

Record
of the
Main Speeches
given by the
Provost of Trinity College Dublin,
Dr Patrick J Prendergast
in the
Academic Year 2015 – 2016

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22 August 2015

TCD Alumni Weekend 2015

Marquee, Library Square

Good evening all,

And welcome back to Trinity for the Alumni Weekend 2015. It's an absolute pleasure to see you all here. This is an annual event I always look forward to: it heralds for me the start of the new academic year.

Gathered here tonight are over 159 Trinity graduates, and you span seven decades of conferrals, back to 1945! Many of you have travelled some distance to be here – from England, Scotland, Germany, France, USA, Canada, and Australia.

You represent a broad spectrum of disciplines in Arts & Humanities and Sciences. I welcome our two earliest graduates here tonight – graduates from 1945, seventy years ago! Mr Arthur Jolley, 1945 Business, and Dr Robert Willis, 1945 Mathematics.

And I welcome Michael Hannon, whose great grandfather Anthony Traill was Provost from 1904 to 1914. He died in bed in the Provost's House on the 15th October 1914, just over 100 years ago.

I trust everyone is enjoying a great weekend. Your keeping connected and your support is important to us. Trinity couldn't be as successful as it is without the active support of our graduates.

We regard our relationship with you, our alumni, as life-long and, I hope, mutually beneficial. We now have over 100,000 alumni living in 130 countries. When I travel abroad I make sure to meet with as many as possible – frequently at dinners and receptions organised by our excellent alumni associations. Over the past 12 months I've been fortunate to meet graduates from India, Vietnam, the UAE, Israel, Germany, the UK, and both the east and west coasts of the US.

* * *

For those coming from abroad, the good news – which you're probably aware of – is that, as of the past year or so, we're operating in an improved economic environment. This is clear from official figures on GDP growth and employment, and it's clear to us on the ground: the upturn is palpable. There's certainly no room for complacency but there is renewed confidence in the future.

As an institution in receipt of public funds, Trinity experienced austerity and cut-backs, like everyone else. But we remained focused on maintaining quality in education and research. Right through the recession, Trinity generated excellent headlines about our research and endeavours – and one you will hear about soon is that:

Trinity has partnered with University of California, San Francisco to establish a unique international project – the Global Brain Health Institute (GBHI). To fund this Trinity has negotiated the largest philanthropic gift in the history of the State. This Institute consolidates Trinity strengths in ageing, neuroscience and other health-related disciplines and will have a huge international impact on addressing the challenges posed by dementia. And, you may have read in the papers earlier this year that Google acquired 'Thrive', a personal 3-D audio technology for virtual reality applications developed by engineers at the university. The Google acquisition of this new virtual technology is an example of how Trinity is rejuvenating the Irish economy through research.

Trinity helped contribute to Ireland maintaining a positive, proactive spirit through the recession. And the feats of our students have been a source of pride not only for themselves and the college, but for the whole country. On which subject...let's raise a glass to the Dublin University Boat Club, who have had a massively successful year, winning the Leander Trophy and being crowned National Rowing Champions! And the success was shared between the Men and the Ladies Boat Clubs.

In other clubs' successes:

- Trinity Ladies Basketball made history by winning the 'double' of Division 1 League and Intervarsity titles.
- The Ladies Gaelic Footballers also claimed league and cup honours.
- There was 'treble' success for Men's Hockey who won their division as well as the Railway Cup and Irish Hockey Challenge.
- As well as hosting a hugely successful Intervarsity Tournament, the Swimming & Waterpolo Club swept the boards in home waters, winning both Men's and Women's titles, and they went on to win the Leinster Senior Cup for the first time in their history.

We need to continue providing our students with opportunities to develop, both academically and outside the classroom. There are many ways in which we do this, and I wish I'd time to talk to you about all of them – about our innovation and entrepreneurship programmes, our global relations strategy, our industry collaborations, and so much more. But our current Strategic Plan, which we launched just last autumn, has three missions, nine goals, and 36 actions – and I'm guessing nobody wants me to go through all of these before dinner!

So, instead let me just focus on our capital development projects – what we're planning to build on and off campus.

You may have heard about the Trinity Business School, which is to be built on the current site of Luce Hall. It will have an entrance on Pearse St beside the Science Gallery, further opening up that end of the campus.

And we are planning to build new student residences. The site – behind the Printing House – was leased out for decades but the lease is up – and the College is delighted to take this opportunity to build some much-needed student rooms in the College.

Meanwhile on Fenian St, near the Lincoln Gate, we're currently renovating a magnificent Georgian townhouse, which will open shortly as the Centre for Literary Translation, one of only two such centres in the UK and Ireland. And there's our new Engineering, Energy and Environment Institute, which we're calling E3. You may have heard something about this. It will be a major engagement between Engineering and Natural 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.

So these are some very significant projects which will greatly expand the College's scope and activities. I should stress that none of these capital development projects will be encroaching on our lawns, gardens, and open spaces. Indeed it may be that we will be able to create even more green space on campus.

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Trinity, like all living organisms, is 'a work in progress', and what tends to happen, naturally and organically, is that the best is preserved, and that changes serve to make the campus ever more itself.

So Front Square today looks the same as when we were students – reassuringly and beautifully the same. As does Botany Bay, the cricket and rugby fields, and the Berkeley library.

But the windswept carpark at Pearse St is now the wonderful Science Gallery, and the marvellous new sculpture, 'Apples and Atoms', commemorates Ernest Walton.

Our commitment to you is that we will innovate within tradition. We will not be so shackled to the past as to ignore opportunities, but neither will we be so dazzled by the future as to trample on our heritage.

What makes Trinity unique is our beautiful campus, our city-centre location, our interdisciplinary research and education programmes, our role within Ireland as a powerhouse of independence of mind and creativity,

and of course the 'Trinity people', our exceptional staff, students, and alumni.

As custodians of Trinity – which I think we all feel we are – it's our duty to preserve the best of the college's heritage and tradition and to use this as a wellspring for growth, progress, and innovation. We owe it to our current staff and students, that they can research and learn in a globally competitive environment – and we owe it to the future of the country.

Your presence here tonight shows how much Trinity matters to you. We do not take your commitment lightly. We want to work with you to make this university the best it can be.

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

* * *



Provost Patrick Prendergast & Sheena Brown

27 August 2015

Athena Swan Reception

The Saloon of the Provost's House

Good afternoon,

And welcome to the Provost's House for this celebration of Trinity's success in the Athena SWAN awards, which recognise progress towards gender equality in higher education institutions. It's wonderful to be heading into the new academic year with these prestigious awards in hand.

Athena SWAN is an initiative of the Equality Challenge Unit in the UK. In this – the first year that Irish institutions have participated in the awards – Trinity made four applications: a College-wide Institutional application, and three School applications with the Schools of Chemistry, Natural Sciences and Physics – because Athena SWAN puts particular focus on the STEM subjects.

All four applications were awarded Athena SWAN Bronze awards on 30th July, giving Trinity a 100 percent success rate, and making us the most awarded of any Irish institute of higher education. We also congratulate the University of Limerick for receiving the Bronze award for their institution as a whole.

We are absolutely thrilled at Trinity's remarkable success. This reception is to mark the awards and to congratulate all involved in the achievement – the members of each of the Athena SWAN SATs, especially the convenors of each team – Professor Jane Grimson, Professor John Parnell, Professor John Boland, and Professor Eithne McCabe. You have all done Trinity, and Ireland, proud.

And I must mention in particular WiSER Professor Eileen Drew, who has provided leadership in Trinity and nationally.

In our current Strategic Plan, launched last autumn, we specified that Trinity would 'act as a national leader to promote the introduction of the Athena SWAN charter to Ireland, thereby providing a proven framework through which Ireland's position on gender equality [in higher education] can be measured and evaluated'.

Thanks to Professor Eileen Drew we have delivered on this action. She chaired the Athena SWAN Ireland committee which has been instrumental in seven Irish universities, 14 Institutes of Technology, and the Royal College of Surgeons in Ireland signing up to Athena SWAN's charter.

A recent [external evaluation](#)* found that in the UK the implementation of the Athena SWAN charter over the past decade was having a positive impact on career satisfaction, opportunities for training and development, knowledge of promotion processes, and fairness in the allocation of workload.

In the Strategic Plan, we made our commitment to introducing Athena SWAN under Goal 8, 'Demonstrate Institutional Leadership'.

In the university sector – and indeed in the workplace generally – gender equality is an area in which leadership is vitally needed. I am most proud that Trinity has stepped up. On behalf of the whole university, I congratulate and I thank Eileen and all involved. More even than the winning of the awards, we are proud of having helped introduce to Ireland this independent measuring and evaluating tool.

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The issue of gender inequality in academia is one that I'm keenly aware of since I hail from one of the disciplines, Engineering, which is worst affected. I recall my undergraduate days: a few hundred of us in the lecture theatre, a monotony of men. That was the early Eighties. Happily the situation has now improved, in Engineering as in other subjects, but much still needs to be done.

As you know, across the EU as a whole, women account for only about 20% of the highest grade of professors†. Women are not being sufficiently promoted to senior decision-making roles. This is an issue affecting all university faculties, and it's part of the wider issue of female promotion in the workplace generally.

Female representation on corporate boards on large listed companies in the EU is also 20 percent: but this is following legal directives; it used to be much worse‡. Of S&P 500 companies, women currently hold just 4.6% of CEO positions§.

Universities should lead the way when it comes to gender representation in the workplace. Historically, higher education has been a trailblazer. For the first half of the twentieth century, universities were one of the few places women could lead fulfilling careers, although their numbers were of course very small – but for instance in 1925 Trinity appointed a woman Professor of Law, Frances Moran.

While each succeeding decade saw improvements, there has latterly been a

* <http://www.ecu.ac.uk/wp-content/uploads/external/evaluating-the-effectiveness-and-impact-of-the-athena-swan-charter.pdf>

† Source: She Figures 2009

‡ <http://www.bloombergview.com/quicktake/women-boards> (30 July 2015)

§ <http://www.catalyst.org/knowledge/women-ceos-sp-500> (3 April 2015)

growing realisation that the situation for women in universities needs targeted action. It is not just going to right itself with time. There has to be organisational change across the sector.

From this realisation, Athena SWAN was established in 2005 in the UK, and in this university we launched the FP7 projects INTEGER and TWIST, and in 2006 we established the Centre for Women in Science & Engineering Research (WiSER) with the aim of 'recruiting, retaining, returning and advancing' women in science, maths, engineering, and technology.

It is thanks to this crucial groundwork that we have been successful in having Athena SWAN extended to Ireland. So I congratulate all involved for their work over the past decade in foregrounding the issue of gender equality in higher education.

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Progressing more women to senior professorships and recruiting more women to study STEM subjects is an equality issue – but not solely, or even primarily. It's also an issue of growth and competitiveness. Building up research capacity and increasing competitiveness can only be done if the full skills and potential of *all* the workplace are utilised.

In Trinity we insist on an education which is diverse, interdisciplinary, and innovative. In the current Strategic Plan, we note that (I quote):

'Commitments to equality and diversity are values on which Trinity's excellence relies. To this end we are committed to creating an inclusive, diverse and pluralist college community and a positive environment in which all can participate, and all are recognized fully for their contributions.'

The Chancellor of this university – the first female chancellor since 1592 – has spoken frequently on the issue of gender inequality, and she put the issue starkly in context when she said: 'In a society where the rights and potential of women are constrained, no man can be truly free. He may have power, but he will not have freedom.'

For the sake of equality, and for the sake of growth and competitiveness, but most importantly of all for the sake of freedom, we will continue to work to remove constraints and to make the university a model of the inclusivity and plurality which we hope to see across society as a whole.

Thank you.

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

1 September 2015

Signing of M.O.U between Tallaght Hospital and TCD School of Pharmacy and Pharmaceutical Sciences

Tallaght Hospital

Good morning,

It's great to be here as we are approaching the start of the academic year – and what an important event this is to be beginning the new year with.

Today we celebrate the cementing of Trinity's long partnership with Tallaght Hospital – which Evelyn Deasy has spoken eloquently about. And we celebrate the launch of the School of Pharmacy's new five year Integrated Programme which, for the first time, will integrate professional placements into the education of our Pharmacy students.

Through this Memorandum of Understanding, Trinity and Tallaght Hospital are:

- Formally establishing teaching, research, and clinical links;
- Facilitating professional development in pharmacy;
- Encouraging research, and;
- Working together for the provision of excellence in patient care.

All of this is of crucial importance to Trinity, to our students, and to Tallaght Hospital; and indeed to Ireland and to the future hospitals and countries where our students may work.

The School of Pharmacy is one of Trinity's flagships. Evelyn and Anne-Marie have taken us through some of the School's key achievements. As Provost I will just say that this School is innovative and forward-looking in its teaching programmes: it was, for example, the first school in Trinity to offer modular postgraduate delivery with the 'Cardiology in Clinical Pharmacy Practice' module. And it is now successfully including online content and distance learning engagement into its courses.

When it comes to Trinity's new strategic plan, we have a goal to 'Build Valuable Partnerships', and in this the School is a college leader, as today's event demonstrates. This M.O.U with Tallaght follows on a memorandum with St James' Hospital; and both hospitals, together with the Coombe, are involved with the Pharmacy School and with the University in developing Trinity Health Ireland. This will be an internationally recognized health centre and system, integrating research, inter-professional education, and service provision.

Trinity Health Ireland will bring together our university's expertise with that of three hospitals. As such it will be a model of inter-institutional collaboration – the kind of collaboration which we're celebrating today.

As I've said, this M.O.U. is not just important for our two institutions but for the country. In any country, for growth to happen and for potential to be realized, the right conditions must be put in place. High among these 'right conditions' is enabling collaborations and putting in place networks between universities, hospitals, businesses, government, industry, and other players.

The creation of interconnected networks of excellence allows each of the key players to contribute different skills towards finding a solution to shared societal problems. The more such networks to be put in place, the better. Isolation is never helpful. We owe it to society to work together as best we can.

Trinity and Tallaght Hospital are providing a model of how this is done. We have heard how the partnership began: we are confident that it will develop strongly, to the continued benefit of students, patients, and competitive research.

As we know, this country is returning to growth after five difficult years. I think we should commend the resilience of Trinity and Tallaght – and of other universities and hospitals – during this past period. They did not scale down ambition or give in to defeatism. They continued to plan, strategize, and prepare for the future – to educate the next generation of health care practitioners and to engage in high-level global research.

They contributed to the stoicism and optimism which is enabling this country to pull through. And they are now well-positioned to take advantage of the opportunities that come with renewed growth.

I congratulate all involved in building this partnership. There are many to thank – in particular the Head of Pharmacy in Tallaght, Tim Delaney, Adjunct Associate Professor in Trinity, and the Head of School in Trinity, Professor Anne Marie Healy. Also Evelyn Deasy, Trinity's adjunct assistant professor who is based in Tallaght Hospital, and Carolyn Gallagher for organizing this event – and to all in the School and in the Hospital who have worked to make this happen.

I wish our students every success in their education, training and future careers, and I wish for Tallaght Hospital that you will benefit from our students' excellence, and from the research opportunities that flow from it.

And, like all of us, I look forward to the benefit which pharmacy in Dublin and Ireland will derive from this most important collaboration.

Thank you.

* * *

2 September 2015

**Royal Entomological Society Annual National Science
Meeting & International Symposium – Ento'15**

Upper Concourse, Arts Building

Thank you Professor Pickett, and good evening all.

You're most welcome to Trinity College.

We are absolutely delighted, and most honoured, that the Royal Entomological Society has chosen to hold its first ever annual meeting outside Britain here in Trinity.

What a wonderful way to start the new academic year.

We welcome speakers and participants from all round the world, including from the UK, the USA, Germany, Australia, Sweden and Kenya. You have already enjoyed a particularly full day of talks and sessions and the rest of the programme seems equally exciting.

Indeed the excitement starts here at this reception with these canopies and 'amuses bouches' – they are certainly amusing! Well, they are a novelty for me, though perhaps as entomologists you are accustomed to the taste of insects, and can even talk knowledgeably about their 'terroir'. As a supporter of sustainable living, I am happy to think that in the near future children will meet the command to 'eat your grubs' with the same resignation as they now respond to 'eat your greens' – perhaps indeed with more enthusiasm. In any case I congratulate Peter Smithers, Andy Holcroft, and Grub Kitchen for their creative chef-ing. If you will forgive a very obvious pun, I look forward to the insect diet becoming the new 'buzzword'.

In Trinity we have entomological researchers across several schools – including Natural Sciences, Engineering, Genetics, and Biochemistry. Trinity is an interdisciplinary university and entomology is of course increasingly interdisciplinary, as is evident from the topics covered in this symposium – pollination, biocontrol, conservation, decomposition, and nutrition – to name but a few.

Indeed entomology can even reach across science to the arts. I'm thinking of Kafka's giant insects and the beautiful films and animation films that will be screened after this reception. The Book of Kells – which I hope you will get a chance to see in our Old Library – tends more to snakes and fish, but it does have things that look like insects to me – but maybe they are dragons...

In Trinity we have a number of interdisciplinary research institutes including in nanoscience, neuroscience, and digital arts. Our next planned institute is an Engineering, Energy and Environment Institute, which we're calling E3.

With E3 we're trying something radical – to alter the way we, as humans, interact with the planet. The old traditional definition of engineering which we learnt as students is (I quote) 'the art of directing the great sources of power in nature for the use and convenience of man'.

We are turning this on its head – we want to direct human ingenuity and technology for the use and convenience of nature.

Can we direct our technologies to sustain, rather than deplete, our natural capital? Can we create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the good of life on earth? Can we go further than just mitigating emerging challenges – can we use technology and engineering to strengthen the resilience of our natural capital? That's the aim of E3.

I don't have to point out how central entomology will be to E3 – indeed perhaps we should re-name it E4... Pollination, pest control, and waste recycling are only some of the key services that insects perform for the good of life on earth. By 'teaming up' with insects, we can help sustain the future of all life-forms on this planet.

Sustainability and biodiversity is one of the greatest – if not the greatest – challenges confronting us. Therefore, like everyone else, I'm grateful for the expertise gathered here for this symposium. I'm grateful for the work of the Royal Entomological Society. For 200 years this Society has informed us on the insect world – and their work is more crucial than ever.

There are many people and organisers and institutions to thank for making this symposium happen here in Trinity, particularly of course the Royal Entomological Society. I also thank and congratulate the organising committee: Dr Archie Murchie of Agri-Food and Biosciences Institute Northern Ireland, Dr Jane Stout from here in Trinity, Dr Olaf Schmidt from UCD, Dr Brian Nelson from National Parks and Wildlife Service, and Catherine Bertrand from Butterfly Conservation.

The programme and the attendance of this symposium speaks for itself. I wish everyone a most stimulating few days. And I hope that you also get a chance to enjoy our beautiful campus and our lovely city.-

Thank you.

* * *

3 September 2015

Closing speech at the Unitech Challenge 2015 event

Edmund Burke Theatre, Trinity College

Good afternoon,

And thank you to the panel, and to all our experts from universities and from industry, and of course to you, the audience, who have contributed hugely and wisely to this extraordinarily interesting challenge.

On behalf of Trinity College, it's a great honour for us to be hosting, for the first time, the Unitech General Assembly, and to be enjoying, on campus, all the activities of these few days.

Today's challenge gets to the heart of all that is most vital in higher education today – and not only for engineers.

What kind of education will the future shapers of our society need?

In what ways can industry and universities collaborate to create the next generation of leaders and thinkers? Internships are important but I have heard here today that we must move to deeper levels of engagement.

In Trinity College Dublin we talk about a T-shaped education, where the T is for Trinity of course, but also the vertical bar represent depth and the horizontal bar representing the cross-cutting skills such as communication skills, teamworking, and global citizenship.

We've been looking at these questions with regard to engineers, but having heard the brilliant interventions and viewpoints this afternoon, I think we can all see the relevance for other fields. The essential point – that universities and industry and business in general must work together to prepare the next generation – is certainly cross-disciplinary.

In a rapidly changing world, we owe it to our students and to society to continuously review our curricula, and the competencies which we're imparting. This is no facile task. We have to find the balance between conservation and innovation, between keeping what works, and changing what doesn't.

Since we're in the Edmund Burke Lecture Theatre, it's right to quote that great thinker. He wrote the following:

'A disposition to preserve, and an ability to improve, taken together, would be my standard of a statesman.'

He was thinking of political leaders but his ideas have a general importance. By cultivating 'a disposition to preserve and an ability to improve', we can best serve the next generation. And in the past two hours we've heard some of the ways we can best do this...

The approach of our speakers is forensic, pragmatic, and research-based. We're not interested here in change for its own sake. If and when we make changes, it has to be because the need has been demonstrated, and the benefit has been rigorously envisaged.

Now is as important a time as any to be considering these questions, and particularly perhaps for engineering. Because today it is not only the workplace and society, but the planet itself, that is demanding a new approach.

Many of you will know the traditional definition of engineering, coined by a British engineer in 1828 and still the working definition when I came to Trinity to study engineering in the 1980s. I quote: 'engineering is the art of directing the great sources of power in nature for the use and convenience of man'.

That is a succinct definition. That's what engineering is, or was. But directing nature for our convenience has led to problems, and seems no longer sustainable. Which is why engineers and others are starting to think about turning this definition on its head – directing human ingenuity and technology for the use and convenience of nature; recognising humankind as part of nature.

Can we direct our technologies to sustain, rather than deplete, our natural capital? Can we go further than just mitigating emerging challenges – can we use technology and engineering to strengthen the resilience of our natural capital?

Within the next few years, Trinity aims to open an Engineering, Energy and Environment Institute which we're calling E3, and which will address these very questions. I know that other universities are planning other such institutes, and this will of course effect a powerful change in the learning environment for engineers. E3, and like institutes, are putting our ambitions for a liveable planet at the heart of engineering. We are re-framing the terms of reference.

Industry collaboration will be intrinsic to E3. It is only through collaboration of these two vital spheres – industry and higher education – that we can address the emerging challenges of the 21st century.

For fifteen years, Unitech International has been at the forefront of preparing engineering students to address such emerging challenges. Unitech International has built up a powerful network of alumni and of

participating universities and businesses. It is a source of huge confidence for Trinity that we are a member of Unitech, and that we can count on the kind of expertise and initiative that we have heard today.

Together I look forward to us creating new opportunities in new fields, and to releasing young engineers' potential in service of the planet.

Thank you very much.

