranked research universities, including Oxford, Zurich, Amsterdam, Helsinki, Sorbonne, Cambridge, and Utrecht. The network counts 230 Nobel Prize winners and Field Medallists among its staff and students and is a key influencer on European research policy. LERU is now actively seeking to improve knowledge transfer in member institutes, and Trinity's success here is of great value.

Trinity has not been working in a vacuum. Like other Irish research Institutions, we have benefitted from state engagement, specifically the Enterprise Ireland Technology Transfer Strengthening Initiative. Enterprise Ireland, the government organisation responsible for the development of Irish enterprises in world markets, is highly proactive. Examples of benefits to the economy include the launch of 116 new products and services emerging from IP licences between 2013 and 2016 concluded by 16 different Research Performing Organisations across Ireland. In addition, 109 active spin-out companies were reported in 2016 arising from intellectual property created in Irish Research Performing Organisations.

Irish universities are fortunate to work in an environment where knowledge transfer is supported and which benefits from a strong innovation ecosystem. Just up the road here, fewer than 10 minutes up Pearse Street, you will come to Grand Canal Dock where Facebook, Google, and Twitter have their European headquarters alongside other multinationals, Irish companies and start-ups. Proximity is always key; our researchers have worked with these companies developing products and services. The presence and expertise of Trinity is part of what is making this area one of Europe's most active for tech transfer. It's a really exciting development for Dublin, Trinity, Ireland and for the companies located here, and there is huge continuing opportunity for growth.

I congratulate the organisers on putting together a really excellent line-up of panels and speakers. It's a very full day, but the range, diversity and different perspectives – from that of business to academia to the law – will hold everyone's interest. I wish you all a most productive and informative conference and a wonderful time in Trinity and Dublin.

Thank you.

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22 June 2018

Summer Commencements Dinner

Dining Hall, Trinity College Dublin

Chancellor, Pro-Chancellors, Visitor, Distinguished Guests, Honorary Graduates,

Welcome everybody to the Dining Hall in Trinity College Dublin for one of the highlights of the year, the Summer Commencements dinner. Tonight we pay tribute to five 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 excellence. Since the Middle Ages, universities have had the right to grant degrees '*honoris causa*' on individuals anywhere in the world who are judged of merit. 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 reformers 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 current 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 those we honour today is part of this commitment. Together, they have illuminated the fields of politics, business, academia, science and engineering. We know that each is a disseminator and educator in the true sense of the word, seeking to spread knowledge for the benefit of the world.

We welcome these five distinguished individuals to the Trinity community – a community which goes from strength to strength.

Ladies and Gentlemen, it's my pleasure now to introduce you to Trinity's five new honorary graduates.

Hilary Rodham Clinton has devoted her life to public service and has made an enormous contribution to society - from co-founding the NGO, Arkansas Advocates for Women and Families in 1977, to serving as 67th Secretary of State of the United States from 2009 to 2013. Her activism and achievements are many. In Ireland it is right to single out her long-time support of the Peace Process in Northern Ireland, initially while First Lady of the United States, supporting pro-peace women's groups, and continuing through to the present day. And in light of the resounding Yes vote in last month's referendum, we pay tribute to her tireless highlighting of women's rights as key to combatting poverty and promoting civil society. She has received many prestigious awards for her contributions to society, including the Secretary of Defense Medal for Outstanding Public Service, the President's Award of the League of United Latin American Citizens, Role Model of the Year by the United Steel Workers of America; and the Martin Luther King Jr Award. Trinity is privileged to honour her today.

Ladies and Gentlemen, Dr Clinton!

Paul Joseph John Drechsler is President of the Confederation of British Industry and is an outstanding businessman deeply committed to supporting societal advancement through education. A Trinity graduate in Engineering, he entered Imperial Chemical Industries on its graduate training programme and rose to become a member of its board in 1998, before becoming chief executive of one of the UK's largest construction firms, Wates Group. In 2015 he was honoured with a CBE for services to industry and he is now Chairman of the UK shipping group, Bibby Line. He has used his immense problem-solving and leadership skills to contribute to society to help combat poverty, particularly through the promotion of education. He is Chancellor of Teesside University in Middlesbrough and chairman of the board of the charity, Teach First, which addresses educational disadvantage. Here in Trinity is a tireless supporter of our initiatives. In particular, he has been instrumental in supporting the development of the new Trinity Business School which will open on campus in the autumn, and we are privileged to honour him today.

Ladies and Gentlemen, Dr Drechsler!

Ann Martha Rowan served as Archivist in the Irish Architectural Archive for more than 30 years. During this time, she single-handedly initiated and completed the Dictionary of Irish Architects, which has been judged "one of the most valuable pieces of research... in Irish Archival history" and a pioneering success story in Digital Humanities. The dictionary, which is openly available on-line, contains 6,700 entries for the period 1720-1940, each containing a biography of the architect, a list of their buildings (covering 49,000 buildings on the island of Ireland) and a bibliography. And currently on show in the Irish Architectural Archive is the exhibition 'Architecture and the Pattern Book' which showcases the 260 volumes of historic European

architectural books which Ann Martha, and her husband Alistair, recently deposited in the Irish Architectural Archive. The exhibition celebrates this deposit while also marking the European Year of Cultural Heritage 2018. Trinity is proud to honour Ann Martha Rowan for her services to architectural history and Ireland's built heritage.

Ladies and Gentlemen, Ann Martha Rowan!

John Anthony “Tony” Scott is a physicist, a distinguished academic, and a remarkable science communicator who has made outstanding contributions to science education in Ireland and internationally. He co-founded the Young Scientist exhibition in 1963 to encourage Irish secondary school students to research, carry out experiments, and present findings to judges, and he has been actively involved in its organisation for more than 50 years. The Young Scientist became an example for similar competitions in other countries and in 1989 the European Union Contest for Young Scientists was established. Throughout his academic career in Physics at UCD Tony Scott was known as an inspirational teacher and his research led to the development of the smoke alarm. He served as Dean of Science, the first Director of Public Affairs and on the Governing Authority of UCD. While President of the Royal Dublin Society he was involved in reviving the Boyle medal, Ireland's most prestigious scientific award. He has had a profound effect on science education and public awareness of science, giving generations of young students the opportunity to develop a passion for science. We are proud to honour him tonight.

Ladies and Gentlemen, Dr Scott!

James Harris Simons is a mathematician, entrepreneur and philanthropist who has embodied scientific excellence throughout an extraordinary career. As a mathematician his work had profound influence on the development of modern theoretical physics, providing a framework for the combination of geometry and topology with quantum field theory where the "Chern-Simons Action" is central. In 1982 he founded Renaissance Technologies, a private hedge fund investment company based in New York, which by 2015 had \$65 billion worth of assets under management. His philanthropic activities are outstanding. In 1994, with his wife, Marilyn, he established the Simons Foundation, whose mission is to support basic scientific research in the U.S. and abroad, in diverse areas including mathematics, physics, ocean science, brain science and the science of autism. In 2017, the foundation launched an internal research division, the Flatiron Institute, dedicated to the advancement of multiple areas of science through computational methods. Two years ago Dr Jim Simons had an asteroid named after him, in honour of his contributions to mathematics and philanthropy. Trinity is privileged to honour him tonight.

Ladies and Gentlemen, Dr Simons!

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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 Dr Hilary Rodham Clinton to respond on behalf of the new graduates, I would like you all to rise for the first toast of the evening.

Ladies and Gentlemen, “Ireland”

Secretary Clinton.

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(L to R, Back Row) Provost Patrick Prendergast, Dr Paul Drechsler, Ann Marth Rowan, Dr James Simons
(L to R, Front Row) Dr Hilary Rodham Clinton, Chancellor Mary Robinson, Dr Tony Scott

29 June 2018

Intel Award to Professor Boland

Graduates Memorial Building, Hist Room

Good afternoon, and welcome, everyone.

We are here in the Debating Room of “The Historical Society” or “the Hist” as we call it. Since it belongs to the society and the students, I thank them for allowing us to use their chamber, which is, I think, an excellent place to be celebrating the Award today - this room has seen some of the most engaged and passionate discussions and debates on campus, as well as some of the most stellar national and international visitors.

Today, for the presentation of the **Intel Outstanding Academic Researcher Award** to Professor John Boland, we welcome our guests to the college - from Intel, the IDA, SFI and the American Chamber of Commerce Ireland.

Let me say a brief word about Trinity’s relationship with Intel, which goes back many years now. Intel is a partner in all four national centres which are run from Trinity: the SFI centres AMBER, ADAPT, and CONNECT, and the EI/IDA supported technology centre Learnovate.

Intel has also funded studentships, sponsored activities in Science Gallery, acted on advisory boards, and mentored our students via LaunchBox and other initiatives.

In September 2015 we entered into a Memorandum of Understanding with Intel to focus on three areas of mutual importance - Talent, Research and Policy. In that context, we partnered in creating the “Intel Trinity Employability Awards”, which are aimed at helping students to articulate their personal attributes to employers, and to build skills and knowledge to make them ready for the workplace after graduation.

All of which is to say that among Trinity’s many industry partnerships, that with Intel is undoubtedly one of our richest and most important. In our many interactions – research and educational – it’s a pleasure, always, to welcome to campus Eamon Sinnott and Bernie Capraro who support the Intel engagement in Ireland, and who are here today, together with AMBER’s Intel Researcher in Residence, Peter Gleeson.

AMBER deserves also a particular mention because, of course, today’s recipient of the Intel Outstanding Academic Researcher Award, Professor Boland, is a PI with AMBER, as well as having served as university’s Dean

and Vice-President of Research. He is being recognised today for his ground-breaking work in understanding how copper behaves at the nanoscale, which he has carried out in collaboration with researchers from Intel.

Intel continues to be to be among the most significant investors in the ambitious materials science programme in AMBER, and it has been wonderful to see Trinity graduates move to highly placed jobs within Intel over the past 15 years, both in Leixlip and in Portland, Oregon.

This award is an important milestone for AMBER and Trinity – it's a proof point of how Professor Boland's work and the Intel engagement exemplifies our mission to deliver world leading scientific research with industrial impact.