* * *

7 September 2015

Reception for Delegates to the ISCA Japan Conference 'Gene-editing, Transgenics, and Stem Cells'

The Saloon of the Provost's House

Good morning,

You are all very welcome to Trinity College Dublin and to the Provost's House. I welcome in particular our distinguished Japanese guests.

I'm delighted to be receiving you here this morning, ahead of tomorrow's conference. You will have a particularly full day tomorrow – so I'm glad that you're getting the opportunity today to see a bit of Dublin and of Trinity.

This house we are in now has been the residence of Provosts of Trinity for over 250 years. It was built in 1759 by a Provost, Francis Andrews – his fine portrait is behind me here. The intention was to build student rooms with the money, or so it is said, but he decided to use the money to build this fine house instead. This was cheeky of him obviously, but it's not a decision the College regrets because the mid-18th century was a high point for architecture in Ireland and Britain.

The architecture of that period is called 'Georgian' after the kings, and this is one of the most important Georgian houses, not just in Ireland, but in the world.

It is 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.

A curious fact for such an important house is that we don't know for sure who the architect was, nor the interior designer. Two names are suggested – John Smyth and Henry Keene – but these can't be confirmed. I must say, I quite like that it's a mystery.

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.

So this is one of the College's most historic buildings. Tomorrow for the conference, you will be in one of the College's newest and most contemporary buildings, the Trinity Biomedical Sciences Institute, or TBSI as we call it. As you'll see, it's a state-of-the-art purpose-built building intended to provide space for researchers from science disciplines including Biochemistry, Immunology, Medicine, Chemistry, Pharmacy, and Bioengineering. I hope it will provide an excellent venue for your

conference.

The juxtaposition of old and new, of heritage and innovation, is fundamental to Trinity's identity. And coupled with our location in the heart of a European capital city this makes us unique, so I'm delighted that you can experience this for yourselves.

Tomorrow's conference is an important development to the International Strategic Cooperation Award with Japan. Through this programme, our two countries are looking to strengthen relationships, develop new interactions, and create a framework of interaction for researchers.

The programme builds on already strong existing relations between our two countries. Indeed Ireland's first ambassador to Japan, Robin Fogarty, was a Trinity graduate – he helped to greatly expand trade relations between Ireland and Japan in the 1970s.

But this new Partnership will hugely strengthen academic collaborations. It's a most exciting initiative for our countries and for our universities.

Japan is of course a by-word for excellence in research. And in particular, Japan is recognised world-wide for transgenics and stem-cells. It's tremendously exciting for our researchers and students to have this opportunity to meet with global experts in their fields.

In an increasingly connected world, it's crucial that academic and research programmes should be global; it's crucial that we pool expertise and research and come up with shared solutions that will benefit societies and communities and environments round the world.

However, in practice universities are still operating within national frameworks which are not always best structured to facilitate global connectivity. For this to happen, there has to be both political will and institutional leadership. And I'm glad to say that in Ireland, as in Japan, there is both.

This is why I welcome the International Strategic Cooperation Award with Japan. This programme has been advanced at the highest level, with reciprocal state visits by our two prime ministers, as well as by industry partners.

Without such will and determination, Irish and Japanese universities would not be in this enviable position of seeking greater collaborations.

I thank all who have helped to develop the programme, and to organise tomorrow's conference: Science Foundation Ireland, industry partners, and the team in Trinity including Aisling Hume, Vincent Kelly, Gavin Davey, and the VP for Research, Professor John Boland. And there are many more,

also of course from other Irish universities.

But I must reserve final thanks to our Japanese guests. You have travelled far and taken valuable time from busy schedules to be here. We are honoured. The quality of your research is known around the world. There could be no greater expression of the strength of this programme than your presence here this week.

I wish you an inspiring conference and an enjoyable few days in Dublin. I look forward to wonderful future cooperations which will benefit our researchers, our students, our universities, our countries and the world.

Thank you.

* * *

8 September 2015

Intel-Trinity Memorandum of Understanding

Saloon of the Provost's House

Good afternoon,

And welcome, everyone, to the Provost's House.

Today, Trinity has the great pleasure of formalising our long-standing, important relationship with Intel. And through this we will provide a roadmap to others as to how Trinity wants to work with industry in the future.

Intel has, of course, been a major manufacturer and employer in Ireland since 1989, and the relationship with Trinity also goes back many years. Unsurprisingly, Intel has recruited many of our graduates, but much more than this – Intel has collaborated and funded much research here and has seconded staff to Trinity. In fact 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.

Furthermore, in keeping with a core commitment to supporting education in Ireland at all levels, Intel has: funded studentships, sponsored activities in the Science Gallery, accommodated interns, reviewed courses and curricula, acted on advisory boards and mentored our students through LaunchBox and other initiatives.

And in addition, Intel acquired two of our most successful campus companies, Havok and Kore Virtual Machines.

In short, when it comes to Trinity, Intel has 'been everywhere and done everything'. Across our schools, faculty, staff, students – so many have had the opportunity to work with Intel.

It has been a most enriching relationship on so many levels – certainly for Trinity and I believe for Intel. I won't speak for Intel – let me just say that for Trinity our commitment to building closer links with industry is a horizontal one – it goes across the nine core goals in our current Strategic Plan.

So, for instance, under the third Goal 'Renew the Trinity Education', we commit to 'improving partnerships with industry...in order to enhance the opportunities for students to develop the skills necessary to flourish in life'.

Under Goal 5 'Build Valuable Partnerships', we commit to 'developing the Office of Corporate Partnership and Knowledge Exchange to promote Trinity as a partner of choice for industry and business'.

Under Goal 6 'Research for Impact', we recognise that 'a sine qua non for research excellence is world-class infrastructure that supports multidisciplinary collaboration, international research partnerships, and multifaceted relationships with industry'.

And in this university we will educate our students to be global citizens and ethical leaders in the fields of business and industry, among other fields.

This horizontal commitment to developing multifaceted relationships with industry has come about because, quite simply, in the 21st century universities and industry must support each other, and grow together. If you look at the innovation centres of the world – like Silicon Valley, Seoul, Boston, Hong Kong – what you invariably find is strong industry-academic link-ups. This is what we seek to develop in Dublin and Ireland.

From this point of view, I believe that the Trinity-Intel partnership is exemplary. If a multinational, new to Ireland, were to approach me asking about how to engage, I would point to our relationship with Intel, which has benefited students, research, and society at large.

Intel has been committed from the outset to supporting research and education in Ireland, and has had a vision for how it can help develop talent. Eamonn Sinnott deserves particular commendation and our great thanks. It has been an absolute pleasure to develop the relationship over the years, and we are now at this stage, where we are ready to sign a Memorandum of Understanding to recognise the important and strategic nature of the relationship and to find ways to deepen it for mutual benefit, and for the benefit of Ireland.

The MOU will allow Trinity and Intel to focus on three areas of mutual importance (Talent, Research and Policy) and will put an overarching governance structure in place, which will ensure regular connections between the senior people in our organisations and commitment to making meaningful progress.

In Trinity we are committed to building stronger relationships with industry, and to understanding better the many and multi-faceted needs of industry. This is essential for our graduates, many of whom will go on to industry jobs, and for our staff, who may wish to align with industry to frame their research and innovation to address societal needs and challenges. In this context we envisage this strategic relationship with Intel as a template we will adopt with other companies.

So today we celebrate a long-standing, successful relationship; we prepare enthusiastically for the continued development of this relationship; and we showcase this relationship as a template for how industry-academic partnerships can work for the benefit of all.

Thank you.

* * *

9 September 2015

LaunchBox Demo Day 2015

Science Gallery

Good afternoon,

And welcome to the Science Gallery and to one of the highlights of the Trinity year: the LaunchBox Demo Day.

This is only the third year the event has been held – LaunchBox is a very recent programme. But it has been so successful and prominent from the outset, and has launched such exciting start-ups and products, that it has quickly developed huge brand recognition, and this Demo Day has fast become a fixture in the calendar year.

In Trinity we are immensely proud of LaunchBox. This is a scheme, initially funded by Trinity alumni, mentored by Trinity staff and by corporate partners, and driven by student brilliance and energy. So it's a scheme that brings together the whole Trinity community – students, alumni, faculty, industry partners – and that delivers for the benefit of society as a whole and provides an essential channel for youthful innovation.

As an educator, there is nothing more stimulating and rewarding than seeing students achieve their potential. I know I speak for all staff – and indeed for alumni, friends, and partners. We know what students are capable of, so it's frustrating when they can't fulfil their potential because the right outlets and channels aren't available.

But it must be said that LaunchBox has surpassed even our very high expectations. I knew our students would come up with wonderful ideas and that they would act on them but I was not expecting a TIME magazine profile within two years of the scheme being launched; nor was I expecting that LaunchBox would make its entry into the prestigious University Business Incubator index (UBI) as a 'Top Challenger', placed just outside the world's 'Top 25' from 800 incubator schemes assessed objectively by the Index. Nor that within a year, one of the startups would be working with finance giant VISA. Nor that in just two years LaunchBox projects would collectively raise in excess of a million euro.

I welcome these students' ability to get projects off the ground, to raise money, and to generate publicity. And I welcome the diversity of the projects. I won't spoil the surprise of which start-ups are being unveiled at this Demo, but just to glance back at a few over the past two years:

- Touch Tech is an m-commerce payment processor for mobile shopping apps;

- LabCup is a chemical inventory management system for academic labs, with the goal of improving efficiency and safety;
- Writing for Tiny is a new way of speaking to children through the magic of books;
- Foodcloud brings businesses and charities together in order to reduce both food waste and food poverty; and
- Artomatix looks to develop the next generation of tools for digital media creation.

So those are very diverse products and solutions. Some of them, like LabCup, arise directly from their founders' experience as students; others are responses to issues in daily life which affect all of us; all are eminently useful, ingenious, and inspirational.

When something works as well as this, we have to ask why. What are the ingredients which have contributed to success? How can we capitalise on the success and continue to grow? How can we replicate such success in other programmes?

When it comes to LaunchBox, there are many ingredients: first, our students' innovation and entrepreneurial education has been greatly improving, and Trinity staff who are also successful entrepreneurs have provided a wonderful example.

In Trinity we are developing an innovation and entrepreneurship culture on campus. Initiatives like the Knowledge and Transfer Office and the new Trinity Business School are all part of this culture. We want our students to have the attitude that it's never too soon to start incubating ideas and commercialising knowledge. It seems, from LaunchBox, that we are successful in growing this culture.

Secondly the role of alumni, particularly business alumni has been key. The original funders of LaunchBox were the 'Trinity Angels', successful alumni who were ready to give back. Their funding and mentoring, together with their example, has been fundamental to the programme's success.

Thirdly, we could not have got this programme off the ground without our corporate and industry partners. The enthusiasm, energy and investment of these partners, their belief in our students' potential, their vision for developing innovation in Ireland has been essential and inspirational. I'd like to mention in particular Citi Group, who sponsored LaunchBox throughout the summer.

Fourthly, it begins and ends with the students themselves. And it may be that LaunchBox was lucky enough to come at the right moment and to meet a generation of particularly entrepreneurial students. Anyone who has taught in universities knows that there are generational traits, and that different years have different zeitgeists.

The students of these years are characterised by a can-do attitude; a social conscience; and a kind of inspirational pragmatism. That such a spirit should come out of such an appalling recession is testament to human capacity for regeneration, and gives me great hope for this country. I congratulate all the students who have been involved in these start-ups, and I commend John Whelan, who started LaunchBox, and Neill Gernon, who is currently running it.

And also this year, LaunchBox moves from being solely a three month accelerator to being a 12 month programme which – in addition to the three month accelerator – will support students by facilitating a calendar of workshops, mentoring, hackathons and pre-accelerators. This is also reflective of the programme's expansion, and we're very excited about what the workshops and pre-accelerators will deliver.

And now I hope I've conveyed just how proud the College is of these students, and how grateful we are to alumni and to industry and business partners. I hope that all of Dublin and Ireland is proud of the success of this scheme.

And now, thank you for your attention, and I'm as excited as you are to hear the pitches for 2015!

* * *

14th September 2015

Dinner for the Centre for Literary Translation

Dining Hall

Good evening,

You're all most welcome to the Dining Hall in Trinity College for this celebration of our new Centre for Literary Translation.

How quickly things move! Just two and a half years ago, we first announced this Centre with a special event, 'Translating Seamus Heaney'. Five of Heaney's translators – coming from Poland, Russia, Mexico, Italy, and Hungary – 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. He was such a supporter of our School of English and of this Centre, and we're delighted to have here with us tonight, Marie Heaney.

That first event was held in the College Chapel because the Centre, at that stage, was of 'no fixed abode', as they say. But we were most anxious that it would be appropriately housed. We wanted a building commensurate with Trinity's, and Dublin's, great literary tradition, and we wanted a building that would proclaim the seriousness and scope of our initiative: this Centre is the first of its kind in Ireland, and, I believe, only the second on these islands. The other is in the University of East Anglia, and it was founded by W.G. Sebald. That of course is setting the bar high – as it should be set.

And then we were very lucky: the perfect location for this Centre presented itself in the shape of a magnificent Georgian house in Fenian Street, just by the Lincoln Gate. This building was the property of the College, but requiring extensive refurbishment.

It's hard to conceive of a better building or location for the first centre of Literary Translation in any Irish university:

It's just round the corner from the Oscar Wilde Centre for Creative Writing and the Royal Irish Academy of Music, and not far from the Lir – the National Academy of Dramatic Art. Together these centres will help cement and Ireland's reputation for literature and creativity, and of course there's great potential for collaboration between them;

It's a building of historic and aesthetic significance in itself. And it's at once sizable and intimate, with the space to develop education, research, and outreach projects.

The Centre will offer a taught postgraduate programme which will further advance Trinity's already formidable reputation in the study of English literature and modern languages. In these disciplines, the university is ranked in the world's top 50 – something we're naturally proud of, and want to build on.

The Centre is hosting the Dalkey Archive Press, which I don't suppose I need to explain, or praise, to this audience. It's quite simply one of the world's leading publishers for literature in translation. The Centre will also be hosting an annual translator-in-residence scheme, which will complement our other writers-in-residence schemes. In addition the Centre will host the Ireland Literature Exchange which makes Irish writing available in translation around the world.

The Centre's ambitious schedule of seminars, workshops and lectures, and its network of relationships with publishers, authors and booksellers in Ireland and beyond, will enhance the public profile of literary translation, and will create a community for visiting translators.

This is a Centre for Trinity College, certainly, but also for Dublin and Ireland. The doors on Fenian Street will be open and welcoming, and I'm happy to think that people will point out this handsome building as a place where translation is cherished and developed. Ireland, of course, is known for literature – probably we have no reputation so eminent. Translation is part of this reputation – writers like Beckett and Flann O'Brien and Michael Hartnett and Frank O'Connor translated their own work and the work of others across languages.

There is no literature without translation and there is no replacement for translation as a vital tool for the promotion of cross-cultural understanding.

We need a Centre to further the study of, and to analyse the mysteries behind, the art of translation – just as we have Centres in creative writing, dramatic art, and music composition.

I thank you for being here tonight, as friends of Trinity, and friends of literature. We're grateful for your support. I hope you'll continue to support us, and I look forward to welcoming you all in the magnificent new premises. It's only a question of time before we gather to toast there – renovation has started and the scaffolding is up.

I won't keep you any longer. We have a brilliant programme tonight: Sarah Smyth, the Acting Director of the Centre will be modulating a discussion between Richard Ford and Josée Kamoun, and inviting some questions from the floor. That's after the main course.

Thank you for your attention and enjoy the evening.

* * *



(L to R) Richard Ford (author); Sinead Mac Aodh (Director, Ireland Literature Exchange); Sarah Smyth (Director CLT); Josée Kamoun. (Translator of Richard Ford into French); Provost Patrick Prendergast; Conor Killeen (Chair, CLT Board)

15 September 2015

Memorandum of Agreement – Corporate Internships, OECD & Trinity College Dublin

Signing ceremony, Provost's Library

It's my pleasure to officially welcome to Trinity College Dublin the Secretary General of the OECD, Mr Angel Gurría, and Ireland's Permanent Representative to the OECD and UNESCO, Ambassador Michael Forbes.

Today we sign a memorandum of agreement between OECD and Trinity College, which offers a wonderful opportunity to our students. They are invited to grow their skills and knowledge, and to advance their career prospects by doing internships in the OECD.

Experiential learning is a key component in our commitment to students that we will prepare and position them for growth and success.

The OECD is a leading international organisation of 34 member countries, which recently celebrated its fiftieth anniversary and has global recognition. It undertakes collaborative research to support countries across the world in developing better education systems, more effective industrial and environmental policies and stronger institutions to tackle corruption and foster good governance. Its analyses and reports are widely cited and used by governments, as well as by academia, media, civil society and other international organisations.

It is, of course, an organisation which it would benefit students hugely to be connected with and to learn from. We are delighted they have this opportunity. The OECD will also benefit from our students' rigour, intelligence and enthusiasm.

In conclusion, I thank Angel Gurría and the OECD for their faith in our students and their commitment to experiential learning. I urge our students to take advantage of this wonderful offer, and I look forward to a lasting collaboration between our two institutions.

Thank you.

* * *

15 September 2015

Welcome address at the Burkitt Medal Award Dinner

Dining Hall

Distinguished Guests, Colleagues, Ladies and Gentlemen,

I'm delighted to welcome you to the Dining Hall in Trinity College Dublin for this, the third Burkitt Medal Award Dinner. The award is designed to honour the achievements of world leaders in cancer care and research. It recognises people with integrity, compassion, and dedication matching that of Denis Burkitt, a Trinity graduate, known for his discovery of Burkitt lymphoma.

Burkitt was one of the great Irish doctors of the 20th century. He combined exceptional diagnostic and research ability, with a sense of moral and ethical responsibility underpinned by his Christian faith, and a kind of pioneering fearlessness which allowed him make breakthroughs and seek novel remedies. He was also a great Trinity man, who uttered the classic quote: 'Irish by birth, Trinity by the grace of God'.

I'll leave further discussion of Denis Burkitt to my colleague, Professor Owen Smith, who has made a study of this wonderful man and will shortly share some of his stories and insights. Let me just say that here in Trinity we seek to honour and to build on Burkitt's legacy.

Cancer is a priority research theme for us, and at present over 180 researchers across Trinity are actively working on cancer projects and generating outstanding research. And we seek to develop in our students that sense of responsibility towards patients and excitement about new therapies which characterised Burkitt.

The esteem in which Burkitt is held here in his native country is, I think, evident from tonight's guest list. I'm delighted to welcome the CEO of Tallaght Hospital, David Slevin; the CEO of St James' Hospital, Lorcan Birthistle; and the chair, Paul Donnelly; the CEO of the Children's Hospital Group, Eilish Hardiman; and the CEO of the Health Research Board, Graham Love.

As last year, we are holding the Burkitt medal ceremony during National Cancer Week, and I'm delighted to see here so many eminent cancer specialists and colleagues from universities and hospitals, and from the National Cancer Control Programme. We all know how important the Irish Cancer Society is for every cancer patient, and for researchers whose work the Society supports. I'm delighted to welcome the CEO John McCormack and the Head of Research Dr Robert O'Connor.

On behalf of Trinity, I'd like to thank AbbVie, Genomic Health and Novartis for their support of Cancer Week. With their help, Trinity, jointly with the Irish Cancer Society, is holding a number of outreach events for the general public including tomorrow's Open Day 'Patient's Cancer Journey and Clinical Trials'.

There are a number of other supporters in the room – I can't name all but please allow me to single out one group – the Friends of CROSS. This group supports cancer research, and in particular new technologies, in Trinity and in St James's Hospital. They enjoy a wonderful network of supporters through their interest in rugby, and just last week they organised CROSS Atlantic 1000, their 4th cycle.

I'd like to acknowledge them all and particularly Conor Headon and Ronan Murphy who founded CROSS a decade or so, and Paul Wallace, a true rugby legend, whose idea it was to organise the cycle, together with his brothers Richard, David, and Henry. The Friends of CROSS bring absolute commitment and professionalism to the cause, and we're all most grateful.

And now to introduce this year's deserving winner of the medal, and to share with us his thoughts on Denis Burkitt's life, please welcome Professor Owen Smith, consultant paediatric haematologist at Our Lady's Children's Hospital Dublin, and Regius Professor of Physic and Professor of Haematology here at Trinity.

* * *

16 September 2015

Address to new Postgraduate Students

Edmund Burke Theatre

Good afternoon,

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

I'm delighted to have this opportunity of meeting you all. The first thing I'd like to say is thank you. In choosing Trinity College for your further study, you are adding significantly to the great research capability of this university.

I know that because of your proven ability, during your undergraduate years, you will have had choice about where to launch your postgraduate careers. Universities will have been competing for you! We're absolutely delighted that you've chosen Trinity.

You are now primed to become world experts in your particular field. On the subject of your dissertation, you will probably eventually know more than anyone else in the world. Indeed, you will know more than the professor mentoring you. It's a great privilege for Trinity to be nurturing your talent, and when you submit your dissertations it will be a great privilege for us to count your learning in as a part of the body of our research.

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

I'm addressing you as Provost the university, but perhaps more significantly I'm also addressing you as a former Trinity postgrad myself. In 1987 I began researching for my PhD here in the School of Engineering.

Things have changed significantly since that time. For instance there are now many more ways for postgraduates to get involved with entrepreneurship and innovation. But in other fundamental ways, I guess things haven't changed that much, and you're confronting many of the same challenges that I was back then.

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 comforting 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 small area of study isn't easy. In the beginning, in particular, it's very challenging. You have two main support tools: your professor and your fellow postgrads. Share your experiences and your concerns. Consult frequently – and often – with your academic mentor. It may be that, as you explore, you will re-think the terms of your research. That happens a lot. Your first 'title' may not be your last.

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

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, I suppose it's like reaching the summit of a mountain – it's some way off still. Actually in my experience, the hardest bit is now – embarking on your journey, starting the troublesome climb, making sure you've the right methods and equipment, and have chosen the right path.

On the second challenge, building your career – well, if you go on to become academics, you will not just be engaged on research, you will be teaching, administrating, organising events and conferences, leading teams, collaborating, innovating, commercialising research. Academia is a multi-faceted career, and now more so than ever.

If you choose not to go down the academic path, you will no doubt need all the skills I've mentioned in your other chosen careers.

So what I'm saying is, your research, vital as it is, isn't the only area that needs your attention over the next few years. If possible, you should also be using this time to develop other skills. How can you do this?