Many people deserve credit and thanks for this Award – in the first place, of course Professor Boland and **Xiaopu Zhang**, the AMBER postdoc research fellow, collaborator on the project. I also thank and congratulate SFI, co-funders of the project, and of course Intel, and the AMBER staff. This award shows the importance and fruitfulness of collaborations between Trinity, AMBER and SFI.

It's now my pleasure to invite to present the Award, and to talk about its significance, Dr Mike Mayberry, who is Senior Vice President and Chief Technology Officer for Intel Corporation, and Managing Director of Intel Labs, with responsibility for Intel's global research efforts in computing and communications. In addition he is Head of the Intel Corporate Research Council, which drives allocation and prioritisation of directed university research across Intel.

When Intel became the first industry partner for CRANN in 2003, Dr Mayberry was involved in the early years of that engagement - he was then leading the Components Research division where he was responsible for research to enable future process options for Intel's technology development organizations. As such, he can take personal pride in the achievement, celebrated today, of Intel's support for research. It's a number of years now since we had the opportunity to meet with Dr Mayberry on campus and update him on how the Trinity-Intel partnership progresses, so it is not only an honour, but a pleasure now, to welcome him to present this most significant award to Professor Boland.

Ladies and Gentlemen, Dr Michael Mayberry.

* * *



(L to R) Prof Mick Morris (Director, AMBER), Dr Lorraine Byrne, Professor John Boland, Dr Michael Mayberry, Provost Patrick Prendergast & Eamonn Sinnott (Intel)

09 July 2018

Speech at the Opening Ceremony of the 8th World Congress of Biomechanics

Convention Centre, Dublin

Good morning,

On behalf of my university Trinity College, it's my great pleasure to welcome you all to Dublin.

Trinity is delighted to be co-hosting this Congress together with the Royal College of Surgeons in Ireland. It means a great deal to us to be welcoming so many of you to Dublin. On a personal note, I'm particularly pleased because biomechanics is my own research area; before I became President of Trinity I was Professor of Bioengineering, in which capacity I helped set up the Trinity Centre of Bioengineering in 2002.

The first World Congress of Biomechanics I attended was in 1994, in Amsterdam. I was then a post-doc working in the lab of Professor Rik Huiskes, whom, some of you will recall, was chair of that Congress. It was an amazing event. Biomechanics was still a relatively new field but one could sense that we were on the cusp of something huge, as, of course, is proved by the scale of this, the 8th World Congress.

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I'm proud of the way that Trinity College Dublin responded to the potential of this new interdisciplinary field, and very happy that I was able to play a part in establishing biomechanics in Trinity, Dublin and Ireland.

We were helped by Trinity's long, proud history of Biomechanics research. The field may be said to have begun in Ireland with Samuel Haughton's seminal work, *Principles of Animal Mechanics*, published in 1873. Haughton was a graduate in medicine and was instrumental in founding the School of Engineering in Trinity*.

Engineering has always been one of the Trinity's most forward-thinking and innovative Schools. In 2000 we brought the European Society of Biomechanics to Dublin – which I recall very well since I was chair. More

* A short history of bioengineering research in Ireland. *Journal of Biomechanical Engineering*, 2018, 140, Article 021005 [DJ Kelly, FJ O'Brien, PJ Prendergast]

than 500 delegates attended and the event led directly to the establishment of the Trinity Centre for Bioengineering two years later.

Today this Centre brings together 30 PIs from across the island of Ireland working on

- tissue engineering,
- advanced biomaterials,
- cell mechanics,
- neural engineering, and
- regenerative medicine.

Ten prestigious European Research Council grants have been awarded, to date, to this Centre's alumni and PIs. I would like to take this opportunity to pay tribute to Fergal O'Brien and Danny Kelly. They are of course co-chairs of this Congress; they are also responsible for building up the Trinity Centre for Bioengineering - to the great benefit of Trinity College Dublin and the RCSI.

From the start biomechanics has been a highly collaborative field in Ireland. Trinity enjoys strong research links, particularly with the Royal College of Surgeons in Ireland, NUI Galway and UCD. Today's Congress is just one of the fruits of such collaboration. It's the coming together of universities across the country that has helped position Ireland as a global centre of bioengineering.

In Trinity, we are good at commercialising research. Over the past decade, an average of six campus companies a year have been spun out of Trinity and they include key start-ups in bioengineering. Last month we held an event to showcase two of these early stage start-ups - Proverum, which is developing innovative medical device technology to treat prostate gland issues, and CroiValve, which is developing a minimally invasive device to treat heart conditions.

They are just a taster of the really exciting work being done in Trinity today. So much of our research is interdisciplinary – in bioengineering obviously, but also in law, creative arts, nanoscience, immunology, genetics, biodiversity and the rest. We are a multidisciplinary university with a number of Nobel Prize winners in Literature and Physics, including our graduate William C. Campbell's 2015 Nobel in Medicine for his part in eradicating the disease river blindness.

* * *

I hope you'll get an opportunity during this Congress to stroll across the river to Trinity's beautiful campus. There is much to be seen and visited - from the world-famous Book of Kells to the Zoological Museum, with its collection dating back 250 years, to Science Gallery which is currently showing an exhibition on survival in extreme environments.

And because I'm a bioengineer who loves poetry – and I'm sure I'm not the only one – I should also mention the major Seamus Heaney exhibition just opened in the Bank of Ireland's new Cultural and Heritage Centre, across the road from Trinity.

Heaney is another Irish Nobel Laureate and such a wonderful poet that I have even found in his poems a few lines that might be used to describe biomechanics! Listen to these lines of Heaney writing about watching his mother ironing – does this not also describe the art of biomechanics?

“To work
[...] is to move a certain mass

through a certain distance,
is to pull your weight and feel
exact and equal to it.
Feel dragged upon. And buoyant.”*

And on that buoyant note... I thank and congratulate again the organisers of this wonderful event, and I wish all of you an inspiring congress and a wonderful time in Dublin. I'm only sorry that my timetable doesn't allow me attend all the sessions over the next four days.

Thank you.

* * *



Provost Patrick Prendergast, with some of the attendees (the plenary and keynote speakers) of the 8th World Congress of Biomechanics

** Station Island [section 2. Old Smoothing Iron]

09 July 2018

Linda Hogan Portrait Unveiling

Yeats Room, Provost's House

Good afternoon!

And welcome to the Provost's House – It's a particular pleasure to welcome Linda's mother Bee, and her husband Kieran McGroarty, and other family members.

Today we unveil a new painting for the campus, which has the merit of being a portrait of a woman, of which there are all too few, for historical reasons familiar to all. And, even more importantly, it's a portrait of one of the university's most significant academics and college officers of this century and the last.

I must say, Linda, that it is a particular pleasure for me to see you back here in the Yeats' room where we held so many meetings crucial to the college's recent activities.

When the college's history of the last hundred years comes to be written, by the latter-day Webb and McDowell whomsoever they are, I trust that these future scholars reading the minutes and decisions of meetings will give you your due and conclude that at a difficult moment of the college's history, when austerity and cutbacks threatened everything, there was a wise and capable Vice-Provost & Chief Academic Officer on the command deck as the ship weathered the storm. Certainly that is my belief and recollection from the period, and I'm sure, that of all the Board members that served with you.

This is why we have commissioned this portrait. Yes, we felt the importance of capturing more women's leadership for our historical collection. But more important, from my point of view anyway, was recognising someone who has made such a concrete difference to the college's future. Traditionally only Provosts and Chancellors dead certs for college portraiture. That's fine and right, but it's also right, in our more democratic and transparent age, to capture likenesses of dedicated college officers and academics who have given enormous time and effort to advancing the university.

With this portrait, we are nudging – subtly, or not so subtly! – future college historians to evaluate the contribution of Linda Hogan as Professor of Ecumenics and as Vice-Provost. And we are presenting her as a role model to current and future students and staff. Of course, when it comes to portraiture, even more important than the subject is the artist. It's the quality of the artist that ensures whether a portrait is remembered.

For Linda's portrait, we chose Miseon Lee, who is a native of Seoul but has lived in Ireland since 2005 and is recognised as one the leading portrait artists based here.

Her work has been recognised both nationally and internationally. In 2003 she was shortlisted for both the prestigious annual BP Portrait Award in in the National Portrait Gallery of London and for the Sky Arts Portrait of the Year.

In 2015, her work was selected as one of twelve finalists in the Hennessy Portrait Prize at the National Gallery of Ireland, and in 2016, her portraiture was selected and exhibited again at the BP Portrait Award in London.

She is an artist working at the top of her game and it's an honour for Trinity to be including her work in our collection. It's important always to match artist to subject and I feel that we have achieved this with Miseon and Linda. Something about the poise in Miseon's work suggests Linda and I must say that, personally, I am absolutely delighted with this beautiful portrait, which I think a wonderful and worthy addition to our remarkable College collection.

I'm now going to ask Linda to say a few words, and also the artist, after which may I ask you now to join me in the Garden where we will toast Linda and Miseon and college portraiture?

Thank you.



(L to R) Provost Patrick Prendergast, Linda Hogan & Mison Lee (artist)

12 July 2018

Speech at the announcement of the plans for the Grand Canal Innovation District (GCID)

The Lir, Trinity College, Grand Canal Quay

An Taoiseach, distinguished guests, Ladies and Gentlemen,

Welcome.

It's only four months ago that many of us were in Kendall Square looking at best practice in Boston's famous innovation district. That was in the snow and we're here today in the heat of the Summer, unveiling our plans for the Grand Canal Innovation District in Dublin.

This is a signal occasion: for the Dublin universities involved, for the local community here in Docklands, for global tech, and for Irish start-ups.

Today's launch comes on the back of 18 months detailed planning and preparation in Trinity, including, as I've mentioned, productive engagements with innovation districts globally, as well as relationship-building with stakeholders and masterplanning of the site. In the last eighteen months we have visited many cities – including Philadelphia, Miami, St Louis, and Rotterdam, London and Paris - to observe first-hand, best practise in establishing innovation districts. And we've met with the leaders of the world's best universities and seen the role they play in enabling innovation, enterprise and cultural transformation.

This is why we're announcing plans today with the confidence that we can deliver. There has already been significant input from multiple partners.