As postgrads, you will probably be asked to help out organising events and conferences, entertaining visiting professors, teaching, even strategizing on department matters. I think it pays to be as helpful and proactive as possible. Learning different skills is useful; taking on responsibilities and building relationships and trust is even more important.

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

Many of you will have heard of 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.

The Innovation Academy will enable you to link-up with postgrads in other universities, and to link up with industry. One of the most exciting developments of the past decade is the growth in academic-entrepreneurs. Increasingly academics are raising investment to bring their research to market, hooking up with industry, and launching spin-out companies.

All research – whether arts, humanities, science, medicine – it has a value, and identifying that value, financial or otherwise, 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 policy, or a new way of understanding or new meaning, or a service or a performance.

This is a great era to be a postgrad. If you use your time wisely over the next few years, you will, I believe, have the world at your feet. You will be experts in your field, with strong mental discipline; you will have developed your people and communication skills and your organisational ability; and you will have entrepreneurial skill sets, and an enviable network of contacts in industry and in academia. In short, you should be able to choose what you want to do, how you want to do it, and who you want to do it with.

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

We want the very best for you. Success for us means helping you realise your great potential. So please avail of all the supports and structures in place for you. That includes getting in contact with me or the Dean of Graduate Studies, or Director of Teaching and Learning (Postgraduate), or the President of the GSU, 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.

* * *

18 September 2015

Chac Mool Sculpture Launch

Lincoln Gate

Deputy Lord Mayor Councillor Paddy McCartin,
Ambassador,
Sebastian,
Ladies and Gentlemen,

This is a very great occasion for Trinity College and for Dublin: the inauguration of this artwork by Mexico's foremost contemporary sculptor, in the presence of His Excellency, Mexico's Ambassador to Ireland, Carlos Garcia de Alba, and of the artist himself, Sebastian.

We are immensely honoured and privileged. Sebastian, in his great generosity, donated this work to the College and he is now here in person. The donation was facilitated by the Embassy of Mexico in Ireland, and this ceremony marks forty years of Mexican-Irish diplomatic relations.

This sculpture, Chac Mool, will stand here for perpetuity, as a symbol of the friendship between our two countries; as an example of Sebastian's outstanding work; and as an expression of the College's commitment to contemporary international art.

I'm not going to attempt to eulogise Sebastian – because with an artist so well-known and acclaimed, it's unnecessary, and because there are others, more qualified than me, to do this. I will just say:

Trinity has a commitment to contemporary art, which was initiated over fifty years ago by a staff member, George Dawson, a Professor of Genetics who loved contemporary art. He wanted the College to acquire a contemporary collection as counterpart to its historic collections, and he wanted to involve the students because he knew that to keep ideas fresh, you need youthful iconoclasm.

The 1967 student-organised exhibition, 'Banners by American Artists', held in the Berkeley library, was the most extensive display of works by radical artists like Roy Lichtenstein and Jasper Johns, held in Europe at the time, and it was their first outing in Ireland and Britain.

From these beginnings, the College has built up a collection of over 700 significant modern and contemporary art works by Irish and international artists, including Picasso, Henry Moore, and Camille Souter.

The Sixties was a decade of modernisation and radicalism in Ireland, as round the world, and Trinity initiated many modernising drives that

decade. But looking back, it seems to me that the College did nothing more 'Sixties' and more essential to our mission in education, research, and innovation than embracing contemporary art.

I give this background to emphasize that Sebastian is joining a collection worthy of his passion and his vision, and a collection which provides context for his work. As a young student, Sebastian participated in student radicalism in Mexico in the 1960s – indeed he was detained for his involvement in the 1968 student strikes. And he has spoken of Pablo Picasso and Henry Moore as major influences.

One of the College's most famous, and popular works, is Henry Moore's 1969

'Reclining Connected Forms', which is in Library Square. It's a most significant piece, not only for its aesthetic value, but because when it was installed here in 1971 it was the first sculpture on campus that was not a portrait, a likeness of a dignitary. It's our first truly modern sculpture.

You don't have to be an art expert to see the relationship between Moore's sculpture and Sebastian's. The connection is, indeed, overt – I have learnt from our Curator of Art Collections, Catherine Giltrap, that from an early stage, Moore was captivated by Mexican sculpture, particularly by the Chac Mool figure.

I should say that 'Chac Mool' is the term given to a style of ancient Mesoamerican sculpture found throughout Central Mexico. These sculptures traditionally depict a reclining figure, resting on elbows, with legs bent upwards.

Early in his career, in 1929, Moore carved his own Chac Mool in Hornton stone, which is on display in Leeds Art Gallery in England. From this initial interest, he went on to develop his world-renowned reclining figures, of which Trinity's is a beautiful example.

So: from Mexico to Ireland, from Library Square to the Lincoln Gate, from Moore to Sebastian, from 'Reclining Connected Forms' to 'Chac Mool' – what beautiful synergy, synchronicity, and aesthetic lineage.

This sculpture is such a wonderful addition – for all the Trinity community, and particularly, of course, for staff and students in our department of the History of Art and Architecture.

And it's wonderful for the city of Dublin. Trinity College is a public space, through which hundreds of locals and visitors pass every day. In their comings and goings, people build up tremendous affection for our campus buildings and sculptures. Sebastian's wonderful sculpture on Sandymount Strand is greatly loved by Dubliners. I look forward to this on-site sculpture in Trinity inspiring the same affection and delight.

I thank all involved with the installation of this work – there are too many to name, so allow me to reserve particular thanks:

to the Ambassador and the Embassy staff;
to Smurfit Kappa, in particular Tony Smurfit and Sharon Smurfit for their ongoing support of the annual Trinity Mexican Lecture;
to Catherine Giltrap and Carolyn Kelly from our College art collections and
to Dr Ciaran Cosgrove, recently retired from the Department of Hispanic Studies who has been instrumental in maintaining links with the Mexican Embassy.

We've enjoyed a wonderful year in Ireland commemorating the 40th anniversary of the establishment of diplomatic relations with Mexico. There have been so many great events, and Trinity is absolutely delighted to be a part of this.

And now I invite His Excellency, Ambassador Carlos Garcia de Alba, to say a few words.

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The Chac Mool Sculpture near the Lincoln Place Gate
of Trinity College

18 September 2015

**2nd Trinity Medieval Ireland Symposium – TMIS 2 –
'The Irish–Scottish World in the Middle Ages'**

Thomas Davis Theatre

Good afternoon,

You're all most welcome to Trinity College Dublin for the second Trinity Medieval Ireland symposium, or 'T-MIS 2' as I believe it's being termed.

I welcome our conference speakers, visiting delegates, and members of the public. I'm delighted that this symposium, established in 2013 by Sean Duffy and Peter Crooks from our history department, is a public one. And I'm delighted at the response, which is evident in the numbers gathered here today.

I absolutely share the view of the organisers that cutting-edge historical scholarship should be accessible to those who are interested in researching or learning more, and I thank Seán, Peter, and David Ditchburn, for acting on their views and convening this distinguished gathering.

I recall the first medieval symposium – 'T-MIS 1' – which was held in Trinity in 2013. It was the focal point of a national millennium commemoration of the Battle of Clontarf, and it attracted great interest. This year we're commemorating the 700th anniversary of the invasion of Ireland by Edward, brother of Robert the Bruce, Kings of Scots; hence the chosen theme for 'T-MIS 2' is: the 'Irish-Scottish World in the Middle Ages'.

I'd like to acknowledge the generous support of the Ulster-Scots Agency and of the ministerial advisory group on the Ulster-Scots Academy, through the Arts & Social Sciences Benefactions Fund.

Their support has enabled this high level symposium, which draws speakers from universities in the United States, in Canada, and of course in Scotland itself. There have been few occasions in the past when so many experts on all aspects of medieval Ireland's complex relationship with Scotland were gathered together in one location.

Fittingly, the outcome will last a lot longer than these two days – this Symposium will result in a peer-reviewed book, published by Four Courts Press, comprising the contributions of all the speakers and covering every aspect of the story of Ireland and Scotland in the Middle Ages: the literary and artistic links, the cultural and ecclesiastical bond, the complicated political and military overlap.

The links between Ireland and Scotland are profound and continue to this day, and it's fascinating – and not only for historians – to explore the roots of those links.

For obvious geographical reasons no part of Ireland has been more closely connected with Scotland than Ulster. The Ulster-Scots Agency, which has been instrumental in planning and organising this conference, was set up under the Good Friday Agreement.

Fostering strong cross-border links is crucial to the continued success of the Good Friday Agreement and it's something which public, and indeed private, institutions, North and South, should commit to. Uncovering the close historical links between Scotland and Ireland gives a sense of context and continuity to those from the Ulster-Scots tradition.

Trinity feels a particular obligation, and desire, to foster cross-border links because of our long-standing connection with Ulster. Trinity has always been an all-Ireland university, and for centuries it was the university of choice for Ulster students.

In recent decades student numbers from Northern Ireland have fallen off, largely because of the creation of two separate university admissions systems on the island, UCAS and the CAO. We regret this deeply and we're now moving to reverse it. In Trinity we are recalibrating the A Levels/Leaving Cert conversion scales, with the aim of tripling our intake of students from Northern Ireland.

Boosting the presence of Northern Ireland students on campus will naturally foster better cross-border links. Orienting our research and education programmes to include the Ulster experience will further cement good relations. In this context, the theme of this conference is particularly inclusive and of interest to the whole island and to all its traditions.

Perhaps nothing encapsulates the essence of Ireland's link with Scotland in the Middle Ages better than the Book of Kells, because, as is well known, while we think of it as the greatest masterpiece of Irish art, it was more than likely not compiled in Ireland at all, but in Iona, off the coast of Scotland. We are very conscious of our responsibilities – curating, research and educational – as custodian of this marvellous book. Our Keeper of Manuscripts, Bernard Meehan, is the world's leading authority on the Book of Kells, and later today we will hear from Bernard on the art of medieval Ireland and Scotland.

I'm also pleased to announce that the College will shortly advertise for an Ussher Assistant Professorship in Early Medieval Irish History, to enable us to expand our expertise in this period traditionally known as Ireland's 'Golden Age'. This strategic new-blood appointment will serve to emphasise Trinity's commitment to the study of medieval Ireland and underscore our

position as a world leader in this area. I am sure this announcement will be of interest to this symposium – and perhaps particularly to some of the PhD students of the distinguished speakers here today, since the Ussher lectureships are aimed at academics at the start of their careers.

And now I won't keep you any longer from this fascinating symposium. I hope you all have a particularly stimulating two days in Trinity and in Dublin and I look forward to reading the book that will ensue.

Thank you.

* * *

22 September 2015

Discover Research Dublin 2015 – 'The potential of big data in Irish medicine'

Paccar Theatre, Science Gallery

Thank you John, and good afternoon everyone,

And welcome, all, to the Science Gallery in Trinity College Dublin for the launch of 'Discover Research Dublin 2015', and for what promises to be a hugely exciting panel discussion on a particularly pertinent theme.

Discover Research Dublin is funded by the EU under the Horizon 2020 programme as part of European Researchers Night, which is now in its tenth year. Tonight, Dublin is joining 300 cities and nearly a thousand institutions across Europe to celebrate research in all its forms.

Research night is about inviting people to campus to participate in tours, talks, demos, and exhibitions. Trinity is hosting over 70 events in diverse fields including biotechnology, robotics, civil rights, gender studies, linguistics. People can attend a workshop on bees and pollination, or visit MRI facilities to see how brain activity is measured, or watch experimental performances of Beckett... It's all taking place in 18 venues around campus, including in the Printing House, the Library, the Dental Hospital, the Long Room Hub, and the Chapel. There really is something for everyone, and events go on until 10pm.

I'm delighted to see so many of you here. This EU initiative chimes particularly well with Trinity's mission. We want to do the research that matters, and we want to share it.

Of course, significant research always ends up being shared – whether through new medicines, or novel products, or books, or technologies – but we want to share the research while it's happening. That's why researchers night is well named: research is a process of discovery, and the aim tonight is for you to discover the discoveries as they're being uncovered through experimentation or workshopping or debate.

This event is a case in point: we're bringing together three major national figures in medical policy and research to discuss an issue vital to Irish healthcare, but what they're discussing is so new and has such potential to evolve in different ways, that they won't be presenting their finished, settled, decided viewpoints. Rather they are opening the debate, with the idea of starting a national conversation about a health data strategy.

So we'll be witness to research-in-progress, if you like. And I am sure that there are many in the audience who will have their own valuable research and experience to share.

I won't keep you any longer because we're on a tight schedule. I will just say that Trinity is delighted to be part of this European conversation. I'd like to thank the Marie Skłodowska-Curie Actions which fund Horizon 2020; the Science Gallery for hosting this specific event, and the Royal College of Surgeons in Ireland for partnering with Trinity tonight. And now I'd like to hand over to Declan McGee, President of RCSI, who will introduce us to the theme of tonight's debate.

* * *

23 September 2015

Address to Junior Freshmen Students

Edmund Burke Theatre

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

I know what a full week this is for you, and how many claims there are on your attention. It's such a pleasure for me to get this opportunity to 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 four years ago by the staff and the students to lead Trinity as Provost until 2021. I want all of you to have as good an experience as undergraduates – and maybe later as postgraduates – as I had. I hope that, like most of our graduates, you'll develop a lifelong attachment to Trinity. I've been thinking about what I can tell you that will help maximise your student experience.

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

There are lots of things that make Trinity a special place to study and work: the beautiful campus, the location; the lectures and tutorials; the clubs and societies; the research; the plays and concerts and exhibitions and public debates held here.

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

You will all have worked hard to win your places here. You deserve this opportunity. But you're in a privileged position, and this means that much is expected of you.

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

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

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

The Trinity Experience – 1. Education

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

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

The division between you and your professors will dissolve – you will be scholars together, engaged on a common enterprise of discovery.

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 so you may have heard about some of the things we're doing.

For instance you might have heard about graphene, the new material which researchers in our Centre of Nanotechnology are working on. It's 200 times stronger than steel and 100,000 thinner than human hair, and potentially it can be used to make lighter cars, computers that fold into your pocket, biosensors that detect diseases early.

Or you might have heard about our research on pollination and protecting bees. Or read about the Trinity engineers who have designed a cheap, simple to use, and energy-efficient stove generator for communities in Malawi.

A fifth of all spin-out companies in Ireland stem from Trinity. Perhaps you'll know the names of some of the companies which have emerged from our research – companies like Oplona Therapeutics, for drug development, or Identigen, which conducts gene research, or Havok, which emerged from our School of Computer Science and has transformed the gaming world.

One new Trinity technology, just out, you will have heard of. Indeed if you don't already have it, I'd advise downloading it – the Trinity ID app allows you to access services on campus without a student card. You can now use your phone, rather than your card, to get into the library and the Sports Centre, to access health services, and as proof of ID on campus.

Trinity is the first higher education institute in Ireland to introduce student digital ID. It's part of our commitment to a digital campus. The idea for the app came from students and it was designed by students – Junior Sophister students of School of Computer Science.

These third years were applying their learning in a very practical, useful way. This is what our curriculum is aimed at. The good news is that 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 and of finding real-life applications for your discoveries, because this work is aimed at making you think for yourselves.

The Trinity Experience – 2. Extracurricular

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

Surveys have shown that employers of our graduates value:

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

'Extracurricular activities' means:

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

You may have heard about the social enterprise 'FoodCloud', which hooks up supermarkets with charities to distribute excess food to those who need it most. FoodCloud was started by a Trinity undergraduate, and has featured all over the Irish media, and in Time magazine.

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:

Dr 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.

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

The Trinity Community

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

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

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

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.

* * *

26 September 2015

Unveiling of the Hall of Honour Memorial Stone

Front Square

Your Excellencies, Senators, Pro-Chancellors, Visitor, Distinguished guests, Ladies and Gentlemen,

Welcome to Trinity College Dublin and thank you for joining us. Today we honour the students, staff and alumni of this university who lost their lives in the First World War.

We are now three years into 'the Decade of Commemorations', the 'long decade' from 1912 to 1923 which saw massive political change in Ireland, Europe, and the wider world. Trinity College was intimately involved in, and affected by, the events of the long decade, and we are playing an active role in Commemoration. We have organised events and exhibitions which explain the College's involvement, and which draw on our extensive archives and documentation relating to the period.

Today is one of the key College events marking this Decade. Few institutions in Ireland were more deeply engaged in the First World War than this College. Thousands of Trinity students, staff, and graduates fought, and almost five hundred died, in military service during the First World War and its aftermath. They fought on every front, from France to Macedonia, from Palestine to Mesopotamia.

Nearly a third of Trinity volunteers were associated with the faculty of medicine, but they came from all disciplines, and included senior academic figures.

Engagement on such a scale, in a conflict whose length and human cost no-one had anticipated, devastated the Trinity community. And that is not too strong a word.

The community then was so much smaller than now – in 1914 there were about 1,500 undergraduates. To lose almost 500 Trinity people in four years was catastrophic – not to mention the very many who were wounded, physically and mentally, by participating in combat.

As early as November 1919, the university decided to build a memorial where the names of the dead could be held in 'honoured remembrance', providing people with a sacred space to mourn.

The Hall of Honour, inscribed with the names of the 471 who died, was opened in 1928 having been funded entirely by subscription. It was designed as a portico to a new reading room, which was completed in 1937.

The architect for both was Thomas Manly Deane, whose son Thomas Alexander Deane, was killed at Gallipoli.

Through the beautiful and moving Hall of Honour, and the stylish Reading Room, the College commemorated its war dead. But of course political circumstances had changed entirely since 1919 when the commemoration was planned. Already at the opening of the Hall of Honour in 1928, the Vice-Chancellor, Lord Glenavy – who himself had lost a son – spoke of 'a growing conspiracy of silence' regarding the memory of the Great War in the Irish Free State.

In 1937, the Taoiseach, Eamon de Valera, opened the Reading Room but the war and Hall of Honour weren't mentioned in the speeches, and in the decades that followed it was referred to simply as the '1937 Reading Room'.

When I was a student here in the 1980s, we were certainly aware of the Hall of Honour as we walked in and out of this building with its names of young men – Trinity students like ourselves – who had lost their lives so tragically several generations previously. But we weren't aware that the Reading Room was itself part of the memorial. And there was no state commemoration in Ireland at the time for the hundreds of thousands of Irish men who served in the British forces, and the almost 50,000 who died.

This began to change in the 1990s. Our Chancellor Mary Robinson became the first Irish Head of State to attend the Remembrance Day service in St Patrick's Cathedral. Kevin Myers, in the Irish Times, began writing articles on the Irish soldiers who served. President McAleese built on her predecessor's legacy by articulating so well the vital importance of both sides of the island commemorating what had been a joint war effort.

A state commemoration to mark the 90th anniversary of the Battle of the Somme was held at Islandbridge War Memorial Gardens in 2006, attended by the President, the Taoiseach and delegates from Northern Ireland. And in 2011 Queen Elizabeth and President MacAleese laid wreathes of poppy and laurel in Islandbridge to honour the dead.

The State was always going to commemorate 1916, but thanks to the 'Irish glasnost', if you like, of the 1990s and the 2000s, it became axiomatic that 'the Decade of Commemoration' would also include remembrance of the First World War. No major voice, I believe, has been raised against honouring the Irish people who served.

It's vital that as a country we acknowledge the entirety of our history, and do not value certain narratives at the expense of others. In Trinity we are proud of the part that our graduates and staff have played, nationally, in ending the silence that has surrounded participation in the First World War.

We are proud of our Chancellor Mary Robinson; of our former professor of Law, Mary McAleese; of our historians like John Horne and Tomás Irish, who have produced important works on Ireland and Trinity in the Great War; and we are proud of all those within the College who have helped disseminate the war experience during this 'Decade of Commemorations' through teaching, research, and events such as last year's 'World War I Roadshow', which invited the public to share Trinity's experience of the war, and to contribute their own stories.

In 2014, the centenary of the outbreak of war, Professor Horne raised with me the question of commemoration within College.

We decided that the best way to do this was to recall the true significance of this building. It can still be known as the '1937 Reading Room' but students and visitors should be made aware of the purpose for which it was built. We determined to commission a memorial stone which would explain this.

I thank the Memorial Committee, chaired by College Secretary John Coman, for their work in making today happen. I thank the sculptor, Stephen Burke, for the really beautiful stone which we will see unveiled today.

In Trinity we have a mission to engage wider society, to demonstrate leadership, and to promote the values of a pluralistic, just, and sustainable society. Taking a role in publicly commemorating the First World War has been among the most vital ways in which we honour this mission. Edmund Burke put the importance of a nation coming to terms with its history most starkly when he said that 'those who don't know history are destined to repeat it'.

And by re-dedicating this memorial let us remind ourselves not to repeat it, that this poignant list of war dead, like so many other such lists in memorials the length and breadth of Europe, is a reminder of the destructiveness of war and the virtues of peace and negotiation.

I thank all of you most sincerely for furthering this commemoration by taking the time to be here with us today.

It's now my pleasure to introduce the President of Trinity Students' Union, Lynn Ruane, and the President of the Graduate Students' Union, Katie Crowther, who will read out profiles of some of those memorialised in the Hall of Honour.

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(L to R) John Coman (College Secretary), Provost Patrick Prendergast, Lynn Ruane (President, Students' Union), Professor Dermot McAleese (Pro-Chancellor), Katie Crowther (President, Graduate Students' Union), Ivana Bacik (Senator and Reid Professor of Law)

26 September 2015

Naughton Scholar Awards Ceremony

Stanley Qwek Hall, TBSI

Good afternoon,

And welcome to Trinity College Dublin and the Stanley Qwek lecture theatre for this great occasion: the presentation of awards to the new Naughton Scholars. Today we recognise the ambition and talent of students in science, engineering, technology and maths. We celebrate the increased focus, across the country, on these disciplines, which are so important to innovation, and to driving the economic development of the country. And we celebrate the generosity and vision of the Naughton family, who have been instrumental in enabling this increased focus.

Today students from around the country will be presented with the awards they have earned. 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.

In just a few years these students will be in a position to contribute to society through research, working, and entrepreneurship – or indeed all three.

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 time the Naughton Scholarships were created, 2008, the country was confronting another issue: the rise in the expense of studying at third level. It costs to educate someone to a university degree and beyond, and in an increasingly competitive and globalised world costs keep rising.

In Ireland, most costs for undergraduate students are borne by the state. But students are asked to share some of these costs. And of course there is also living and accommodation to consider. For certain students, the costs involved can seem prohibitive enough to put them off studying.