I would like to pay tribute to my fellow university presidents, Professor Andrew Deeks from UCD and Professor Brian MacCraith from DCU for coming together to share our ambition for globally-recognised Innovation District in our capital city. In the 21st century, universities play a transformative role for their regions. It's their education and research activities that catalyses innovation. They are magnets for talent, engines for economic, social and cultural entrepreneurship. The Grand Canal Innovation District will grant greater opportunity for the whole higher education system to play this role in Ireland.

I also pay tribute to the public stakeholders –

- the IDA,
- Enterprise Ireland,

- The Departments of Education and Skills, and of Business, Enterprise and Innovation, and
- Dublin City Council.

The Taoiseach's presence here today, together with Ministers Bruton, Murphy, Halligan and Mitchell O'Connor, speaks for itself. Government support has been essential at every step of the way.

* * *

In my inaugural speech as Provost, seven years ago, I said that successful innovation depends on all stakeholders - public and private – working in partnership. We are fortunate in Dublin in having this potential in our ecosystem.

Immediately after this launch, we will progress our consultation with the local community and all key stakeholders. Trinity College is part of the community here in Pearse Street and Grand Canal Dock – over the past decade and longer, at every stage of our development of Science Gallery, TBSI, the Trinity Business School, and The Lir, we have fully consulted with the local community. The Innovation District, like these other developments, must work for everyone involved in it.

The scale of what we're seeking to do here in Grand Canal demands high ambition. We can all take confidence that Trinity's new E3 Institute, Engineering, Environment, and Enabling Technologies - which will be the anchor of the new Innovation District - has already achieved €40 million in funding thanks to the vision and generosity of the Naughton family and the State.

* * *

Our planned Grand Canal Innovation District is not just for Dublin and it's not just for scientists and engineers. Yes Dublin, and STEM disciplines will benefit hugely, but the District will play a role for all Ireland, creating a centre for innovation, connected nationally, and promoting all types of innovation, including in the creative arts.

Today's great technology challenges are also societal challenges – like privacy, big data, ethics and climate. So when it comes to innovation, it's critical that we think in terms of the social sciences, law and the humanities. We look forward to bringing all our multidisciplinary strengths to this project for the benefit of the whole country.

At a time when the availability of talent and innovation drives business investment and growth globally, we must, as a country, square up to the challenge and establish the infrastructure necessary to compete internationally.

A new innovation district, with a new university campus at its heart, is a vital step in enabling Dublin to be ranked as a top 20 global city for innovation. We can do this, if we get all parts of the innovation ecosystem to move together.

And now, I'd like to invite Diarmuid O'Brien, Trinity's Chief Innovation and Enterprise Officer, to tell us what we need to do to achieve this.

Thank you.

* * *



Provost Patrick Prendergast speaking at The Lir



(L to R) Andrew Deeks (President, UCD), CEO Foodcloud, Provost Patrick Prendergast, from R'dam, Brain MacCraith (President, UCD)

16 August 2018

Trinity Alumni Reception Israel

Herbert Samuel Hotel, Jerusalem

Good evening,

Thank you all so much for coming. I'm delighted to be in Jerusalem. I was last here in 2015 signing a Memorandum of Understanding with the Hebrew University, at their campus in Givat Ram, to allow for student exchanges and joint research projects. And on that also trip I met with Trinity alumni in Tel Aviv in the Irish Ambassador's Residence. We have just come from a fruitful day of meetings with Tel Aviv University yesterday, and today with the Weizmann Institute and Hebrew University.

On my missions abroad, whatever country I'm in, I always try to meet with as many graduates as possible. We now have over 115,000 alumni living in 150 countries, and so many of them remain connected to their alma mater and always happy to meet to talk about Trinity and Dublin.

This year alone I've been on missions to Abu Dhabi, Beirut, Berlin, Boston, Cairo, Copenhagen, Cork, Dubai, Edinburgh, Hong Kong, Kuwait City, London, Muscat, New York, Palo Alto, San Francisco, Stockholm, Toronto, and Washington DC

David Rivlin, who is our alumni branch contact in Israel, liaised extensively with us to make this evening's event possible, for which we're most grateful. Unfortunately, David couldn't be here this evening since he is travelling.

This is my first engagement since my holidays in Trieste, Italy. It's a particular delight to move between two beautiful cities - Trieste to Jerusalem - and to be here with my colleagues: Simon Williams, Director of Global Engagement, Development & Enterprise; Zuleika Rogers, professor in Near and Middle Eastern Studies; and Jonny Johnston, Student Mobility Officer. And I'm particularly honoured that their Excellencies, the former and the incoming ambassadors of Israel to Ireland are here this evening. When I meet with graduates in Israel, I feel part of Trinity's long celebration of Jewish culture, with today Trinity being the only university in Ireland to offer research and courses in Jewish Studies, through our Herzog Centre for the study of Jewish and Near Eastern Religions.

Since Israel's foundation, Trinity graduates have come to live and work here, while Israeli students have studied in Dublin; and Trinity graduates - most recently the former Minister, Alan Shatter - have played an important role in

explaining Israel to Irish people.

And in recent decades, of course, there has been significant staff and student exchanges between Trinity and universities in Israeli, many of the exchanges being organised under the EU Erasmus programme.

I'd like to take our time together this evening to briefly update you on the College's direction, and on our recent initiatives because I know that you are as interested as I am in the growth and success of the university.