No-one of potential should turn away from third-level because of financial concerns: that makes no sense, either at the private level of the individual – 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 Naughton Family came up was to provide scholarships for exceptional students to study science, engineering or technology at any Irish third-level institution of their choice.

This solution was strong and simple: offer scholarships on merit, not favouring any particular region or university but putting faith in the students to make the case for the course of study of their choice.

Throughout the very difficult years since 2008 the Naughton scholarships have provided light and hope – to students, schools, universities, communities, and to the whole country.

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

In the same year that the Naughton scholarships were launched the Science Gallery was opened here in Trinity, thanks, in great part, to the Naughtons, who have been generous and inspired supporters from the start. These two initiatives – the Gallery and the Scholarships – are linked. Both are about encouraging and enabling young people's passion for science and technology.

The Science Gallery is about seizing the imaginations of young people and getting them interested in the wonder of science. The Scholarships are about showing school-leavers that they can, and should, have a future in science, technology, engineering and maths. So it's right that this awards reception began in the Science Gallery.

In Trinity, some of our original Naughton scholars from 2008 and 2009 are now pursuing PhDs with us, and I'm sure it's the same in other universities. They are contributing original research and providing important support to our academic and teaching programmes. This is a palpable achievement of these scholarships, in just a few short years.

* * *

To the new Naughton scholars, our 2015 scholars: all of you have been singled out to receive these scholarships as reward for your excellence and ambition. You are getting the best possible start to university life. You will

of course have a dream for your career and your life. Having been given such a start, it's now your responsibility to hold on to that dream and pursue it tenaciously.

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

Thank you.

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2015 Naughton Scholars & Provost Patrick Prendergast

7 October 2015

Launch of the Trinity Centre for Asian Studies & M.Phil in Chinese Studies

Public Theatre

Minister, Your Excellency, Distinguished Guests, Ladies and Gentlemen,

You're all very welcome to the Public Theatre in Trinity College Dublin for this significant event: the launch of Trinity's new Centre for Asian Studies, and of our Masters in Chinese Studies.

This is a crucial event for Trinity College; it's also important for the wider community and this is reflected in our guest list here today. We welcome His Excellency, the Ambassador of China, and diplomatic staff from the Chinese, Korean, and Japanese embassies.

We also welcome officials from Enterprise Ireland, from the Ireland China Business Association, from the Department of Foreign Affairs and the Department of An Taoiseach, and from the Bank of Ireland and the wider business community. And we welcome our fellow academics from other Irish universities and from the Chester Beatty Library, which has of course a long-standing engagement with Asia through its remarkable collections. We are most honoured that the Minister for Foreign Affairs and Trade is launching the Centre for us today.

So just welcoming such a diverse and distinguished group of guests gives an idea of the Centre's importance to the academic community and to the country at large.

This is no surprise. The 21st century has already been termed, by the media, the 'Asian century' to describe the flow of ideas, capital, and popular culture from East Asia to the rest of the world.

In our globalised world, all countries in Europe and elsewhere, benefit from developing relations with Asia – academic, business, finance, and cultural relations. This is a tremendously exciting period as we foster links and establish connections.

The Irish government, and the business, arts, and cultural communities have been most proactive about developing relationships with Asia. The role of universities is key because we are educating the graduates, Irish and Asian, who will foster future relationships, and we are incubating the academic collaborations which help bring our scholars and countries together and produce research of global value.

And speaking of academic collaborations, what an auspicious week to launch the Centre in! We couldn't have planned it better. Yesterday we heard that three scientists are sharing the Nobel Prize for Medicine: a Chinese medical scientist, Tu Youyou; a Japanese microbiologist, Satoshi Omura; and an Irish-born parasitologist, William C. Campbell, who is a Trinity graduate.

Campbell and Omura collaborated to create the drug avermectin, which has nearly rid the planet of river blindness and lymphatic filariasis; while Tu Youyou turned to the ancient texts of traditional Chinese medicine to produce artemisinin, a drug that is now the top treatment for malaria.

So it's a great week for China, Japan, and Ireland, and for Trinity. And I take it as an excellent omen for the success of this Centre.

* * *

The Trinity Centre for Asian Studies and Masters Programme in Chinese Studies will help the College deliver on key goals and priorities.

In our Strategic Plan, launched this time last year, we commit, among other actions, to: developing a multicultural, cosmopolitan campus; fostering international research collaborations; enabling student exchanges around the world; and building valuable partnerships.

These commitments are about giving our students a high-quality and global education which will help them become what the great European humanist Erasmus called 'citizens of the world'. And they're about creating a dynamic environment in Dublin that contributes to growth and prosperity.

The Centre is a strong new engagement for the College, building on existing and traditional partnerships.

* * *

Trinity's engagement with Asia began 250 years ago with the founding, in 1762, of a chair in oriental languages. And over a hundred years ago missionaries from Trinity established the Trinity School Fuchow in China, known today as Fuzhou Foreign Languages School.

Throughout the twentieth century, Trinity welcomed students from Asia, particularly in the medical and engineering Schools, and in the 1970s Trinity was one of the first European universities to welcome Chinese students. As early as 1991, we signed a Memorandum of Understanding with Senshu University in Japan.

In the past decade or so, these historic engagements have been greatly accelerated, reflecting international trends in engagement with Asia and in

the emergence of higher education as a globally traded and borderless activity. Our key partner universities in East Asia are leading world universities:

- in Japan: Tokyo, Osaka and Kyoto Universities;
- in Korea: Seoul National University and SKKU;
- in China: Beihang, Peking, Tsinghua, Fudan, and Tongji Universities;
- also the National University of Singapore, Singapore Institute of Technology, and in Hong Kong, HKU and HKUST.

With these, and many others, we collaborate on research and on student mobility programmes, to great mutual benefit.

We are also moving further into the transnational education arena, following the success of our collaboration with Singapore Institute of Technology, delivering joint programmes in Diagnostic Radiography and Physiotherapy. We look forward to developing more such strategic partnerships with other universities in East Asia.

This is the background and context to the new Centre and new Masters. They are part of a cohesive strategy aimed at reinforcing and broadening our engagement with Asia.

* * *

Let me tell you a little, now, about how the new Centre and Masters will contribute to the university:

The Centre brings together Trinity's existing capacities in Korean, Japanese, and Chinese Studies in a multi-disciplinary structure, acting as a focal point for regionally-based scholarship and pan-Asian research. It focuses on contemporary society and culture, language learning, diaspora studies, and comparative studies including Asian-European studies.

The Masters in Chinese Studies has been enabled through a philanthropic donation by Dr Sam Lam and his wife Ellen Lam. Dr Lam is a Trinity medical graduate from Hong Kong, class of '63.

The interdisciplinarity of the Masters programme is reflected by the three Schools involved in establishing it – the Schools of Social Sciences & Philosophy; of Linguistic, Speech and Communication Sciences; and of Histories and Humanities. The focus will be on contemporary and 20th century China. The Masters will equip graduates to engage deeply with the emerging powerhouse that is contemporary China.

The Centre and the Masters bring with them, of course, excellent academic staff. We welcome our new professors in Chinese Studies: Dr Xin Sun, Dr

Isabella Jackson, and Dr Adrian Tien; and we welcome the team responsible for our programmes in Mandarin, Korean and Japanese. At present, we offer nine Mandarin courses, and five Korean and Japanese courses – all these are fully subscribed, which is an indication of the popularity of Asian studies in Trinity.

* * *

In 1776 Trinity became a pioneer among European universities when it founded a chair in modern languages. Until then, universities had focussed on the languages and civilisations of antiquity. Focus on modern languages was about engaging with the contemporary world. Of course 'modern languages' then meant French and Italian and German, and from that beginning, our great departments in those languages and cultures were built up. Trinity is currently ranked in the world's Top 50 for modern languages. It is one of our great strengths.

Today engagement with the contemporary world means engaging with Asia. With this Centre, we will build ever stronger, deeper engagements. I want Trinity to be known globally for Asian Studies; I want our graduates to be recognised for the depth of their knowledge, expertise, and affinity in this field.

I thank all who were involved in establishing the Centre and M. Phil, particularly the Dean of the Faculty of Arts, Humanities and Social Science, the three Heads of School, and Lorna Carson, inaugural director of the Centre.

On behalf of the whole college community, I thank the alumni who have helped make the M. Phil possible – Sam and Ellen Lam, and Eoin and Cliona Murphy who are generously funding scholarships in the programme. Trinity could not achieve the success it does without the support of alumni. You are a model to our current students of lifelong engagement and 'giving back'.

I would like now to invite the Minister for Foreign Affairs and Trade, Charlie Flanagan TD, to officially launch the Trinity Centre of Asian Studies and the Masters in Chinese Studies.

Thank you.

* * *



(L to R) Dr Xin Sun, Assistant Professor in Chinese Politics; Dr Isabella Jackson, Assistant Professor in Chinese History; Provost Patrick Prendergast; Dr Lorna Carson, Assistant Professor in Applied Linguistics; and Dr Adrian Tien, Sam Lam Associate Professor in Chinese Studies (Linguistics)

8 October 2015

'What sort of university will we be, and with what sort of library?' Symposium: The Library of the Future; the Future of the Library

Science Gallery

Good afternoon and thank you all for coming.

This is a crucial event for the university: today we launch the new Library Strategy, and we commence this year's programme of events around the theme, 'The Library of the Future, the Future of the Library'.

With this new Strategy and programme of events, we invite the whole College community, and interested members of the public, to reflect on the importance of our library and its future direction.

Trinity is asking the essential question: 'What sort of university will we be, and with what sort of library?' It's a question which intimately involves all our staff and students. We welcome this opportunity to discuss, and perhaps contribute to, the Library's future direction.

We're particularly delighted that John Bowman is here to chair the discussion. He was our first choice as chair – for the authority he brings to all panel discussions and for his particular authority as an archivist and historian. This evening's themes are relevant to his own work; we're most grateful to have his expertise.

* * *

In the College's overall Strategic Plan, which we launched almost exactly a year ago, the Library is referenced multiply. It is mentioned early, in the section on 'Values'. I quote:

'The college is located in the heart of Ireland's vibrant capital city, on a beautiful campus where classical and contemporary buildings are grouped around the Old Library, home to the Book of Kells, and symbol of the college's unshakeable commitment to learning.'

That's an important positioning: Trinity is placed at the heart of Dublin city, and the Library is placed at the heart of Trinity, both physically and symbolically.

The Library is further referenced in the Strategic Plan in the sections on: alumni engagement, the student environment, research environments, and the Visitor experience. The Library goes across the Strategic Plan's nine

goals, and this, again, signals its core centrality to the whole university.

Building on the Strategic Plan, the Library, under the leadership of our new Librarian and College Archivist, Helen Shenton, has looked at the essential issues, and in this ambitious strategy has laid out priorities and goals for the next five years.

The Library strategy is perfectly aligned with the university's strategic priorities. It's important to emphasize this because the library and the university must operate as one.

I don't just mean that great libraries are fundamental to successful universities – that goes without saying. I mean that you cannot demarcate between a university and its library.

'What sort of university will we be, and with what sort of library?'

That's an 'Escher' question. We can flip it: 'What sort of library will we be, and with what sort of university?' One defines the other. Seamus Heaney, in his poem 'Lovers on Aran' catches the reciprocity which I'm trying to get at:

'Did sea define the land or land the sea?
Each drew new meaning from the waves' collision.
Sea broke on land to full identity.'

Sea and land and full identity. This will maybe replace my previous favourite description of a library, by the American historian, Shelby Foote, who said: 'A university is but a collection of buildings around a library'. That's wonderful, but it doesn't quite catch the give and take, the mutuality, between library and university.

To be a student or an academic is to engage with the library. I've studied, I believe, in every library in the university, including Luce Hall when it was a science library. My memories of Trinity are bound up with its libraries, and my relationship with them is an evolving one. As a fresher – in the days before mobile phones – you would go to the library to find people; as a postgraduate you might go to a different corner to escape people. As a junior lecturer you would go to design your curriculum – to see what texts were available, and which ones you needed to order, and how many copies. In this way, university staff have always helped stock and position the library. Reciprocity in action.

The way I engage with the library has changed according to my role in the university, and also of course – and more significantly – according to global changes in the dissemination of knowledge and in library user behaviours. It is these changes, so rapid and continuing, which have occasioned the need for this Strategy.

The pace of change is such that we may struggle today with the definition of a library. The dictionary definition of a library is: 'a building or room containing collections of books, periodicals, and sometimes films and recorded music, for use or borrowing by the public or the members of an institution'.

Of course this is, by now, inadequate, since it doesn't reference digital databases. But I have greater issues with this definition – it fails to capture what I think of as essential to the library: dissemination and communality.

Let's picture two scenes: the first is a storehouse of boxed books, say remainder copies. The second is a room with no books but people sitting quietly over their consoles. Which of these scenes depicts a possible library? Only the second.

It has become possible to envisage a bookless library, something which would have seemed an absurdity until this century.

When we first confronted the threat – as we saw it – to books from online, we imagined in our gloomier moments that libraries would be deserted, would become relics of 'The Age of Paper'. That hasn't happened, and doesn't look like happening. Because it turns out that libraries are far more flexible in definition than we realised.

The essence of a library isn't just the collection of knowledge in the form of books, recordings, and now digital databases. The essence is the discrimination of knowledge. This is true of all libraries to some extent – public libraries have to take decisions about what to put on their shelves – but it's particularly true of university libraries.

In a world that gains in knowledge all the time, accelerated by online, the job of discrimination becomes ever more important. If anything, university libraries in the 21st century are more essential than they have ever been. How else are we to evaluate and order the unceasing stream of knowledge?

And the other vital characteristic of a library is that – for all the emphasis on quiet – it's a group, communal space. Again, we are only realising the extent of this. We envisaged staff and students accessing knowledge at home on their laptops. This does happen but – whether it's because humans are innately social or because we need the bibliothecal atmosphere to spur us to study – our libraries are as frequented as ever.

So, to return to the definition of a library – how about: 'a space where knowledge is disseminated and discriminated, and where we go to learn with others'. Is this definition flexible enough to encompass the rapid bibliothecal pace of change?

I suspect it may not be... This Library Strategy sets out, clearly, the priorities for the next five years. These include:

- supporting users in navigating the rich, complex world of digital content;
- leveraging technology to enhance services on-site and online;
- developing appropriate storage of physical collections;
- enabling different, changing styles of teaching and research, and catalysing collaborations; and
- understanding and preparing for the social shift in the use of library spaces, learning spaces, and communal spaces.

It's clear, just from listing these priorities, that I will have to widen my previous definition to encompass teaching and research collaborations, roles which the Library is increasingly taking on.

And then, of course, when it comes to Trinity Library, we need a more specific definition again because Trinity library has very particular concerns. The Strategy details them:

We have unique collections which are a treasure house for future research. How do we curate and protect these collections and make them widely available to scholars? Last year there were over 2 million visitors to the virtual library from round the world, and this figure is growing all the time.

The Old Library is the centre of the Trinity visitor experience. How do we enhance this experience and develop innovative exhibitions to showcase our collections and research?

As a legal deposit library, we need to be thinking digitally, enabling e-legal deposit;

And the Library, as the heart of the university, is also at the heart of fund-raising initiatives, without which Trinity cannot continue to grow in excellence.

Taking all this into account, what might be a possible definition for Trinity library? Perhaps 'the spaces within the university where knowledge is collected, disseminated and discriminated; where we go to learn, teach and collaborate with others, and where memory is curated in the form of archives and collections – the place which serves as a flagship for the College's activities and as an interface with wider society'.

Something like that... if we can keep the definition flexible enough to encompass what will undoubtedly be major on-going changes, year on year.

I congratulate the Library for the concision and precision of this Strategy, for its flexibility, ambition, and proactivity. The Strategy ends with a suite of inter-related policies and programmes which it plans to implement. The whole strategy gives reassurance that the Library is in very good hands.

In her introduction, Helen Shenton writes of Trinity's 'tradition of innovation', and she gives as examples, the creation of the barrel-vaulted roof of the Long Room, the design of the once-controversial Berkeley Library, and our leading role among Irish universities in automating the catalogue and integrating Conservation.

It's good to recall this 'tradition of innovation' and to remind ourselves that Trinity library has met previous challenges with calm expertise. I do believe that the challenges and opportunities currently confronting the Library are of a greater order than anything since perhaps the invention of the printing press – which is why, for the first time in the College's history, we have a specific strategy for the Library approved by the College Board.

I'm confident that the Library can draw on past strengths and current expertise to navigate the challenges for itself, and for the university, and indeed for other Irish universities.

As a legal deposit library, with particularly valuable collections, in Ireland's leading university, Trinity's library holds a unique position, nationally. One of our college-wide goals in the university's Strategic Plan is 'to demonstrate institutional leadership'. With this Strategy and this year-long programme of events, the Library is doing just that.

I thank Helen Shenton and her team for the leadership they have shown and the ambition they have set.

Over the past three years the College has launched successively, and always in the Micheltas term: Global Relations Strategy, the Innovation and Entrepreneurship Strategy, the Strategic Plan, and now the Library Strategy. With these October launches, we gear up for the coming academic year and announce our ambition. This is the Year of the Library. We look forward to learning and contributing.

Thank you.

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9 October 2015

New Fellows Dinner

Senior Common Room

Good evening,

You're all very welcome. This has been a great week for the College. On Tuesday we learnt that one of our graduates, William C. Campbell has been awarded the Nobel Prize in Physiology or Medicine. We congratulate him warmly: we're honoured by our association with him. On Wednesday we launched our new Trinity Centre for Asian Studies, and it seemed a particularly auspicious time for the launch since Professor Campbell's co-winners for the Nobel Prize are medical scientists from Japan and China, Satoshi Omura and Tu Youyou.

And yesterday our Library launched its five year strategy. The whole university will benefit from the Library's ambition and pioneering actions, including of course the new Fellows whom we welcome here tonight.

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. It's our opportunity to welcome the new Fellows collectively and to get a sense of the expertises they are bringing to the College.

As you know, Trinity was founded as a corporation consisting of the Provost, Fellows and Scholars. So the singular distinction of Fellowship is as old as the College itself – in fact the College could not exist as a corporation without the Fellows.

Fellows are elected by other Fellows on the basis of serious scholarly work of international standing, and once elected, they have a central role in the 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.

Tonight we recognise seven new Fellows, and four new Professorial Fellows. Collectively they represent seven different Schools, though as it happens – appropriately enough for the week that's in it – all our new Professorial Fellows are from the School of Medicine. This year a majority of our eleven new Fellows are women. From the small, distinctive 17th century college of British and Irish male theologians, Trinity is now a large, global, multidisciplinary university.

Tonight I also welcome two new honorary Fellows, Professor Yvonne Galligan and Leo Goodstadt. Honorary Fellowship is a privilege that the College bestows on individuals who have achieved greatly in their field.

Professor Yvonne Galligan, a graduate of Trinity, is professor in Queen's University Belfast where she is founding Director of the Centre for Advancement of Women in Politics, and Director of the university's Gender Initiative. Trinity is delighted to recognise her significant contribution to the discipline of politics and to more equally balanced political representation in Ireland and beyond.

Leo Goodstadt is adjunct professor in Trinity's School of Business, and an authority on China's financial reforms and economic management. Between 1989 and 1997 he was chief policy adviser to the Hong Kong government and head of its Central Policy Unit. We are particular happy to see him here tonight as he was instrumental in the development of the Trinity Centre for Asian Studies, launched on Wednesday.

We are also delighted to welcome here tonight, two distinguished guests who were made Honorary Fellows last year. Neither was able to attend last year's New Fellows Dinner, so it's a real pleasure that they could be here tonight.

Brendan Parsons, The Earl of Rosse, accompanied here this evening by his wife Alison Countess of Rosse. It's wonderful to welcome you both, and to note that we dined earlier under a portrait of the 3rd Earl, a former Chancellor of this University, and indeed we have a portrait of the 4th Earl, also a former Chancellor, in the Parsons Building which houses Mechanical Engineering. The bonds between Trinity and Birr are strong, and hereby further re-affirmed. And it's a pleasure also to welcome Moira Wallace, Provost of Oriel College, our sister College at Oxford.

It's now my privilege to welcome to the Trinity Community each new Fellow, by name, position, and research specialisation.

PROFESSORIAL FELLOWS

Paul Browne: Paul Browne is Professor of Haematology, and consultant haematologist and Director of the National Adult Stem Cell Transplant Programme at St. James's Hospital Dublin. He is currently also head of the School of Medicine. A graduate of Trinity, he was a Fellow at the University of Minnesota, and since his return to Ireland he has led the development of therapeutic programmes for leukaemia and myeloma, with a special interest in stem cell transplant and novel therapeutics.

Orla Hardiman: Orla Hardiman is Professor of Neurology and academic director of the Trinity Biomedical Sciences Institute (TBSI) and works as a

consultant neurologist at Beaumont Hospital in Dublin. A graduate of University College Dublin, she is a leading expert on the epidemiology, phenotype and genetics of Amyotrophic Lateral Sclerosis (ALS), also known as Motor Neurone Disease. A founder-member of the Neurological Alliance of Ireland and the Irish Brain Council, she received an HRB Clinician Scientist Award in 2007.

Eleanor Molloy: Eleanor Molloy is Chair of Paediatrics at Trinity College Dublin, and a consultant in the National Children's Hospital, Tallaght, the Coombe Women's and Infants' University Hospital and Our Lady's Children's Hospital, Crumlin. A graduate of University College Cork and University College Dublin, her research interests include the evaluation and modulation of systemic inflammation in newborn infants with brain injury, and the development of neonatal palliative care. She is the Irish representative on the executive committee of the UK Academic Paediatric Association.

Cathal Moran: Cathal Moran is Chair of Orthopaedics and Sports Medicine, and a consultant orthopaedic surgeon at the Sports Surgery Clinic. A graduate UCG, and a Fellow of the Royal College of Surgeons in Ireland and the National Specialist Registrar Academic Fellowship Programme, his area of academic and clinical interest is in sports surgery of the knee and shoulder and in biological approaches to soft tissue repair and replacement. He is a Principal Investigator at the Trinity Centre for Bioengineering, RCSI Bioengineering, and AMBER research centres.

FELLOWS

Lorna Carson: Lorna Carson is an applied linguist in the School of Linguistic, Speech and Communication Sciences and the Director of the Trinity Centre for Asian Studies. A graduate of Trinity and of the College of Europe in Bruges, her research focuses on individual and societal multilingualism, with attention to language policy, pedagogy, and assessment. Her current interest is urban contexts of mobility and migration in Europe and East Asia. She is President of the Irish Association for Applied Linguistics.