* * *

However, before I get onto our multiple achievements, I'd like just to address a sensitive issue. Some of you may be aware that last year, Ambassador Boker was invited to campus by the student Society For International Affairs - SOFIA. He kindly accepted but when he arrived on the due date, he found that a protest by a group had erupted, with some Trinity students involved. This was entirely unexpected and college security was unprepared. They felt unable to provide adequate assurances for the ambassador's safety and the event had to be cancelled. This was regrettable for the ambassador, for the students who had turned up to hear him, and for Trinity with its commitment to the free exchange of ideas.

I made a public statement against the protest and gave assurances that the College would ensure that the ambassador could speak on another occasion. Trinity's leadership feels strongly that it's important for students to have dialogue with the Ambassador. It is through dialogue that we become informed. To wilfully shut down discussion before it has even begun is not – or should not be – the way of universities.

* * *

I recall that when the Trinity Biomedical Sciences Institute and the Weizmann Institute held their inaugural conference in Dublin in 2014, it prompted a 30-page supplement in the *Irish Times* – an unprecedented level of coverage for an academic conference. This was down to the great prestige of the Weizmann Institute. Trinity was then lauded for the partnership; subsequently we were criticised. The mood in the country and on campus is not uniform or invariable – nor should we expect it to be. But, as far as the college is concerned, we strive for consistency.

Our position is that Trinity is proud of its our long tradition of scholarship in Hebrew, Jewish and Middle Eastern studies. We are committed to nurturing relationships with alumni, wherever they are in the world, and committed to partnering with peer universities, our criteria being academic excellence. The Clem Esses scholarship sends one of our students each summer to the Hebrew University Jerusalem for a month to study the history of Jerusalem. Each year about 10 school teachers go to Yad Vashem as part of Trinity's

Certificate in Holocaust Education. In this coming academic year the Erasmus Programme will support 29 staff and students moving to and from Israel and Trinity in the area of Middle-Eastern languages and cultural studies. Finally, we are committed to the idea of the university as a free exchange of ideas, places where meaningful debate and learning can happen.

* * *

Now, let me turn to what the college has been doing. We have enjoyed a good year, and a few achievements really stand out for me.

In terms of our global relations strategy and our ambition to bring Trinity to the world and the world to Trinity, we signed a ground-breaking agreement with Columbia University in February to partner on Dual BA Programmes in the arts and humanities.

This partnership is unique in that students will graduate from both universities with two degrees over the course of four years. The inaugural cohort of 43 students will start in just a few weeks in Trinity; they will then go on to study at Columbia for their second two years.

Students on the programme will be studying one of four areas —

- English Literature,
- European Studies,
- History, and
- Middle Eastern and European Languages and Cultures.

Those opting for this last area, Middle Eastern and European Languages and Cultures, will choose one of three languages to study, including modern Hebrew. As part of the programme, students will be required to do an internship in the language of their choice so we look forward to more students from Trinity, and Columbia University, coming to Israel.

This initiative really raises the game in terms of global academic partnerships and providing an international experience for students.

This year, in May, we also made our formal announcement of our plan to build E3, our institute for Engineering, Environment, and Enabling Technologies which will enable collaboration between engineers, natural scientists and computer scientists to address some of biggest challenges facing our planet, under six themes:

- Cities,
- Data,
- Environment,
- Production,
- Resources, and
- Well-being.

Our announcement followed the remarkable donation of €25 million from Martin Naughton and his family to the E3 project, the single largest private philanthropic donation in the history of the state. The Naughtons' transformative gift will be combined with government funding from the Department of Education and Skills. You can read about our plans for the development of E3 in the current issue of *Trinity Today* – alumni get these in the mail and we have a few here this evening to take away.

E3 will be developed in two phases – the E3 Learning Foundry will be built on main campus creating 1800 new places for students in the STEM disciplines. And the E3 Research Institute will be developed subsequently in a new campus at Grand Canal Quay.

We have ambitious plans for this new campus. In July, the Taoiseach Leo Varadkar launched a far-reaching plan for the creation of the Grand Canal Innovation District in Dublin. This will be based on successful Innovation Districts in other cities. We look forward to developing this over the next few years.

Ahead of that, next March will see the fruition of a key initiative: the Trinity Business School. The finishing stages are currently being put on this state-of-the-art building on Pearse Street, and the new School will open its doors with a significantly expanded curriculum and world-class research in the fields of international business, finance, management and entrepreneurship. The site will also house Tangent – Trinity's Ideas Workspace promoting Innovation and Entrepreneurship.

Alumni engagement has also been transformative for this project. The provision of €20 million through philanthropy enabled us to leverage a further €60 million in loans and state support.

* * *

The Dual BA Programme with Columbia, E3 and the Business School are key instances of the ambition which Trinity brings to its mission in education and research.

I think we can all be proud of the way the Trinity has raised its ambition. I'm certainly proud of how Trinity has performed over the past difficult decade of austerity and downturn. Despite funding issues - not yet resolved – the University has marked up significant successes.

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. Many of you help with mentoring students and graduates; you attend college activities and take a keen interest in college developments. Last year several thousand alumni supported Trinity financially with donations as well as volunteering.