Philip Coleman: Philip Coleman is a Lecturer in the School of English, where he is Director of the M.Phil in Literatures of the Americas. A graduate of University College Cork and Trinity, his research focuses on modern and contemporary poetry and short fiction studies. He has published acclaimed books on the American poet John Berryman and the novelist David Foster Wallace, and is currently researching a critical biography of the Irish poet, Pearse Hutchinson.

Owen Conlon: Owen Conlan is assistant professor in the School of Computer Science and Statistics, and co-director of the Trinity Research Centre for Digital Humanities. A graduate of Trinity, Dr Conlan's research

focuses on the field of Personalised Visualisation. The author of over 120 peer-reviewed publications, he has received significant funding from national and European agencies as a Principal Investigator and Co-Principal Investigator. He is currently co-applicant in the SFI-funded ADAPT Centre, where he leads the Personalising the User Experience theme.

Rachel Evans: Rachel Evans is Ussher Assistant Professor in Device Fabrication in the School of Chemistry. A graduate of the University of Wales in Swansea, she has held postdoctoral fellowships at universities in Paris and Portugal. Her research concerns the development of new photoactive materials for application in solar energy conversion, optical sensing and stimuli-responsive membranes. A recipient of research grants from SFI, Enterprise Ireland and the Irish Research Council, she was named Young Leader of the Year at the 2014 Irish Lab Awards.

Daniel Faas: Daniel Faas is associate professor and head of the Department of Sociology. A graduate of Cambridge, the University of Stuttgart (M.A.) and Trinity, he has held fellowships in UC Berkeley and in the Hellenic Foundation for European and Foreign Policy in Athens. His research focuses on the sociology of migration, with emphasis on the intersection of migration and education. He has published widely on immigrant integration and social cohesion in Europe. He received the Provost's Teaching Award in 2012.

Anne Molloy: Anne Molloy is an Associate Professor in the department of Clinical Medicine. A graduate of UCD and Trinity, her research focuses on the molecular, nutritional and genomic factors that influence folate, vitamin B12, and related micronutrient function, with particular interest in understanding the role of folic acid in preventing neural tube defects. She has served as expert advisor for the World Health Organization and for national nutritional advice agencies in the UK, Ireland and the US.

Yvonne Scott: Yvonne Scott is a lecturer in the Department of History of Art and Architecture, and Director of TRIARC, the Irish Art Research Centre. A graduate of UCD and of Trinity, her research focuses on modern and contemporary art, with emphasis on themes of landscape and environment. She has published on the work of Georgia O'Keeffe, Paul Klee, Patrick Scott, and Dorothy Cross, among others, and has served as curator of exhibitions for art institutions, including the RHA.

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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New Fellows and Honorary Fellows (L to R): Leo F. Goodstadt, The Earl of Rosse, Anne Molloy, Eleanor Molloy, Rachel Evans, Yvonne Scott, Yvonne Galligan, Moira Wallace (Provost of Oriel College, Oxford), Provost Patrick Prendergast, Lorna Carson, Cathal Moran, Philip Coleman, Daniel Faas, Paul Browne and Owen Conlon.

13 October 2015

European Technology Platform in Nanomedicine 2015

Durkan Theatre, Institute of Molecular Medicine, St. James's Hospital

Good morning,

And welcome everybody to Trinity College, the University of Dublin for the annual European Technology Platform in Nanomedicine, or the ETPN, which this year celebrates its tenth anniversary.

The ETPN is one of the most dynamic academic/industry platforms in Europe today. It combines the discipline of nanotechnology with the essential practice of healthcare. It has already yielded remarkable research and it will yield much more.

The nanomedicine market has grown from tens of products in the early 2000's to more than 250 products in 2014. And the first European nanomedicine company to make it into IPO, Nanobiotix, enjoyed resounding success. All this represents wonderful growth for academics, for industry, and of course for patients.

It's an honour for Trinity to be hosting this event. I would like to thank Dr Adriale Prina-Mello from our School of Medicine for his great work in bringing the ETPN to Trinity. And also the Nanomedicine Group, here in our Institute of Molecular Medicine, for the time and effort they have put into organising this conference. It is wonderful to be welcoming so many distinguished researchers, policy-makers and industry representatives to Dublin. Nanomedicine is such a diverse and interdisciplinary field, and this is shown by the profile of the participants here at this conference.

Trinity College is a key member of ETPN and a strong choice to host this conference because we're a highly interdisciplinary university with particular strengths in nanotechnology. Our nanoscience centre, CRANN, is a leading such institute in Europe. Indeed Ireland is ranked third among the countries of the world for nanotechnology and sixth for material sciences. Our Centre in Advanced Materials and Bioengineering Research, AMBER, has the largest critical mass of European Research Council award winners in the nano-domain in any research centre in Europe.

Through Science Foundation Ireland, the state has invested strongly in nanoscience. The European Commission has also been a major investor in nanoscience in EU member states through its framework programmes. Such investment is important strategically and will have far-reaching results for our universities and our economies.

As many of you are aware, Ireland is returning to strong growth after a number of difficult years, and one of the most encouraging signs is that companies, including multinationals, are now doing significant R&D here in Ireland.

ICT, medical devices, health sciences, and pharma and industrial technologies are all key sectors for Ireland, and we look forward to industry and academic researchers building on the strong relationships already in place to further develop R&D, including in the nano-domain.

Trinity has a number of research projects in nanotechnology, and one of the most important of these is in nanomedicine. I probably don't need to explain the pan-European project, NAMDIATREAM, to this audience. It recently won the award as the best of over 1,000 nanotechnology and advanced materials projects launched under the EU funding instruments.

It is concerned with developing nanotechnological toolkits to enable early detection and imaging of molecular biomarkers of common cancer types. Later today our Professor of Molecular and Translational Medicine, Yuri Volkov, who coordinated the project here in Trinity, will speak further about NAMDIATREAM's results and implications.

The toolkits developed by NAMDIATREAM demonstrate the great potential of nanomedicine: they foster the early detection of cancer with reduced invasiveness, cost effectiveness, and ease of use.

This is in the diagnostic field. In therapeutics also, nanomedicine has potentially highly significant advantages in terms of sensitivity, efficacy, and safety. Nanobiotix, for instance, has developed a new class of therapeutics based on nanoparticles which are designed to enter tumours, where they destroy cancer cells with less damage to healthy tissues than in current treatments.

So it's unsurprising that investors – from government to venture capital – are increasingly interested in nanomedicine.

The aim of ETPN – and of all researchers and investors in nanomedicine – is to secure nanomedicine's effective translation into the market. How best to achieve this is the theme of this year's conference. Many products are currently under advanced clinical trials and it's important, within this event, to focus our effort on how to best maximise and expedite the translation of research innovation into commercial products.

Over the next two days, different sessions will be looking at funding opportunities; at creating a sustainable ecosystem in nanomedicine in Europe; at clinical challenges; and at facilitating a cross-KETS translational approach across Europe. We will be hearing from researchers, from industry players and from policy makers – in short from the whole

nanomedicine stakeholder community.

I congratulate ETPN for the important work they have done in mobilising investment, boosting innovation, coalescing collaborative research, and establishing a clear strategic vision for nanomedicine in Europe. I congratulate, and thank, Patrick Boisseau for his leadership.

We have all heard of the 'European Innovation Paradox', which is sometimes called, more dramatically, the 'European Valley of Death'. It refers to the paradox whereby Europe does really impressive research but somehow fails to translate this into products and services.

The issues hampering European innovation include risk aversion and lack of the right link-up between industry, research, and higher education.

This is a cause of serious concern in Europe – and if the start of solving a problem is naming it, then we are, I hope, on the path to restitution, because a lot of attention and strategizing and indeed funds have gone into identifying the causes for the Paradox, and putting in place measures to create a better innovation environment.

The European Institute of Innovation and Technology, or the EIT, is one such key measure. The EIT's starting point is that the European 'Innovation Paradox' is not going to suddenly right itself. Entrepreneurs are not just going to appear and start leveraging Europe's research capacity to create the markers of the contemporary age – laptops, tablets, smartphones, social networking. For this to happen, favourable conditions have to be created. Hence the Knowledge Triangle and the KICs.

In a later session today on the cross-KETs translational approach for healthcare, we will hear more about the Knowledge Innovation Communities – the KICs – and their significance for nanomedicine.

I'm on the governing board of the EIT and I'm a strong advocate for what it's doing for innovation in Europe.

Nanomedicine is a key area of research expertise in Europe. We are doing really significant research in this field. This needs to be translated into commercial products. It's an area where Europe can, and should, take a leading role. We don't want to miss this opportunity, as unfortunately we have missed others.

* * *

Therefore I'm delighted with the proactive approach of the EIT, of the EPTN, and of the representatives of industry, research, and higher education who are here today. For nanomedicine to be a great European strength, we need to be educating PhD students not only as researchers, but as

entrepreneurs with viable enterprises; we need to be creating synergy between research, technology, the business community and our excellent graduates.

And we need to be constantly looking to the future. This conference aims to achieve discussion around the development of the future nanomedicine strategic research innovation agenda beyond 2020.

I look forward to my university's contribution to that discussion and to the European nanomedicine community working together strongly.

I wish you all a most enjoyable and productive conference. I hope you will get a chance to explore our beautiful campus and I'm delighted that tonight you will be in one of the oldest and most historic areas in Dublin with a gala dinner in the Old Jameson Distillery. I do not know if nanotechnology has yet been employed for whiskey-making but I am sure that this very successful distillery is open to the right innovation.

Thank you.

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14 October 2015

Book launch: Steaming to Kingstown and Sucking up to Dalkey

Saloon in the Provost's House

Good evening,

You're all very welcome to the Provost's House for the launch of this provocatively-titled book, *Steaming to Kingstown and Sucking Up to Dalkey*.

I'm wondering how many of you arrived here by DART? Our author Garry Lyons may have done so since he admits in the book to being a regular DART user. And certainly at this time of day, the DART is the fastest and most comfortable way to get from much of the city to Number 1, Grafton Street.

To take the DART and sit at the side facing the shore, to get off at Pearse Street station – which Garry may still think of as Westland Row Station – and to stroll through campus to Front Gate, and then round to the Provost's House: that's about as enjoyable and scenic a route as you could take from one destination to another, in any city in the world. And any of you who did come that way this evening, whether from the north or the southside, would have been against the flow of rush hour.

In the opening chapter of this book, Garry sets the scene by wondering how many of his fellow DART passengers on his daily commute

'think of the previous life of the railway they travel along, its early engines, the men who brought it into being, the excitement it caused, and the number of world firsts it achieved.'

Well, if you have ever wondered any of those things – and I think in fact those are natural speculations when you're on the DART, or perhaps they're just natural speculations for engineers – but if you've ever thought about the provenance of the DART then this is the book for you. And if you're interested in the history of Dublin, or you live in South Dublin, you will also want this book on your shelves.

This is a work of social and local history, of engineering feats, and of geography and geology – and only someone with Garry's combination of interests could have written it: he has the expertise in engineering design required to explain the machinery involved; he has a profound interest in history and knowledge of how to engage with sources and archives; and he has a keen understanding of the local geography, having lived in the area all his life.

He needs all these attributes because establishing the line from Westland Row to Kingstown in the early 19th century, and subsequently extending on to Dalkey, required multiple skills. It needed engineering innovation because this was only the second locomotive passenger railway in the world, and it was the very first to join a capital city to a main port. It needed significant funding and business astuteness. And it needed adroitness and diplomacy to get the planning through – to persuade landlords to give up space on their lands, and to satisfy the demands of local people.

It was certainly no 'done deal'. This story has all the high stakes and tension, the rich cast of characters, the set-backs and the break-throughs which we look for in a great narrative, and Garry tells it with verve and precision, and with wonderful images.

Few books combine so naturally engineering designs with old sepia photos and sketches. Just flicking through this book is a pleasure. Garry has done a brilliant job sourcing images. For instance here on p.52 is a sketch of the original façade of Westland Row station in 1834, which was as Garry writes 'elegant and simple'. The façade we know today was apparently a replacement when the Kingstown line joined to the Great Northern Railway in 1884. The new façade, writes Garry 'is typical of overly fussy Victorian design, with the frontage between the two side walls...decorated by an orgy of cast-iron embellishments'. That gives an idea of Garry's crisp and witty prose style. He is not afraid to mete out criticism.

The book is full of clever puns, starting with the title – 'sucking up to Dalkey' is not a reference to Dalkey's high social status – in fact Dalkey was then a charming fishing village and seaside resort. The title refers to the Kingstown line 'sucking up' to Dalkey by atmospheric pressure. This was the world's first commercial atmospheric railway system. The technology was pioneered in Germany and Britain but it was the Dublin and Kingstown Railway, the D&KR, who were bold enough to try it out as a commercial venture.

As Garry shows, the D&KR was lucky in its board and its engineers. This is a tale of astute businessmen, mostly Quakers, enthusiastic for new technology and prepared to take risks. And it's the story of two excellent engineers, very well known in their day, Charles Vignoles and William Dargan.

The combination of these powerful and talented figures gave south Dublin its railway and gives the book its narrative. This book recounts the impediments the D&KR came up against and how they resolved them.

For instance at Blackrock, two private estates blocked the railway, so the D&KR had to persuade the owners to let the line through their land – this

involved payment, of course, but also building tunnels and walkways to secure the owners' access to the sea.

When it came to building a station at Seapoint, horse stabling had to be provided to replace existing stables lost by construction. This accounts for the unusual circular windows at that station. The book is full of such nuggets, so that the next time you take the DART out to Dun Laoghaire or Dalkey, you will look at things a little differently.

* * *

I have known Garry for very many years. When I arrived as an engineering student here in the early 1980s, he was a youngish lecturer in mechanical and manufacturing engineering. Later when I joined the department, he was a colleague. Anyone who knows Garry, or was taught by him, values hugely his intelligence, his clarity, his enthusiasm, his range of interests. Writing prose, as opposed to equations, doesn't always come easily to us engineers, but here we see that we should try it more often. The result, this book, confirms and exceeds all our expectations.

This is a book that can be read by engineers, by anyone with an interest in Ireland's history, or by anyone with an interest in railways. And that's a lot of people. Many of us here are all three.

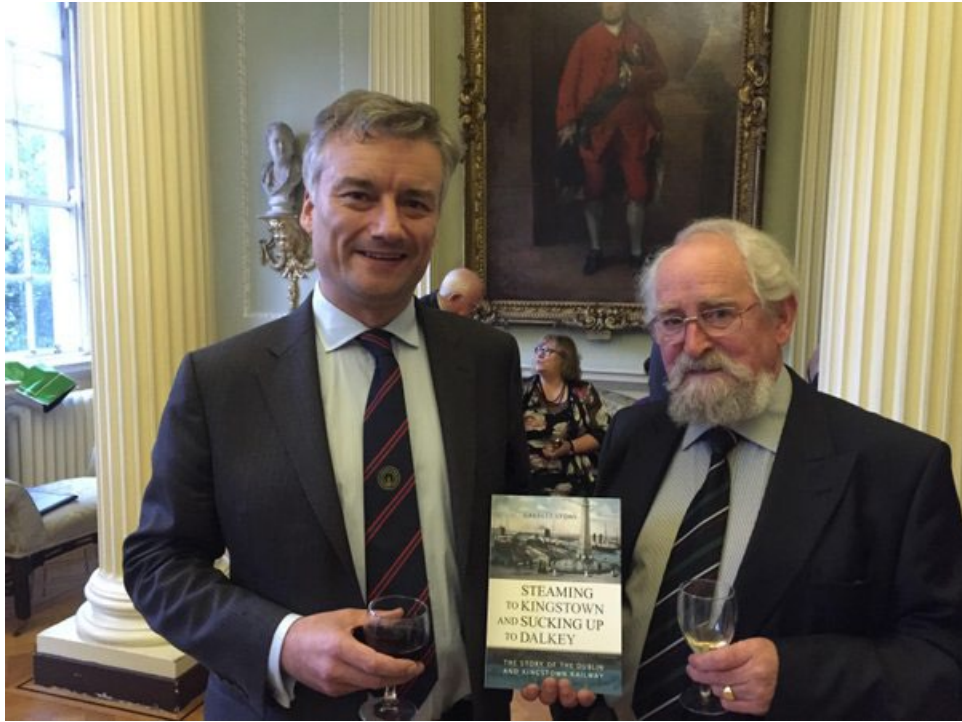
A few summers ago I insisted that my children travel overnight by rail across Europe to Barcelona. Fortunately they were enthusiastic. I hope I've transmitted the railway bug to them. And in a book in which Westland Row Station has a prominent place, there are of course many references to Trinity, on which subject one can never read enough...

So I'm certainly a biased reader. I can't imagine who wouldn't want to read this book. But that also means that I'm an expectant reader. And if I'm satisfied, I believe all who share even one of those very wide interests – Ireland, Dublin, railways, 19th century history, engineering – must also be.

I thank you all for coming, and I hope you will enjoy the book as much as I do. I congratulate Garry. Please stay and talk of engineering and railways.

Thank you.

* * *



(L to R) Provost Patrick Prendergast & Professor Garry Lyons

15 October 2015

Book launch: Mathematics and the Making of Modern Ireland, by David Attis

Printing House

Good evening,

And welcome, all, to the Printing House in Trinity College.

As some of you are aware, this is Maths Week Ireland – which is a national initiative promoting awareness, appreciation, and understanding of maths through a variety of events and activities.

So it's a particularly appropriate week to be launching this book which promotes not only awareness and appreciation of maths, but understanding of how it developed historically in Ireland. All disciplines are subject to history, but as Dr David Attis writes in this book, we tend to think of maths as somehow outside history, as a discipline dealing with pure, objective truths, uncorrupted by human travails. David shows that this is not how it is, and he does so with rigour and originality.

He has broadened our understanding of maths and the historical forces that influence its development. After reading this book, it becomes impossible to think of any great scientific or mathematical breakthrough, current or historical, without also thinking of the particular historical circumstances which contributed to the researcher being in that place in that time, asking those questions.

No advance – whether scientific or political or artistic – takes place in a vacuum. Or as David writes: 'The great intellectual creations of mathematics do not exist only in some separate Platonic realm of forms. They are part of the very fabric of the social and political world in which we live.'

I'm not going to attempt to summarize the subtle arguments of this book because Dr Attis will do so far better than me. Let me just say that he contends early in the book that maths – no less than poetry, or drama, or music – has been essential in the imagining and creating of Ireland, in the building of the nation state. And yet while we have a myriad of books on the role of literature in the making of modern Ireland, we have nothing comparable on the role of mathematics. Dr Attis has made an important contribution to righting the balance.

His book begins in 1652, with the aftermath of the Cromwellian invasion and the new government in Ireland appointing Trinity's first professor of mathematics. The chosen person, Major Miles Symner, had planned

fortifications during the war and he sat on the committee for the satisfaction of arrears of the army. Hardly a disinterested appointment!

Trinity is immediately centre-stage in the story and does not lose this position for the rest of the book – from the radical breakthroughs of William Rowan Hamilton in the 19th century to Eamon de Valera's brief stint as a maths undergraduate in 1905. De Valera did not win a maths scholarship and left college, but his time here was not wasted. According to his son, he read Hamilton 'with a disciple's zeal' and this led to him establishing the Dublin Institute of Advanced Studies, the DIAS, and inviting Erwin Schrodinger to Dublin as its first director.

De Valera's political legacy may be a mixed one, but in founding the DIAS, modelled on an institute in Princeton and still doing important work today, he showed vision.

The history of maths in Ireland is also the history of maths in Trinity, which gives this book a special interest for our university.

We are honoured that David has chosen our city and university as the focus for his exceptional study. David is not a Trinity graduate, nor, I think, an Irish citizen. He is a graduate of the universities of Chicago, Cambridge and Princeton, where he completed his PhD. He is now senior director of academic research with the Education Advisory Board (EAB) where he advises over 300 colleges and universities in the United States and Europe on a range of academic affairs issues.

His absorption in Hamilton and in the development of maths in Ireland is a disinterested one, if you like, insofar as it is not engendered by nationality or attachment to place, nor by the academic need for research citations. He will tell us himself what led him to devote so many years to the subject, but I suspect the answer can only be, in essence, that it is intrinsically fascinating.

One of my colleagues, in the history department here, has termed Ireland 'a laboratory for the experiment of colonization'. Reading Dr Attis' book, I recalled this pithy description because it seems that maths was one of the disciplines employed to further this experiment. It is, or course, always fascinating to research into early experiments which have universal application.

One of the great achievements of Dr Attis' book, as with all riveting history, is that it makes you more aware of the present. As you read about the political, social and historical forces attendant upon the development of maths in Ireland and on the curriculum in Trinity, you become more aware of how these forces continue to influence maths and science today.

In order for great scientific breakthroughs to be made, the political, institutional and economic will must be there in a country to enable them, and these must be expressed through educational and funding policies. The good news is that in Ireland today there is significant will to encourage the study of maths and science. Maths Week Ireland is an expression of this, as are other popular national initiatives such as the Young Scientist of the Year award. National funding bodies such as Science Foundation Ireland and the Irish Research Council have given great impetus to research, and must further strengthen funding for fundamental mathematical research.

The background to this, which David outlines in the final chapter of his book, is, of course, the global growth of the digital, virtual, and nano worlds. As he writes, 'simulation and computation have become critical tools as computers are used to model everything from weather to brain function to financial markets to supply chains'.

Irish universities have a crucial role to play in keeping Ireland globally competitive as a knowledge economy. In Trinity we have an internationally recognised School of Mathematics, and top-ranking centres in nanoscience and new materials. Indeed Ireland is ranked third among the countries of the world for nanotechnology and sixth for material sciences.

Research success has translated into real-life applications. PhD graduates from our School of Mathematics founded Corvil, a data analytics company, which is one of the fastest growing indigenous tech companies in Ireland. Corvil maintains close links with the School and this year started a summer internship programme; the company also supports the Hamilton Scholars, which is the School's flagship PhD programme.

By supporting the Hamilton Scholars, Corvil is playing an historical role in helping to create the conditions whereby Trinity and Dublin become renowned international centres for the study of maths, physics, computer science and other sciences. The type of historical role which is elucidated in this book.

A new Accenture professorship in mathematics has recently been established in Trinity with philanthropic support. When it comes to 'mathematics and the making of contemporary Ireland', philanthropy and industry support is increasingly part of the narrative. Like all historical periods of change, this is an exciting period to be involved.