We're most grateful. Quite simply, the university could not develop in the way it has without your support.

Please do continue to keep in contact online through the new Trinity Alumni Online platform, and in person. Drop in whenever you happen to be in Dublin, use the Alumni Room, come to events.

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 with alumni and Ambassadors of Israel to Ireland (incoming and outgoing), leftmost.

24 August 2018

Trinity Alumni Weekend 2018

Marquee in Library Square

Good evening, all,

And welcome back to Trinity College for the Alumni Weekend 2018. It's a pleasure to see you all here.

This Weekend is one of the highlights of my calendar since it gives me the chance to meet so many alumni.

This evening we welcome several class reunions, principally from health sciences: medicine, pharmacy, physiotherapy and veterinary. It's great to see so many of you here, and coming such distances – from the UK, Austria, Canada, USA, Barbados, New Zealand and of course Ireland. I'd like to take this opportunity to thank the Class champions who organised their class groups to come back tonight.

And in particular, let me welcome three graduates from Medicine 1958 – that's 60 years ago! – Dr William Miller, Dr Thomas Wilson and Donald Weir. And one from natural sciences in 1964, Vanne Campbell.

The College regards its relationship with you, our alumni, as life-long. We now have over 115,000 alumni living in 150 countries, and on my travels abroad, I always try to meet as many graduates as possible. This year I've been in Abu Dhabi, Beirut, Berlin, Boston, Cairo, Copenhagen, Cork, Dubai, Edinburgh, Hong Kong, Kuwait City, London, Muscat, New York, Palo Alto, San Francisco, Stockholm, Toronto, Jerusalem and Washington DC. And in most of those cities I got to meet alumni at specially organised events.

We're so lucky in Trinity that our graduates are willing to take time out from busy careers and lives to give us the benefit of support, ideas, and experience. In return we hope that you draw strength, both personally and professionally, from contact with the college, and with each other.

I want to take this opportunity to tell you briefly about what's been going on in your university. I don't have time to tell you everything – but let's focus on a few key milestones.

But first, let me reassure you... we miss as much as you do the Oregon maples that stood there for almost 180 years. We feel your pain at their absence. It must be a shock for those just back in College! When the first tree

came down in May there was an outpouring of angst including a tweet from the Taoiseach, who is of course a Trinity graduate.

It will take a while for Library Square to look itself again. But we will re-plant and I take a kind of pleasure in thinking of the great tree that will eventually mature here to delight our successors.

* * *

For me, a few achievements really stand out this year. In February we signed a ground-breaking agreement with Columbia University in New York city to partner on Dual BA Programmes in the arts and humanities.

This partnership is unique in that students will graduate from both universities with two degrees over the course of four years. The inaugural cohort of 43 students will start in just a few weeks in Trinity; they will then go on to study at Columbia for their second two years.

We look forward to developing more dual programmes with other peer universities.

This year, in May, we also made our formal announcement of our plan to build E3, our Engineering, Environment, and Enabling Technologies Institute which will enable collaboration between engineers, natural scientists and computer scientists to address some of the biggest challenges facing our planet, including renewable energy and water supply.

Our announcement followed the remarkable donation of €25 million from the Naughton family to the E3 project, the single largest private philanthropic donation in the history of the state. The Naughton's transformative gift will be combined with €15 million in government funding from the Department of Education and Skills. You can read about our plans for the development of E3 in the current issue of *Trinity Today*.

We look forward to developing E3 in two stages over the next few years. Ahead of that, next March will see the fruition of an initiative which I first mentioned at this Alumni Weekend five years ago: the Trinity Business School. The finishing stages are currently being put on this building and the new School will open its doors with a significantly expanded curriculum and world-class research in the fields of international business, finance, management and entrepreneurship. The site will also house Tangent – Trinity's Ideas Workspace and incorporate a 600-seat auditorium.

Another initiative I'd like to mention because it's of particular relevance to you as health science graduates is the Trinity St James Cancer Institute, which has now been selected as one of the key projects in the college's philanthropic campaign which we're launching this academic year.

The Trinity St James Cancer Institute aims to be Ireland's first comprehensive cancer care centre. Through this centre we will deliver world-class care to cancer patients here in Ireland, and we will also contribute to the global search for cancer cures and improvements in treatment.

As you know, it's not easy to make an impact globally in cancer research because it's an area of such high interest and investment. But in Trinity I think we can make a global contribution because of our leadership in immuno-oncology. We are ranked in the top 1% of immunology research globally, and through the Trinity St James Cancer Institute, we are translating this into patient care in a potentially transformative way.

It can happen if – as with E3 and the Business School – we secure sufficient philanthropy to leverage state support and loans.

* * *

The Dual BA Programme with Columbia, E3, the Trinity Business School and the Trinity St James Cancer Institute are key instances of the ambition which Trinity brings to its mission in education and research.

I think we can all be proud of the way the college has raised its ambition. I'm certainly proud of how Trinity has performed over the past difficult decade of austerity and downturn. Despite funding issues - not yet resolved – the University has marked up significant successes.

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 – which includes you, our alumni.