Let's ensure it remains exciting. Irish universities showed great resilience during austerity. As the country emerges now to growth, let us invest strongly in higher education. And I mean continued investment across the whole university, not only in those fields which may seem ostensibly the most useful to the economy.

David writes of Hamilton's devotion to poetry. To his friend, William Wordsworth, Hamilton wrote of infusing 'the spirit of poetry' into his science, and his work on geometrical optics and dynamics seek to find beauty in the laws of nature. Hamilton was a natural interdisciplinarian if I may coin a word. So is Dr Attis. His book goes beyond merely discussing maths and history; he says that we cannot understand the maths without the understanding the history.

For Trinity to continue to contribute to growth and progress, it's essential that we develop all our disciplinary strengths; that we collaborate; and that we are supported in our mission.

Dr Attis has written a book of maths in history, or history in maths; of historical maths, or of mathematical history. This has had the effect of making me reflect anew on the importance of creating the right conditions for scientific breakthroughs to happen, which means nurturing all thought, creative and mathematical, artistic and scientific.

I congratulate Dr Attis and his publishers, Docent Press on a marvelous book. I thank them for furthering our understanding of Trinity and of Ireland, and of maths and of history. I urge you all to acquire a copy. And I now invite Dr Attis to explain, in his own words, the making of 'Mathematics and the Making of Modern Ireland.'

Ladies and Gentlemen, Dr Attis.

* * *



(L to R) Provost Patrick Prendergast; Dr David Attis; Professor Sinead Ryan,
Heads of the School of Mathematics

16 October 2015

Provost's Interview about Science Gallery

Old Library venue and released as a promotional video

I'm delighted to see the interdisciplinary nature of knowledge really coming back together and forming a whole again. I think the vision that happened with science going down one track and arts and humanities going down the other, which in many ways many universities supported and proposed with their science faculty versus an arts and humanities faculty. I'm glad to see that the arts and humanities and the sciences and engineering are coming back together through the medium of art and it's great to see it happening in our own Science Gallery.

Young people want to engage with science and engineering, it's just that we haven't provided them with the venues for that engagement to happen and we haven't provided them with the purpose behind that engagement. And why do it? Of course do it because it's interesting, do it because it's stimulating, do it because you enjoy it. So with Science Gallery, we've provided both the venue and the reason for studying and loving science and that's what it's about.

Science Gallery is a space, both physical and virtual where science and art collide. That's how I see it. Science Gallery is a phenomenon that brings people together, to love science and art together. The Science Gallery approach was pioneered here in Trinity College Dublin among the staff, students, alumni and others associated with the university.

The reach of Science Gallery is growing because the idea of a science gallery is now spread around the world and other parts of the world; London, Melbourne, Bangalore, New York, they're all thinking about having a science gallery for themselves. Well the world needs Science Gallery because the world needs science. The world needs young people to think about science and be enthusiastic about science.

The value of Science Gallery to Trinity College Dublin is that it brings people together across the university and it brings them together with people outside the university in the wider city and society. Science Gallery acts as a platform for research within the university by bringing people together; scientists, engineers, technologists, with others across the university in the arts, humanities and medical sciences, to explore new ideas and to present their research to the public.

Science Gallery provides a way for universities to reach out to people who might not have thought universities were for them by bringing them into the university in a novel and new way. To do things that are interesting and exciting. To think about science and how science and art collide for the first

time. Science Gallery supports student recruitment for Trinity College Dublin by imbuing in young people an interest in science and letting them know that Trinity College is a place that they can come to fulfil those interests. That Trinity College is a university that will support them in doing interesting science and have an interesting career.

Science Gallery can enhance the experience that students have on campus by giving them an opportunity to participate in the outreach of science. This is something that students want to do. They come in very enthusiastic about science and Science Gallery gives them that opportunity to reach out to a wider audience, to explain science to a wider audience.

Science Gallery helps to reach a wider audience through media coverage by presenting its interesting stories and interesting ideas in both the print media, on TV and of course through a broad range of social media networks. Science Gallery provides the opportunity to meet other students, not just in a café environment, but actually to stand around science exhibits, artistic exhibits, talk about them, share experiences of them, share impressions of them. It's like being in an art gallery and talking about art but actually the subject is science and I think that's very clever.

What I admire most about the Science Gallery approach is actually the people who have been involved in developing and pursuing the science gallery ideas. How they've managed with the resources that the university has provided them, with the venue and so on, the financial support, that they've taken that idea and brought it out to the public and persuaded the public of the importance of it. Persuaded the politicians as well of the importance of it. Persuaded the wider university community of the value of engaging in that space where science and art collide.

I'm very enthusiastic about this expansion of the Science Gallery network around the world and we support it very much with our university activities. But it also provides a node in other cities around the world for people to think about Trinity College, whether it's in London, whether it's in Bangalore, or whether it's in Melbourne, this idea of Science Gallery was pioneered at Trinity College and shows our university and other universities in the network to be leaders in the whole area of science engagement and outreach.

What's happening with Science Gallery now is that the idea is spreading around the world. It's becoming global, and it's becoming global because it's a very good idea. It's becoming global because it's an idea whose time has come. Young people around the world want to study science and engineering. They want to be interested in it. They're searching for reasons to be enthusiastic and we're giving them those reasons.

What most excites me about the expansion is being part of a network, being part of leading universities around the world who've shown what they can

do in science outreach. Higher education institutions around the world are forming networks now all the time on different subjects, whether it be for student recruitment, whether it be for research. But here is the world's first network in linking people together around science outreach and engaging with young people in the value of science. This is tremendously exciting. It's really important for us, valuable for us, and interesting for me, for us to be part of this network as it develops.

What's the future for Science Gallery Dublin as part of the network? Well I think our challenge is to be still pioneers within the network. I'm very interested to see how Science Gallery Dublin connects further its connectivity within the university, within the sphere of education. We're doing great and attracting young people to come to Trinity to study science, but now we want to create some of the world's greatest scientists within our university. We have some very great scientists of course, but even more great scientists. Let this new, young generation become the Nobel Prize winners of the future. That's what we want to see our Science Gallery here in Dublin to develop with in the university.

Trinity College Dublin recently launched its new Five Year Strategic Plan and we see Science Gallery Dublin and indeed the network as integral to the success of this strategic plan. We've embedded innovation and entrepreneurship as a culture within our university. We know we're going to develop this over the next five years and we see science, and indeed the humanities and the arts, as integral to that. Creative arts practice, for example. Science Gallery will bring people together and it's where people come together and new ideas are created that we get the innovation of the future.

One of the key projects within our strategic plan is renew the curriculum. We intend to look at our curriculum in the whole university. We're holding an engagement with employers which is the top forty CEOs in companies located here in Ireland, and we're hosting that in Science Gallery and the Director of Science Gallery, Lynn Scarff, is moderating that session for us. It just shows how integral Science Gallery has become to the university's performance, to the university's education, that we see our best opportunity to engage with employers is through what Science Gallery does. So it's become integral to the university, a key resource for the university to succeed and that's an interesting thing that that has happened. And it's happened organically and it's happened through the enthusiasm of people working in Science Gallery and the enthusiasm for the college community for the work of Science Gallery as a whole.

When thinking about what universities are for, they're really about educating young people, mainly young people, to be creative, to be their very best. And this well spring of creativity, whether it's in the arts or in the sciences, comes from the same source. The great thing about Science Gallery is it's been able to get art, science and creativity together into the

one place so that the divisions, the artificial divisions that have emerged over time in the various disciplines seem to dissolve and fall away. It really is the re-emergence of the university in its true sense.

The idea of Science Gallery was pioneered at Trinity College Dublin, and it's something we're immensely proud of.

The global reach of Science Gallery is already growing through the global Science Gallery network and touring exhibitions from San Diego to Singapore.

If you think about what Science Gallery Dublin has done here in Dublin in just a few short years, you can just think about what the future holds. Science Gallery can play a very important role in recruiting top academic staff into the university. When top professors see what they can do here in terms of science outreach, they're very enthusiastic to relocate their labs into Trinity College Dublin.

Science Gallery can play a great role in holding onto and attracting top professors. All our top professors have done exhibitions in Science Gallery over the last few years. It helps retain them and it helps recruit new ones.

* * *

17 October 2015

**Regional Research Conference 2015:
'Inspire and engage: powerful ideas for today's
classroom'**

Wexford Education Centre, Milehouse Road, Enniscorthy

Good morning,

It's a great pleasure to be here in Enniscorthy on this beautiful morning, and an honour to be addressing this important conference in this excellent Centre, which is doing such key work in terms of education research and providing opportunities for further professional development for teachers.

I'm here as a Wexford man – with warm and grateful memories of the inspiring Wexford classrooms where I was educated, Oulart N.S. and St Peter's College – and I'm here as a parent of primary and post-primary children. But I'm primarily here in my professional capacity. Prior to being elected Provost of Trinity College Dublin, I was a professor in Trinity's School of Engineering. But when I'm called upon to describe my profession, I mostly refer to myself simply as an educator, or educationalist.

So I'm here as an educator addressing other educators. Although you and I engage with young people at different stages of their development – and in my case I engage also with mature adult learners – nevertheless our aims are similar: we want the learners in our care to develop their skills and do the best they possibly can.

In Trinity College, we have encapsulated our mission in one phrase. Our mission is (I quote):

'to provide a liberal environment where independence of thought is highly valued and where all are encouraged to achieve their full potential'.

I imagine that this is not too far from missions which you might lay out for your own schools and classrooms. Institutions of education – primary, secondary and third-level – are in symbiosis. Many of your pupils ultimately come to us and depend on us to develop their careers. We, in our turn, depend on you to send us students who have laid down good habits of discipline, of critical and creative thinking, and with the social skills to succeed.

We are mutually dependent, and increasingly so. As teachers, you prepare pupils for the next phase, and more and more often this includes third-level education. That may not be in a research-intensive university – it may be in

a vocational college, or through an apprenticeship or training course. But in this age of specialisation, school-leavers need to do further training, whatever form it takes. To that extent, third level is crucial to your plans for your pupils, and it's important that we work seamlessly together.

I thank the organisers of this conference for their recognition of the symbiosis between schools, universities and training colleges, signalled by my invitation here today. My experience is relevant for your professions, and yours for mine; and this is strikingly evident in the papers being presented at this conference. Papers on reward strategies, on the neuroscience of learning, on innovative and creative failure – these have direct application to university education. I really look forward to hearing them.

* * *

When you and I speak of 'education', we mean teaching and research. These are the two halves of the whole. When I was a professor of engineering I had a duty to engage in ground-breaking research, and to link up with industry to commercialise that research; and I had an equal and contributory duty to teach the students entrusted to me, and to nurture their intellectual development.

Like many of my colleagues, I also served as a tutor, which is a particularly Trinity role. A tutor in Trinity takes on pastoral duties – he or she looks to the student's welfare outside the classroom, providing an ear to listen and providing advice on a range of issues. Tutorship is a very old Trinity service; it's part of our recognition that education extends beyond the lecture room and encompasses a student's ethical and emotional development as well as intellectual.

We don't separate research from teaching – they are both inseparable parts of the educational mission; what we research informs what we teach, and vice versa; and how we teach helps determine the kind of postgraduates and young lecturers we get, who in turn send us in new research directions. It's a virtuous circle.

* * *

For you, as teachers of primary and post-primary, there is also, and increasingly, an emphasis on developing your teaching practice through research. I see from the current 'Code of Conduct' for teachers, published by the Teaching Council three years ago, that teachers are advised to:

- actively maintain their professional knowledge and understanding to ensure that it is current;
- reflect on and critically evaluate their practice; and
- avail of opportunities for career-long professional development.

The Code goes into some detail on the research areas teachers should engage with, including: 'learning theory, pedagogy, curriculum development, ethical practice, educational policy and legislation'.

That's a broad field of research – its breadth is indeed reflected in today's conference papers, which cover intellectual and social development in full: from learning difficulties to online education, from computer skills to counteracting homophobic bullying, from self-directed learning to outreach programmes.

I know that making time for continuous professional development and keeping ahead of research is demanding. Particularly since education is such a growing research area. There's a huge amount of new data and research becoming available all the time, from all over the world. That's wonderful but finding the time to source, and assimilate and formulate your own response is a challenge.

It's a challenge we all have to meet, not only to keep up with best practice, but personally to refresh our approach. All education has an element of rote learning to it. I spent years delivering the same course to fresher students. Of course there's variation because no class is the same, the student response always differs. But nevertheless you have to recharge and refresh, and the only way to do this is to find new material, or new ways of engaging with traditional material.

Education centres, such as the three involved in organising this conference, are a tremendous resource and support. I know that the Wexford Education Centre, for instance, provided 144 local courses last year, amounting to over 14,000 hours of professional development for teachers in areas like literacy, numeracy, ICT, mental health, school leadership and special needs. And it has already organised three research conferences; this is the fourth and the largest, a collaboration with Kilkenny and Waterford Education Centres.

Clearly the investments in Education Centres and other such initiatives state investment into primary and post-primary – which we saw again in this budget – are paying off. Many of the speakers at this conference are teachers who apply research and report back on it. Their findings – straight from the classroom – are extremely valuable and will be used by researchers around the country, and in Trinity and other universities.

Similarly – and this is part of the symbiosis of which I speak – the research coming out of universities we hope will be valuable for you. In education, as in all disciplines, while much research is 'blue sky' it is important that research is also carried out that is useful and applicable. The aim of the research of many of my colleagues is to effect change and improvements and as quickly as possible. Sometimes this is done through new products and services, which academic researchers synthesize together with industry

partners. Sometimes it is done through publications that change policies and practices. All researchers, no matter what their field is, want their research to have impact.

So I'd like to tell you briefly about some of the research coming out of Trinity, in your field, education.

* * *

Education research in Trinity is interdisciplinary and goes across the university. It's, of course, central to our School of Education, but also to:

- the Trinity Access Programme, which provides pathways to college for pupils from backgrounds under-represented in higher education;
- the Children's Research Centre, which has two sponsoring Schools – Psychology and Social Work & Social Policy – but whose work extends to other disciplines relevant to childhood research – such as literature, law, and paediatric medicine.

And Trinity works with partner institutions, such as the Marino College of Education – we have developed a joint academic strategy with Marino to promote more extensive collaborations in teaching and research. And we're currently implementing this strategy.

Education and child development is central to so much of what we do.

You will have heard I hope – since it has received widespread media coverage – of the longitudinal study 'Growing up in Ireland'. It's a national study, government funded, and carried out by a consortium of researchers led by the Economic and Social Research Institute and Trinity College. It brings together researchers from a range of disciplines to paint a full picture of children in Ireland and how they are developing in the current social, economic and cultural environment.

The first key findings on health, education, family context, and the characteristics of nine-year olds have already been published, and the study is now into its second wave.

It's providing a vast amount of data, quantitative and qualitative, which can be used by researchers, and compared to similar studies carried out internationally in the UK, Canada, Australia, the US, and New Zealand. The findings are available on the website, growingup.ie, which is a tremendous resource.

'Growing up in Ireland' has particular significance because Trinity is also leading another longitudinal study, at the other end of the lifecycle. TILDA is an interdisciplinary study on ageing, following a cohort of older people, and what is emerging from findings so far is that when you look at older

people experiencing challenges, you find antecedents in childhood adversity. Researchers are starting to talk of health outcomes in old age as long-delayed developmental outcomes from childhood. It is immensely exciting to have these two studies which enable us to 'join the dots', so to speak.

Research, as I've said, can have and should have impact, and Trinity is putting in place programmes and initiatives to apply our research into childhood and education.

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We are particularly concerned about loss of potential – about children of aptitude who are not making their way to third level, because of social disadvantages or because their intelligence is not being 'caught' and measured by the current system.

I've spoken out frequently about this problem, because it's such an appalling waste – at the private level of the individual and at the public level of society. No country – and particularly not one with a small population like Ireland's – can afford to waste talent.

Trinity has made a close study of access. We were the first university in Ireland to introduce an access programme to bring in students traditionally under-represented at third level. This programme, which we call TAP – the Trinity Access Programme – last year celebrated its 20th anniversary and it's been a huge success. Twenty percent of Trinity students now come from groups 'under-represented' in Irish higher education – that's a figure we're proud of, but we seek always to improve.

Thanks to TAP and other research, we've discovered that a person's chance of going to college depends to a very large extent on family background, region, and school. This may be true of many countries but it's particularly true of Ireland. According to a 2009 pan-European study, Ireland has poor inter-generational educational mobility, one of the lowest in the OECD – which means that an Irish person's chance of going to college are unduly shaped by whether their parents went.

People sometimes see this as a fees issue, but it isn't. In the mid-1990s college fees were abolished in Ireland but this didn't result in more applications from traditionally under-represented schools and areas.

A UCD sociologist, Kevin Denny, has looked at why not. He found that prior to the abolition of fees, many students from low income families didn't pay fees anyway since they received a means-tested grant. In effect, the reform withdrew the one advantage these students had relative to higher income students.

The fees issue gets routinely confused with the access issue. It shouldn't be. What counts most for access is a 'college-going culture' within the family and the school. In Trinity, we've applied this knowledge in some successful initiatives. Let me tell you about a few of them:

Our Access Programme, TAP, is now working with secondary schools to create a 'college going culture' through an initiative called Trinity Access 21. Adapted from a US model, Access 21 helps build school-goers' confidence through three core practices;

- 'Pathways to College',
- 'Leadership through Service' and
- 'Mentoring'.

It's a bottom up, schools-led approach, in partnership with local businesses and community groups, and it's having great success. Currently we're only working with schools in the Dublin area because the initiative is in its early stages. We may roll it out nationwide in coming years.

Google is a key partner in Access 21. Industry has an important role in commercialising research, and this is as true in the field of education as in other areas. Google understands the issues and the importance of supporting early education. In addition to Access 21, Google is supporting another Trinity initiative, the Certificate in 21st Century Teaching & Learning.

This is aimed at transforming the teaching and learning of computer science in Irish schools. It is directed at post-primary teachers and enables them to learn best practice in computer programming and the use of technology in the classroom. After acquiring these skills, teachers pass them onto pupils.

We live in an increasingly technological world. It's probably fair to say that just as literacy was, for centuries, an entry level requirement for all professions, so are technology skills for graduates today.

Every student, no matter what field they end up working in, benefits from training in computer science, which does so much to develop their brains and their confidence about adopting new technologies.

Access 21 and the Certificate are targeted, evidence-based initiatives which will help to overcome disadvantages and bring students to college who might otherwise fall through the gaps.

Another key initiative, which we're currently implementing, is to diversify admissions. As we all know, for the past 35 years all Irish students have proceeded to third level through one route, the CAO, based solely on their results in the Leaving Cert. It isn't a bad admissions route but it shouldn't

be the only one. It favours a particular type of intelligence – and we'd like to see people of diverse aptitudes coming through.

Apart from anything else – aside even from the issue that all deserve equal access to college – we need to bring through people of different aptitude if we are to maintain diversity and distinction on our campus. It serves us nothing to draw all our students from the same caucus of schools that have mastered preparing their pupils for a particular exam. What a deadening image! Just as Irish universities are committed to bringing in international students of different cultural backgrounds to campus, so should we commit to bringing in students, nationally, of diverse character and aptitudes.

I think it's fair to say that primary school education in this country is dynamic, engaged, and diverse. Children learn all kinds of different skills and many of them really enjoy school. At secondary level, this frequently changes. Of course part of that is down to being teenagers and there's nothing to be done about that! But I also think that secondary education is overly geared towards the Leaving Cert, which forces all pupils down a certain path, regardless of individual aptitude. The frustration and resentment felt by those whose skills aren't being measured affects the whole class and the teacher. There must be a better way of doing this.

I note that after lunch today there is a paper on 'inspiring innovative and creative failures to counteract unhealthy perfectionism' which I read earlier at www.ecwexford.ie/current-issue. Perhaps 'unhealthy perfectionism' is one description of the Leaving Cert, and I'm very much looking forward to the presentation of that paper! Indeed I take as our motto the great words of one of our most famous graduates Samuel Beckett: 'Fail again, fail better'.

For our part, to counteract the 'unhealthy perfectionism' we are piloting an alternate admissions route, which takes into account the applicant's motivation for choosing a particular course, and the applicant's performance compared to others in their school.

To the extent that it is shaking things up, our alternate route is bringing dynamism into an admissions system that, though honourable, was becoming hidebound, and was contributing, I feel, to stasis and lack of educational mobility.

This is Trinity's contribution to the national debate on breaking the tyranny of the Leaving Cert exam. I know that as teachers you have your own experience of students who were failed by the Leaving Cert, and I'm glad that through conferences such as this one, you have the opportunity to give us the benefit of your research and experience.

* * *

I'd love to continue with more examples of Trinity research and education initiatives. It's such a rich field, and such a progressive and exciting one.

However I'm aware that I would need all the hours of this conference to tell you all we're doing.

So instead I will confine myself to urging you to engage with our research and that of other universities, and to avail of opportunities like the 'Certificate in 21st Century Teaching & Learning' to support your continuous professional development.

I congratulate all involved in this really impressive conference – organisers and participants both – particularly the Director of the Centre, Dr Sean O'Leary, the management committees of the three Centres, and the conference coordinator, Celia Walsh, and secretary, Helen Kirwan.

It's so inspiring to see such quality conference papers, judging from the abstracts, and such strong participation and commitment.

In education, you need a few essential things in place to get results, things like innovation, flexibility, evidence-based practice, and funding. You need to be constantly asking questions like 'How can we do things better?' and 'How can we apply this research?'

I'm heartened at the evidence here today of these questions being asked and answers being formulated. So I'd like to close with news of a most exciting new Trinity initiative, which showcases, I believe, innovation in action.

This initiative is in my field, Engineering, so you will excuse me, I hope, if I'm particularly excited by it. I believe it to be genuinely ground-breaking, not only nationally but internationally.

We are now at the planning stage of a new interdisciplinary Engineering, Energy and Environment Institute, which we're calling E3.

E3 will be a major engagement between Engineering and Natural Sciences, and will draw in Computer Science and Business, as well as our research institutes in nanotechnology, material sciences and biomedical sciences.

With E3 we're trying something radical – to alter the way we, as humans, interact with the planet. The traditional definition of engineering is (I quote) 'the art of directing the great sources of power in nature for the use and convenience of man'.