You give financial support and support the College via the affinity credit card. Many of you help with mentoring students and graduates; you attend college activities and take a keen interest in college developments. Last year several thousand alumni supported Trinity financially with donations as well as volunteering.

We're most grateful. Quite simply, the university could not develop in the way it has without your support.

As a sign of our appreciation, this academic year we opened an Alumni Room in East Chapel. This was enabled by the generous support of Alumni, and it is your use when you visit the College or hold meetings in, so do please avail of it.

We want to provide as many opportunities as possible for alumni to maintain contact with Trinity and with each other. Events like tonight's are one way we do this, and we've recently launched two new online initiatives:

- Trinity Alumni Online – a password protected interactive website that allows you to connect with other alumni and support current students via the online directory and mentoring service.
- Trinity Talks – every year Trinity plays host to a number of high profile and thought-provoking speakers. *Trinity Talks* is a curated selection of these talks, and it's now available online and can be accessed anywhere in the world.

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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25 August 2018

Trinity Alumni Weekend 2018

Marquee in Library Square

Good evening, all,

And welcome back to Trinity College for the Alumni Weekend 2018. It's a pleasure to see you all here.

Personally, this Weekend is always a highlight of my calendar since it gives me the chance to meet so many alumni.

This evening we welcome several class reunions, including from Engineering, Natural Sciences and the faculty of arts and humanities – law, literature, ESS and General Studies. It's great to see so many of you here, and coming such distances – from the UK, Denmark, Germany, France, Canada, USA, New Zealand and of course Ireland. I'd like to take this opportunity to thank the Class champions who organised their class groups to come back tonight.

And in particular, let me welcome two graduates from [Modern Languages] 1958 – that's 60 years ago! – Veronica Morrow and Danae O'Regan – and an engineering graduate from 1955 – Ronald Cox. And, remarkably, attending this alumni weekend, though not at the banquet tonight, is a B.A.I. 1948 – seventy years ago! – Robert Galway.

I'd also like to welcome Gilliane Quinn de Schonen, chair of the TCD Association & Trust, which is made up of volunteer alumni who support the College, both financially (via the affinity credit card) as well as advising on alumni engagement activities around the world.

It goes without saying that we are most grateful and that Trinity could not operate in the way it does, nor be as successful as it is, without the active support of our graduates.

We regard our relationship with you, our alumni, as life-long. We now have over 115,000 alumni living in 150 countries, and on my missions abroad, I always try to meet as many graduates as possible. This year I've been in Abu Dhabi, Beirut, Berlin, Boston, Cairo, Copenhagen, Dubai, Edinburgh, Hong Kong, Kuwait City, London, Muscat, New York, Palo Alto, San Francisco, Stockholm, Toronto, Jerusalem and Washington DC, and Cork. And in most of those cities I got to meet alumni at specially organised events.

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ideas, and experience. In return we hope that you draw strength, both personally and professionally, from contact with the college, and with each other.

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E3 will be developed in two stages – first the E3 Learning Foundry at the east end of the college, and then the E3 Research Institute in a new campus at Grand Canal Dock.

We have ambitious plans for this new campus. In July, the Taoiseach Leo Varadkar launched a far-reaching plan for the creation of the Grand Canal Innovation District in Dublin. This will be based on successful Innovation Districts in Boston and Amsterdam and will be truly transformative for the city, the country and for the Dublin universities involved. An MOU has been agreed between the universities and a government advisory group. The new district will include the proposed development of a €1 billion Trinity campus at Grand Canal Quay.

We look forward to developing this over the next few years. Ahead of that, next March will see the fruition of an initiative which I first mentioned at this Alumni Weekend around five years ago: the Trinity Business School. The finishing stages are currently being put on the new building. The new TBS will open its doors with a significantly expanded curriculum and world-class research in the fields of international business, finance, management and entrepreneurship. The site will also house Tangent – Trinity's Ideas Workspace and incorporate a 600-seat auditorium.

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The Dual BA Programme with Columbia, E3, the Innovation District and the Business School are key instances of the ambition which Trinity brings to its mission in education and research.

I think we can all be proud of the way the college has raised its ambition. I'm certainly proud of how Trinity has performed over the past difficult decade of austerity and downturn. Despite funding issues - not yet resolved – the University has marked up significant successes.

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. Many of you help with mentoring students and graduates; you attend college activities and take a keen interest in college developments. Last year several thousand alumni supported Trinity financially with donations as well as volunteering.

We're most grateful. Quite simply, the university could not develop in the way it has without your support.

As a sign of our appreciation, this academic year we opened an Alumni Room in Front Square. This was enabled by the generous support and it's for your

use for you to relax in when you visit campus or hold meetings in, so do please avail of it.

We want to provide as many opportunities as possible for alumni to maintain contact with Trinity and with each other. Events like tonight's are one way we do this, and we've recently launched two new online initiatives:

- *Trinity Alumni Online* – a password protected interactive website that allows you to connect with other alumni and support current students via the online directory and mentoring service.
- *Trinity Talks* – every year Trinity plays host to a number of high profile and thought-provoking speakers. *Trinity Talks* is a curated selection of these talks, and it's now available online and can be accessed anywhere in the world.

Please do continue to keep in contact online and in person. Drop in whenever you're in the city centre, use the Alumni Room, come to events.

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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