It should concern all of us that the accelerating pace of human development continues to impact communities, locally and globally. Our planet is increasingly being shaped by technology, and it's critical that we

humans make technological interventions that increase the sustainability of the planet. We should go further than just seeking to mitigate emerging challenges such as energy security and climate change.

Can we direct our technologies to sustain, rather than deplete, our natural capital? Can we create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the good of all life on earth? Those are among the aims of E3, which will also prepare graduates for careers in tech industries, and for industries of the future.

It's a really tremendous initiative. We are fortunate to have significant supporters already involved. E3 will be an inspiration to school-children – it will open them out to a sense of the world's myriad possibilities, 'something commensurate with their capacity for wonder', as F. Scott Fitzgerald puts it at the end of *The Great Gatsby*.

That is the aim of all of us in education. Young people's capacity for wonder is immense. Let us not close it down.

Thank you.

* * *

19 October 2015

Rooney Prize for Literature

The Saloon of the Provost's House

Good evening and welcome everybody, to the Provost's House for this great annual occasion – the award of the Rooney Prize for Irish Literature.

Every year since 1976, this prize has been awarded to an emerging writer. Next year, in 2016, the prize celebrates its 40th anniversary. That's forty years with the same name, the same benefactor, and the same remit of rewarding an emerging Irish writer of poetry, novels, drama, or short stories. How many literary prizes can boast this kind of longevity and continuity?

The Prize is named for its founders, Dr Dan Rooney and his wife, Patricia. From 2009 until 2012 Dan Rooney was United States Ambassador to Ireland, a position to which he was appointed by President Obama in recognition of his longstanding support for Irish and Irish-American charitable causes. After resigning as ambassador and returning to Pittsburgh, Dan Rooney together with Patricia, would still make the trip to Dublin every year for these awards. This year, exceptionally, they are unable to attend, but we are honoured that their nephew Dr Peter Rooney, is here with us this evening, and will present the prize to the winner.

If the Rooney Prize boasts unusual longevity and continuity – it's because it works. If it ain't broke, as the saying goes... Every year I marvel at the Prize's ability to spot great talent. The roll-call of past winners include writers who went on to win the Booker Prize, the IMPAC prize, the US National Book Award, and holders of the Ireland Chair for Poetry.

This year, coincidentally, the Guardian newspaper published, just two days ago, an article on 'the new Irish literary boom'. Among the writers profiled or mentioned were six past winners of the Rooney Prize: Kevin Barry, Colin Barrett, Lucy Caldwell, Claire Keegan, Keith Ridgway, and Claire Kilroy, as well as this year's winner, Sara Baume. And those are just the new guard. The article also cited Anne Enright, another former winner who was, of course, appointed inaugural laureate for Irish fiction this year.

We are delighted that Anne, and others of our former winners, are here this evening. It seems to me that there's great welcome and support for new writers in Ireland, certainly if tonight is anything to go by. It's wonderful to see so many well-known publishers, broadcasters, journalists, agents, and writers coming out in force to celebrate tonight's new literary star.

Literature may be produced by one person in an empty room – staring out the window, as the joke goes – but like any other creative work it's not

produced in a vacuum. The writer – even within the room, and certainly when he or she emerges with the text – needs a rich, supportive ecosystem. Literature needs journals, editors, mentors, creative writing courses, critics, agents, publishing houses, radio and TV shows, theatres, festivals, and of course readers.

This year, as last year, the winner of the Rooney Prize, has been drawn from a small Irish publishing house. Tramp Press is also a very new publishing house – Sara Baume is one of the first writers they have taken on. I congratulate them for their acuity and perception. Tramp Press joins the Stinging Fly, Lilliput, New Island, Gallery Press and the other small publishing houses who are keeping Irish fiction and poetry not just aflame, but ablaze.

For the past nine years, the Prize has been administered by the Oscar Wilde Centre for Irish Literature, of the School of English, here in Trinity. It's a tremendous honour for the College to manage and administer this prestigious prize. The winner this year is a graduate of our M.Phil. in Creative Writing, as was a previous winner, also present here tonight, Claire Kilroy. We are – pardonably I hope – particularly proud of both of them.

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. The co-chairs of the committee are: Professor Gerald Dawe, poet and professor in the School of English in Trinity, and Carlo Gebler, novelist and playwright. They are joined on the committee by Éilís Ní Dhuibhne, Eiléan Ní Chuilleanáin, Riana O'Dwyer, and Jonathan Williams.

To the administrator in the Oscar Wilde Centre is Lilian Foley, her contribution has been essential to the success of the prize from the outset. This year she is retiring. On behalf of the university and of this committee and previous committees, I would like to thank her for all she has done to ensure the effective smooth-running of the Prize.

It may not be coincidence that in the time we have been associated with the Rooney Prize, the College has put increased emphasis creative arts. With the launch of the College's five-year Strategic Plan, from 2014 to 2019, we affirm our commitment to (I quote) 'inspiring creative talent and enabling entrepreneurial mind-sets, while contributing to the sustainability of culture and creative enterprise in the capital.'

As an example of one project, in just in the past few months, refurbishment has started on a magnificent house in 36 Fenian Street, which will be our new Trinity Centre for Literary Translation. This Centre will offer a taught postgraduate programme; it will house the Dalkey Archive Press and the Ireland Literature Exchange; and it will host an annual translator-in-

residence scheme, which will complement our other writers-in-residence schemes.

* * *

For 39 years now, the constancy and the calibre of the Rooney prize has been a source of continuing vitality, optimism and entertainment for the people of Ireland, and for literature lovers everywhere.

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

* * *



(L to R) Dr Peter Rooney, nephew of Dan Rooney; Sara Baume, Winner of the Rooney Prize; Provost Patrick Prendergast

20 October 2015

Annual Edmund Burke Lecture
**Roy Foster: 'An Inheritance From Our Forefathers'?
Historians and the Memory of the Irish Revolution'**

Edmund Burke Lecture Theatre

Good evening,

And welcome everybody to the Edmund Burke Theatre, for the annual Edmund Burke Lecture. If you entered College through Front Gate, you will have passed a statue of Burke; and if you've ever had occasion to visit the Provost's House, you may have seen our portrait of Burke... You will gather that Trinity College Dublin is more than a little proud of Edmund Burke!

This is not just a case of us burnishing our own. Two weeks ago, we launched, in the Long Room Hub, a magisterial biography of Burke by the historian, Richard Bourke (no relation). When I say magisterial, the biography is over a thousand pages long – a really remarkable work, the fruit of 25 years labour...

Anyway, the book was launched by Paul Bew – Lord Bew – Professor of Irish Politics in Queen's University Belfast, and he said that when it comes to picking the most influential Irish person ever, there's no competition, it has to be Burke. He is constantly annoyed, he says, when polls for 'greatest Irish person' periodically appear and Burke is not on them.

Burke's influence is indeed enormous around the world. And if I hadn't already known this, then it would have been made evident to me many times when I travel as Provost of Trinity.

In Vermont last year, for instance, I was at a conference on improving access to higher education for disadvantaged students. David Brooks, columnist with the New York Times, launched into a eulogy to Burke in the opening speech. The tenure of his argument, if I recall, was that improving access was part of the legacy of the great Edmund Burke.

I was delighted at this, but not surprised. The previous year, in a bookshop in New York, I had caught sight of a tome entitled: *The Reactionary Mind: Conservatism from Edmund Burke to Sarah Palin*. Obviously Burke would be turning on his pedestal at Front Gate because anyone less like Ms Palin is hard to imagine, but the title certainly gets across the centrality of Burke to political thought.

One of the reasons the title is so funny, I think, is that you can't pigeon-hole Burke. He is far too precise and individual a thinker. We might as well

flip that title, and render it: The Radical Mind: Social justice from Edmund Burke to Noam Chomsky, and it would bear up... Certainly Burke is someone whom all political parties want to claim, and the reason for this is his continuing relevance. That is why we have named this annual lecture for him.

Burke sought to underpin the social order with moral codes which would constrain the use of power, and inform our behaviour as responsible citizens. This is as important today as it was in Burke's time. With this annual lecture, we enshrine the 'Burkean spirit' in public discourse as we ask what society we want to live in, and what traditions and values we want to draw on in shaping our future.

* * *

The Burke Lecture is managed by the Long Room Hub, Trinity's arts and humanities research institute. We are not in the Long Room Hub tonight simply because the demand for this lecture was too high – all seats were claimed before it was even posted online, so we needed a larger venue. But this lecture is in the spirit of the Long Room Hub, which, among other goals, aims to bring experts from the arts and humanities to debate issues of social, political, and cultural importance before public audiences.

This lecture also honours another Trinity graduate of distinction. The family of the late Padraic Fallon have endowed this lecture. Padraic Fallon graduated from Trinity in 1969 and went on to a distinguished career as a financial journalist. In the obituary following his untimely death in 2012, the Telegraph wrote (I quote) that he 'transformed the magazine, Euromoney, into the most authoritative and lively voice on international banking and finance, and into the centre of a publishing empire'.

The obituary goes on to characterise Fallon's key insight as the understanding that 'financial markets are driven not by impersonal economic forces, but by personalities'. That is certainly a Burkean insight. We are delighted that Gillian Fallon is here with us tonight. I thank her and their children for their generosity and vision in endowing this Lecture.

Tonight is only the second Edmund Burke Lecture. The inaugural lecture was delivered last year, in the presence of our President, Michael D. Higgins, by the philosopher, Baroness Onora O'Neill, on the question, 'What would Edmund Burke think of Human Rights?'

Tonight's speaker needs no introduction. He is the reason why seats were snapped up immediately. Roy Foster is a pre-eminent historian of Irish history. He is a graduate of this university, the biographer of Charles Stewart Parnell and of W.B. Yeats, and author of one of the most comprehensive and provocative of all histories of modern Ireland.

He holds the Carroll Chair of Irish History in Oxford and is visiting Parnell Fellow in Magdalene College, Cambridge. His most recent book is the acclaimed 'Vivid Faces: the Irish revolutionary generation 1890-1923', and he will be drawing on research and insights from that book for tonight's lecture.

The remit of the Edmund Burke lecture is that it should be delivered by a leading public intellectual on a topic that engages with current challenges. Tonight Professor Foster will be looking at a most pressing and timely challenge: the commemoration of the revolutionary decade, 1912 to 1922.

Commemoration of this decade began three years ago, with focus on the third Home Rule Bill, and the start of the First World War. As we approach 1916, the war of independence and the civil war, commemoration becomes ever more controversial and challenging.

As a country, we cannot shirk the responsibility to examine our past, particularly the founding of the state. In Trinity we have planned an in-depth programme of events – lectures, symposiums, books, exhibitions – on issues relating to the decade. This lecture tonight is part of this commitment.

The issues raised by this decade are complex. The events are at once inspirational and divisive. What do we feel about them? What should we feel about them? Do we know how we feel about them? For me, and I think for many of us, we need help in understanding not only our past, but the way in which we have been taught about our past.

Tonight Professor Foster will speak about the psychological uses of memory in Irish history, the challenges posed by the current commemorations, and the 'history wars' that broke out in Irish academic and public life in the 1970s. There can be no doubt that history matters hugely in Irish life, and will continue to matter.

To quote Edmund Burke: 'Those who don't know history are doomed to repeat it.' We are most grateful that Professor Foster has taken the time to be here tonight to tell us about our history, and how we might avoid repeating it.

Thank you for your attention.

Ladies and Gentlemen, Professor Roy Foster.

* * *

22 October 2015

Clubs and Societies Reception

The Saloon of the Provost's House

Good afternoon, and welcome everybody,

And thank you for coming here today and giving me the opportunity to meet you, the captains and presidents of Trinity's clubs and societies. I'm delighted to be meeting you now, at the beginning of your tenures.

You will, I hope, enjoy a really productive year leading your club or society. I want you to make the most of it, for your own sakes and for your members' sakes, and if there's anything the college can do to help or facilitate, then please do let us know.

It's important for me, as Provost, to meet you all, in the same way that it's important for me to meet with staff. The College is a community of staff, students and alumni; and the education we offer encompasses teaching, research, and extracurricular activities – or co-curricular we sometimes say since 'extra' sounds like an add-on, and we don't regard learning outside the classroom as an add-on; we regard it as intrinsic to the Trinity Education.

We know from surveys with employers, 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.

University is a time for you to develop your skills in preparation for an interesting, dynamic life. 'Skills' means academic skills, of course, but it also means social skills, and health and fitness, event management, volunteering, public speaking, fundraising, sales, leadership – and everything else that you may be called on to do in different capacities, and that keeps life open and engaging.

In clubs and societies you develop such skills, and you meet people outside your course and your immediate sphere. When you look back on your university days, it's often the learning-outside-the-classroom you remember. Certainly this is the case for me. My student days mean lectures and laboratories and my rooms in Botany Bay, but also the Karate Club.

When I go abroad on missions, to seek peer institutes for research collaborations or student exchanges, and to spread the message about

what a great education we deliver, I always emphasize our clubs and societies and the extracurricular activities which form such an essential part of what a Trinity education is about.

There is a lot for me to be proud about because Trinity's clubs and societies enjoy great success in national and international tournaments and awards. For instance, this year:

- Trinity Rowers won the annual Colours Boat Races on the Liffey;
- Trinity Hurling team won the Ryan Cup for the first time in their history and the Ladies Gaelic Football team won the Giles Cup, also for the first time.
- MathsSoc won the Maths intervarsities, in both the team and the individual sections;
- and both our debating clubs, the Hist and the Phil had successful years, with the Phil fielding a finalist in the Edinburgh Cup. Both societies are sending reps to the World University Debating Championships in Thessaloniki this January. We wish them the best of luck.

That's just a very small, representative taster of the success of our clubs and societies. I wish I'd time to run through all your achievements. Your success matters to us.

Clubs and societies are a cornerstone of the Trinity Education, and since it's your talent, energy, and ingenuity which keeps these clubs and societies so dynamic and popular – well I really need to thank you.

The College can provide facilities and help with timetabling, but that's all we can do. The creation, recruitment, organisation, fund-raising – all that's down to you. To run a successful club or society requires drive, imagination, energy, enthusiasm, and sheer hard work. By stepping up, by putting yourselves forward as captains and presidents, you are showing character and initiative, and are laying the groundwork for successful careers.

I also think it's important for you to get to know each other. This event isn't just about me getting to know you, but about you engaging with each other, and exchanging ideas and best practise. The college emphasis on interdisciplinarity isn't only about academic collaborations across Schools and Departments. Ideally it extends to all campus exchanges. We seek to generate a dynamic flow of energy, enthusiasm and inspiration. We don't want any group locked in its silo, failing to communicate.

I'm sure many of you have already coordinated on events and activities. I urge you to continue in this way. Much can be enhanced by collaboration and exchange. It's not a question of merging – I'm delighted that Trinity has so many distinct clubs and societies, almost 170 in total. It's about sharing,

brainstorming and bouncing ideas off each other. Such collaborations always start with getting to know each other – hence this event.

As you know, Societies are coordinated by the Central Societies Committee, CSC, and the sports clubs by the Dublin University Central Athletic Club, or DUCAC. I thank both CSC and DUCAC for their tremendous work promoting the interests of our clubs and societies.

In our clubs and societies, as in all aspects of college life, we celebrate tradition and innovation, continuity and commencements.

And the marvellous thing about clubs and societies is that your engagement with them really can be life-long. Many of the alumni I meet remain connected with the College through a club or society – having participated as students, they continue to engage throughout their careers. You may have benefited yourselves from alumni help with event organisation and mentoring.

So I raise a toast now to your great contribution to college life today, and to your continuing lifelong involvement with the club or society of your choice.

Thank you.

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(L to R) Presidents and Captains of Societies and Clubs, with
Provost Patrick Prendergast and Ms Sheena Brown

2 November 2015

**'Trinity College Dublin, the University of Dublin –
Engine for Growth, Driver for Change'**

Hong Kong University of Science and Technology (HKUST)

Good afternoon,

It's an honour, and a pleasure, for me to be here with you today, and a great sign, I think, of the increasing engagement between our two universities, and our two cities, Dublin and Hong Kong.

This has been a really significant year for Hong Kong-Dublin relations:

- In March, Hong Kong held its first ever St Patrick's Day parade;
- In May we had the pleasure of welcoming to Trinity College Dublin, Mrs Carrie Lam who gave a public address on 'Hong Kong, Asia's World City';
- in July, Hong Kong hosted RISE, the sister summit to Dublin's Web Summit – RISE was organised by Web Summit founder Paddy Cosgrave – who, as it happens, is a Trinity graduate;
- And just last month, we officially launched in Trinity our new Centre for Asian Studies and our Masters Programme in Chinese Studies. The Masters was enabled through a philanthropic donation from Dr Sam Lam, a Trinity medical graduate from Hong Kong.

* * *

I want to talk to you today about the subject I know best, Trinity College Dublin, focusing particularly on innovation and entrepreneurship, and how we enable it on campus.

Let me give you a brief snapshot of Trinity for those who might not know too much about it:

Trinity is a research university in the heart of Dublin, which is the capital city of Ireland. Ireland is the only native English-speaking country in the Eurozone.

Here are some key stats at a glance:

- We're ranked 1st in Ireland. And in five disciplines – English, history, modern languages, biological sciences, and politics – we're ranked in the world top 50.
- A third of our staff, and a quarter of our students come from outside Ireland, and these figures are always going up.

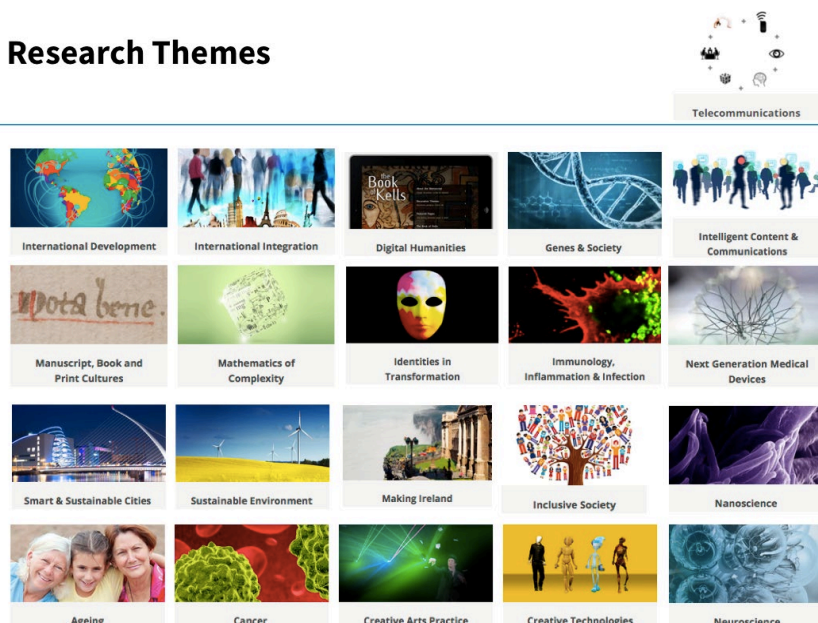
- We're a 420-year old institution. We were founded by charter by Queen Elizabeth the First of England in 1592.

We're a multidisciplinary university. We have three faculties – in Arts, Humanities & Social Sciences; Engineering, Maths and Science; and Health Sciences – here are some of our schools and departments.



We encourage our Schools and Departments to collaborate on research. We believe that the most exciting research happens at the interface of disciplines. We have organised our research into twenty-one interdisciplinary themes.

Research Themes



These include, as you can see, Cancer, Digital Humanities, and Genes & Society. We are recognised, globally, for our interdisciplinary research in Ageing, Immunology, and Nanoscience. Many of our research themes have their own institutes within the university – and eventually all of them will.

Now let's turn to Innovation and Entrepreneurship in Trinity.

Just two weeks ago, the private equity and venture capital-focused research firm, PitchBook, published the results of an independent survey they have conducted into undergraduate alumni who go on to found companies that receive first-round venture capital backing.



— EUROPE UNDERGRAD —

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

DATA: PITCHBOOK

PitchBook found that Trinity has produced more entrepreneurs than any other university in Europe. Between 2010 and 2015 Trinity produced 114 entrepreneurs and 106 companies. By comparison, in second place Oxford University produced 72 entrepreneurs and 68 companies.

This very welcome news followed on the announcement last year that Trinity's new undergraduate incubator, LaunchBox had entered the

prestigious University Business Incubator index as a 'Top Challenger', placed just outside the world's 'Top 25' from 800 incubator schemes assessed globally. This was an impressive result since LaunchBox had only been in existence a year at the time of assessment.

In short – sorry to be throwing so many surveys and indexes at you – Trinity is acquiring a global reputation for innovation and entrepreneurship. How has this come about?

Well, before getting into a discussion of the specific ways we're enabling this, I want to look at the background to innovation in Trinity and Dublin.

* * *

Innovation doesn't just appear like magic. It needs a fertile soil and culture to flourish on. The high tech revolution didn't come out of nowhere in Silicon Valley. It came out of Northern California's long 20th century focus on electronics and radio transmissions.

This is not a point, I think, that I need to labour in Hong Kong. We know that this city's long experience of being a trading harbour and free port, open to outside influences and interests, helped determine the emergence of Hong Kong as a world financial trading centre in the late 20th century.

Culture and history help drive innovation, as does a strong tradition of higher education.

In well-functioning ecosystems, universities collaborate with industry to apply their research, and universities educate the leaders, thinkers and entrepreneurs that society needs. In today's knowledge economies, the connection between high-tech companies, university research, and excellent graduates is of paramount importance. This is obvious in Hong Kong, as it is in California.

How does this work for Dublin and Trinity?

It's striking, I think, that in the PitchBook survey, of the ten top European universities for producing entrepreneurs, nine of them are British or Irish. The exception, at number 7, is the University of Copenhagen.

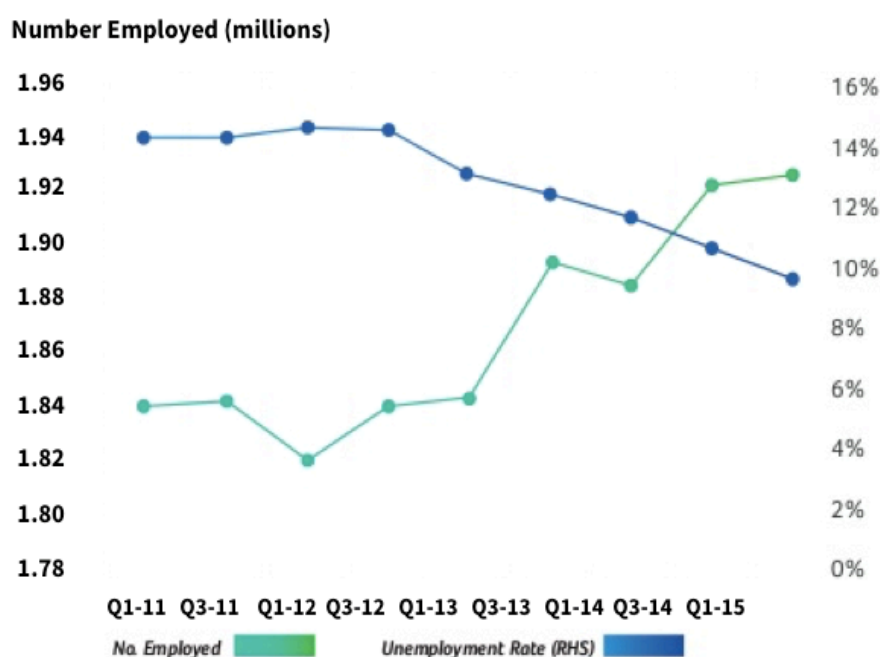
As you are perhaps aware, the EU produces less entrepreneurs than the US or Asia. Europeans tend to be risk-averse. But in Britain and Ireland we are closer to the American spirit of entrepreneurship, which is not surprising when you consider the continuing migratory and cultural connections between the US, the UK, and Ireland.

But go back a generation or two, and Ireland would have been producing far less entrepreneurs. I'm not going to give you a history of Ireland. Suffice

to say that for much of the 20th century, the country was not known for its dynamism or economic growth. It was socially conservative, economically protectionist, and inward-looking. There were all kinds of reasons for this, to do with the caution of a small country emerging into independence for the first time.

In the late 1990s and early 2000s, this changed. Ireland became famous as the 'Celtic Tiger' because our growth rate was so high. After the crash of 2008, Ireland, like many countries round the world, entered recession but we have now emerged from that, and again this year we enjoyed the highest growth rate in the EU. This slide shows Ireland's impressive recovery in terms of employment.

Labour Market



The World Bank now lists Dublin as one of the top 10 places in the world to do business. Ireland is European headquarters to 9 of the top 10 global software companies, and 9 of the top 10 US technology companies.

So, what turned Ireland from a place of sluggish economic activity, to one of the top ten places in the world to do business?

Well, before the economic growth of the 1990s, there was the social revolution of the 1970s and '80s. A few things contributed to this – Ireland joining the EU was obviously key – but Trinity College played a very important role in incubating ideas of social equality, and educating social

innovators like Mary Robinson, who went on to become President of Ireland.

I recall this social revolution on campus. When I arrived in Trinity in 1983, Ireland was not ethnically diverse and many still followed Catholic social teaching on, for example, contraception and women in the home, which meant that there was a stifling of cultural diversity.

But, as I soon found, Trinity was not like the rest of Ireland: it was more pluralist in culture, and students and staff were active about campaigning for rights, and modernising society. To give a concrete example of how Trinity differed: there were only two condom machines in the whole of Ireland, one of them was on the Trinity campus, in the students' union shop. Because this machine was dispensing condoms freely – and not on doctor's prescription as the law required – it was regularly seized by the police.

Trinity College campus in the 1970s and 1980s was a place apart. But it helped define the future. Today, Ireland enjoys a society with many different cultures, and this year we voted overwhelming for marriage equality – to allow gay people to get married.

It's my belief that without the social, or societal innovation, which Trinity was so instrumental in driving, we would not now be enjoying technological and business innovation.

* * *

It's no surprise that Trinity in the 1970s helped spearhead social change because Trinity has a long tradition of innovation. Throughout our 420 year history, we have been at the forefront of social, political, cultural and scientific innovation, and we have educated and incubated some of the greatest innovators the world has known:

- In science and mathematics, William Rowan Hamilton who discovered quaternions in the 19th century, and Ernest Walton who split the atom in the 20th;
- In medicine, Denis Burkitt who discovered the childhood cancer named for him, Burkitt's lymphoma, and William C. Campbell who won the Nobel Prize last month for his work in eradicating river blindness;
- In literature, Jonathan Swift who wrote Gulliver's Travels, and Samuel Beckett who wrote Waiting for Godot.

All these are true innovators who have inspired people through the centuries.

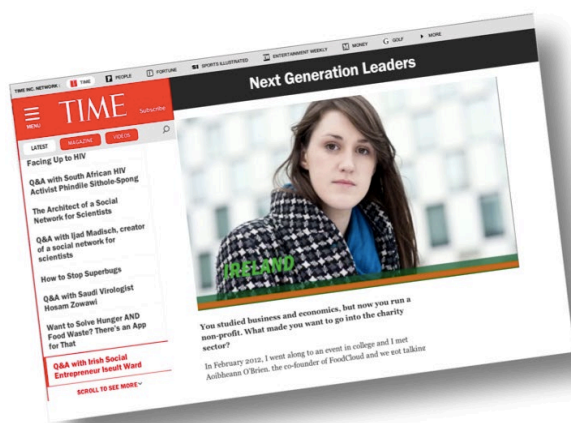
This long tradition of multi-faceted innovation contributes to Trinity's

current success. In Trinity we have always understood that innovation comes in many forms – and frequently all those forms together because when change happens in one place it tends to force change in another. To try and innovate scientifically when you're closing the door on societal or political innovation? – that's tricky. A bit like trying to harness a hurricane to blow only in the direction and at the speed of your choice.

With our long tradition of student clubs and societies and learning outside the classroom, Trinity is used to seeing innovation express itself in unexpected forms. And we are proud of the richness and diversity of the innovation coming out of the university today.

For instance, as an example of 'textbook' technological innovation, Trinity College engineers recently developed 3-D audio technology which will change users' experience of virtual reality and gaming headsets. The new technology, called Thrive, has been acquired by Google and the engineers who worked on it have been recruited into Google's Dublin offices.

Thrive made media headlines. So did another example of Trinity innovation. FoodCloud was developed by an undergraduate, Iseult Ward, who participated in our incubator LaunchBox programme. Iseult wanted to bridge the gap between food waste and food poverty by creating a 'virtual food bank' app, which would link restaurants and catering companies to charities. She did this so successfully that within a year of launching she had the massive supermarket chain, Tesco, signed up. and she was named one of TIME magazine's Next Generation Leaders.



Awards:

- Environmental Innovation Award (2014)
- Ben and Jerry's Core Award (2014)
- Social Enterprise Ireland (2014)
- Industry Innovator – Checkout Best in Fresh Awards (2015)
- Green Awards (2014)
- Arthur Guinness Projects (2013)

FoodCloud harnessed technological innovation in pursuit of societal change. It is, for us, a flagship initiative.

Another world-first initiative, which has garnered significant international attention, is the Science Gallery. This opened on campus in 2008 with the mission to present science research and discoveries as visual exhibitions, and so inspire young people with an awareness of how exciting science can be. The Science Gallery is where 'science and art collide'. It brings together academic researchers with artists and curators, from inside and outside, the College.

Here is a slide depicting a recent show at the Gallery, 'Secret', which was on the very topical issue of surveillance, espionage, and privacy. Engineers, artists and computer scientists worked on this exhibition.

07.08.15 – 01.11.15
SECRET
NOTHING TO SEE HERE



In the seven years since it opened, the Science Gallery has had 2 million visitors and its exhibitions have travelled round the world. We are now launching a network of global Science Galleries in partnership with leading universities in urban centres, including in Bangalore, Melbourne, and London.

* * *

So, to recap: innovation can happen in all academic disciplines and it's necessary in all areas of life. As a multidisciplinary institution which puts strong emphasis on learning outside the classroom, Trinity is well-placed to nurture multifaceted innovation and it has a strong 400-year tradition of pioneering actions to draw on.

However, circumstances change all the time. You have to be ready to adapt to them. Sometimes long-established universities can be slower at adapting than newer institutions which don't have legacy ways of doing things. Old universities like Trinity and Oxford and Cambridge and Harvard are alive to this.

When I say 'circumstances change', we're all aware, I think, just how dramatically circumstances have changed for universities round the world in the past two decades.

Globalisation, commercialisation, digitisation, and online have radically and definitively changed higher education and research. The old model of universities as ivory towers where academics engaged on research apart from the real world has gone forever. Higher education has emerged as a globally traded and borderless activity.

The four major, ground-breaking changes in higher education, as I see them, are:

- first, entrepreneurship and the rise of industry-to-academic engagement – professors and students are now entrepreneurs, attuned to considering the commercial potential of their research and to seeking out funding and industry partners.
- second, the increase in global mobility and student exchange programmes. Collaboration can take the form of large umbrella research projects involving multiple universities in multiple countries. Or it can take the form of joint programmes and education courses which two or more universities collaborate to deliver. It means that staff, students, and research projects are no longer identified with one single institution as they once were.
- third, the growth of online education. Online is changing the way professors deliver courses and students respond to them. At its most avant-garde, through the MOOCs, online allows for courses to be accessed free by hundreds of thousands of people – by as many as have access to high-speed internet, theoretically a limitless number.
- fourth, the growth of interdisciplinarity. The most exciting research often happens at the interface between disciplines – interdisciplinarity is key to innovation. Increasingly, disciplines are learning to break free of their silos. The currency of compound terms like 'bioengineering' shows how pervasive this is becoming.

If you look at the world academic rankings, you'll see that as well as the classic indicators like citations, universities are now ranked on things like 'international collaboration', 'international outlook' and 'web impact'. The academic landscape has changed and universities must seize the opportunities or get left behind.

It's immensely exciting but the challenge is to make the most of the opportunities. Many of these changes were driven by the great American universities. In other countries, universities had some 'catch up' to do.

* * *

About a decade ago now in Trinity, we took stock of how we were doing and where we were going, and we realised that while we were strong in areas, we weren't making the most of our vast potential. For instance:

We had some spin-out companies – but not that many. Our first spin-out company came early, back in 1986, but in the twenty years after that we averaged only one campus company a year.

Secondly, we had international staff and students and a long tradition of welcoming them to campus. In the 20th century, Trinity had more international students than any university in Ireland, particularly in the Medical and Engineering Schools. However, we did not build sufficiently on this tradition while other universities were extremely proactive. We had to face the fact that we were not as strong in global relations as we could, and should, be.

Thirdly, in terms of educating for entrepreneurship, we did have a Business School, but it wasn't world-ranked. We had great students but we weren't providing a real outlet for them to incubate business ideas. We weren't helping them to realise their potential as much as we could, and should, do.

Fourthly, we knew we had to do more about online education. Online education is still an evolving concept. But it's abundantly clear that this is an exploding domain, where innovation happens rapidly. You need to be prepared.

And finally, in order to improve entrepreneurial education and further enable interdisciplinarity, we wanted to do more across the university for creative arts practice. Creative and cultural arts are entrepreneurial and innovative global industries of particular importance in Ireland. If Ireland punches above its weight internationally, it has a lot to do with our reputation in the arts. For instance there are four Irish Nobel Laureates for Literature, probably the highest number of any country as a proportion of population size. Groups like U2 and shows like Riverdance have gone round the world many times. Our literary, music and visual culture brings thousands of visitors to the country every year, and results in numerous international collaborations with artists round the world.

So, that's where we were about a decade ago – excited about the opportunities but very conscious that we needed to put significant work into spin-out companies, global relations, educating for entrepreneurship, online education, and creative arts practice.

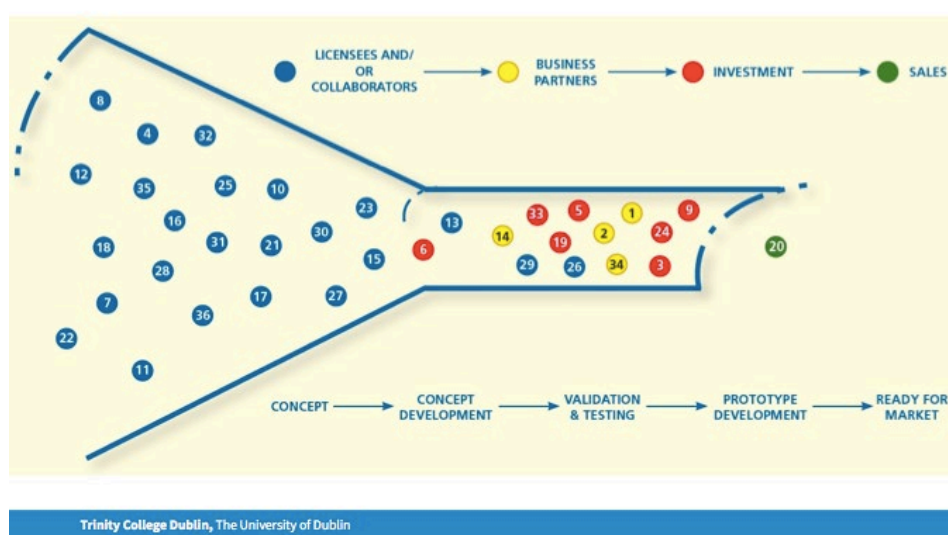
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So, how did we go about it? I don't have time to tell you everything that we did and are doing, but here are some examples of our initiatives in each of the six areas I've outlined:

Spin-out companies: To enable more spin-out companies, our Technology Transfer Office revised the procedure for the approval of campus company formation. This had frankly staggering impact. We went from creating one campus company a year, between 1986 and 2008, to creating seven companies a year.

To give you an idea of how our revised procedure works, here is a slide from Trinity's Technology Transfer Office on the 'development pipeline' in 2013.

Technology Transfer Funnel 2013



Once a research project has reached a level where it is ready to find a business partner for licensing or further investment, it enters what we call 'the funnel'. From here it progresses from licenses, to business partners, to investments, to sales.

As you can see, 35 ideas entered the funnel in 2013. Of these, 21 were at proof of concept stage after a year, four found business partners, seven also found investment, and one came through to sales.

Building on this, eighteen months ago, we established a new Office of Corporate Partnership and Knowledge Exchange, which brings under one roof all the functions necessary to support research collaboration and commercialisation. The new Office ensures that all pathways enabling knowledge transfer to industry are open and supported – allowing us to create even more start-ups and spin-outs than previously.

Global relations: To increase our numbers of international staff and students, and to strengthen our research collaborations and student exchanges, we launched in 2012 our Global Relations Strategy, which lays out specific actions including more strategic partnerships with peer universities round the world and connecting with our 100,000 alumni living in 130 countries globally.

Again, this Strategy has had strong impact. As an example, this year, we inaugurated a Trinity Global Internship Programme which will see our students interning in global businesses. Our global alumni will help deliver this programme by placing students in their workplaces. As part of this initiative, two months ago Trinity signed a memorandum of agreement for corporate internships with the OECD. Students in economics, politics, and international relations can now avail of the opportunity to grow their skills and knowledge by doing internships in the OECD headquarters in Paris. We are one of the few universities in the world whose students are accepted to this programme.

Online: In tandem with growing globally, we have been proactive about growing online, and have appointed an Associate Dean of Online Education who oversees a team of instructional designers and multimedia developers working with academics to convert content, teaching styles, and experience to the online space.

Starting this September, Trinity welcomed a new cohort of students to five fully online postgraduate courses in Social Studies, Dementia, Radiotherapy, Managing Risk, and Clinical Exercise.

Last year we launched our first MOOC, delivered by the Department of History. 'Irish Lives in War and Revolution' was so successful that it repeated this year. The total of registered learners on this MOOC is approaching 30,000, with learners coming from all over the world.



The development of Trinity's second MOOC is well underway. 'Positive Ageing' will draw on Trinity's world-renowned research into ageing and it will empower older adults to advocate for their health and well-being.

Entrepreneurial Education: When it comes to educating for entrepreneurship we have been highly proactive.

I've already mentioned our undergraduate business incubator scheme, LaunchBox, which incubated FoodCloud. It provides students with seed funding, office space, and mentoring and is now a year-long programme. The ideas coming out of LaunchBox continue to amaze. A product incubated this year, named Blazer, seeks to remove the dangerous varroa parasite from honey bees.

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

And in a particularly exciting development, building will shortly commence on our new Trinity Business School which is to be co-located with an Innovation and Entrepreneurship Hub. The project, spanning 13,000 square metres, will include a public space for students to exchange ideas; and space for prototyping and company incubation projects. Twenty leading Irish entrepreneurs have already donated the funds to build this flagship Business School

Let me show you the architects' model of how it will look. This is a view from inside the campus and from the street.

This is going to be an absolutely world-class Business School. We've already recruited as the Dean, Professor Andrew Burke who has a remarkable track record of driving innovation at business schools in three top UK universities – Edinburgh, Warwick and Cranfield. And our undergraduate entrepreneurship course is designed and delivered by a leading entrepreneur.

Students in the Trinity Business School will benefit from our excellence in other disciplines. The Trinity Business School is to be located in the 'tech' end of our campus, beside our award-winning nanoscience and neuroscience institutes. We anticipate high interaction and 'porosity' between these institutes and the new School – they are all distinguished by particularly close collaborations with industry.



Creative Arts Practice: As I mentioned earlier, the College has collated research across the university into 21 interdisciplinary research themes. These include 'Creative Arts Practice', and creativity and culture are intrinsic to others of the themes including 'Creative Technologies', 'Digital Humanities', 'Manuscript and Book Cultures' and 'Making Ireland'.

This is not surprising: interdisciplinarity is essential to the arts since creativity is so multi-faceted, and technology is an enabling force – the input of Computer Science into digital humanities is an obvious example, and I've already mentioned the Science Gallery 'where science and art collide'.

We've prepared a booklet, *Constellations*, to showcase our initiatives in the arts. A copy of this is being handed around now, and here is an image of the front cover. 'Constellations' refers to the way that our theatres, galleries and academies link up to form new patterns. The new Trinity Business School will be part of this constellation because our students in acting, directing, and music will be encouraged to think entrepreneurially about their artistic endeavours.

This year Trinity launched a 'Creative Challenge' to catalyse the arts in Dublin city and support the development of the creative and cultural industries sector. The five winners of the Challenge will present new works on campus next year.

Constellations



The visual arts project, 'A reflection on light' tells the history of a painting by the famous 20th Irish artist, Mainie Jellett, which hangs in the School of Physics in Trinity.

Trinity Creative Challenge- Grace Weir



Mainie Jellett,
Let There Be Light, 1942
Oil on canvas.



Grace Weir,
A Reflection on Light, 2015
HD video still.

All five projects are innovative and interdisciplinary and all will contribute to Ireland's traditional and continuing strength in the creative arts.

* * *

I apologize for this barrage of information about our many initiatives. It is a lot to take in. But I wanted to get across the kind of actions we've taken to enable Trinity to emerge as Europe's best university for producing entrepreneurs.

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

* * *

Does it matter to Ireland, humanity and the earth that Trinity College Dublin is seizing the initiative as a 21st century university?

I think it does. I think universities like yours and mine have a pivotal role to play in the 21st century. I'm speaking about Trinity, because it's the university I know, but what I say is applicable to all high-achieving universities.

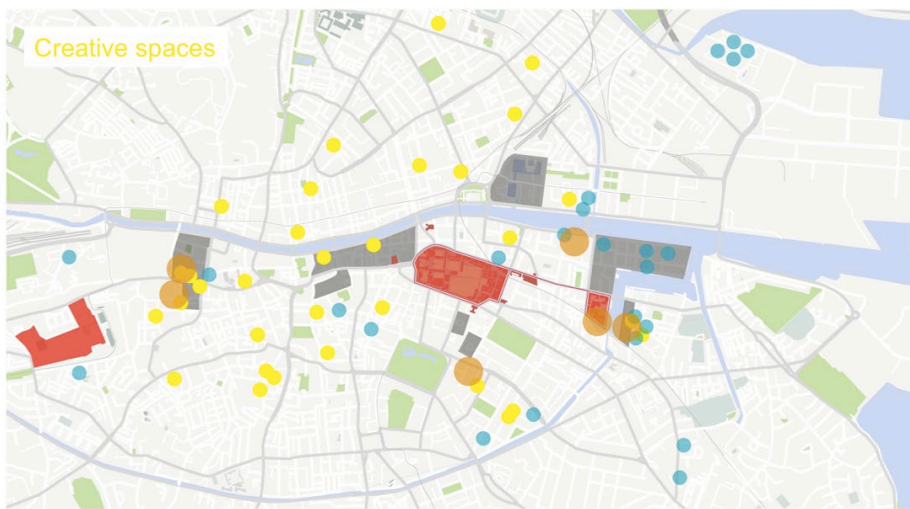
In a conference in Seoul in 2013, which I attended, the Chancellor of the University of California spoke about how in the Middle Ages, cities grew up around cathedrals, and in the 19th century, cities grew up around factories, and now in the 21st century, cities are growing up around universities. In his words 'the great engine for growth in our societies is going to be universities.' (2013 International Presidential Forum on Global Research Universities (Kaist Press), p. 23)

I have a slide here which illustrates this very well. Here, in red, is Trinity in the heart of Dublin city. Here, are the headquarters of multinational companies clustered around us; here, are the start-up clusters, and here are the creative industries, which include leading museums, galleries, and theatres. This map gives an idea of Trinity's centrality to the Irish ecosystem.

Now of course I can't say that Dublin city is 'growing up' around Trinity because Trinity and Dublin city are both very old. You could get into the chicken and egg question here – which came first... But there's no doubt that the creative and tech industries located well within walking distance to our university interact constantly with staff, students and research institutes.

For instance Google strongly supports the Science Gallery and it funds education programmes. And just two months ago Trinity and INTEL signed a memorandum of understanding focusing on talent, research and national policy associated with research and education. This is the first such 'Partnership to Boost Innovation' to be signed between a major university and a major multinational anywhere in the world. It builds on 25 years of projects between Trinity and Intel.

Dublin's Creative Incubator



Well-functioning universities have decisive regional, national and supranational impact. And then there's the impact that true innovation can have on the world and how we live now.

As I've been emphasizing throughout this talk, innovation is multi-faceted. It takes all forms. And it should – indeed it must – be ambitious. By ambition, I don't mean developing the latest in gaming technology, exciting as this is. I mean addressing fundamental challenges such as water shortage, energy provision, climate change, poverty, migration, inequality, the ageing population, conflict resolution.

These are what I call 'Global Research Questions'. A Global Research Question addresses fundamental challenges to the planet, an issue that has emerged across the globe, at scale, and cannot be solved by a single discipline or within a single country. I spoke about this at the Glion Colloquium which I attended recently with your HKUST President Tony Chan.

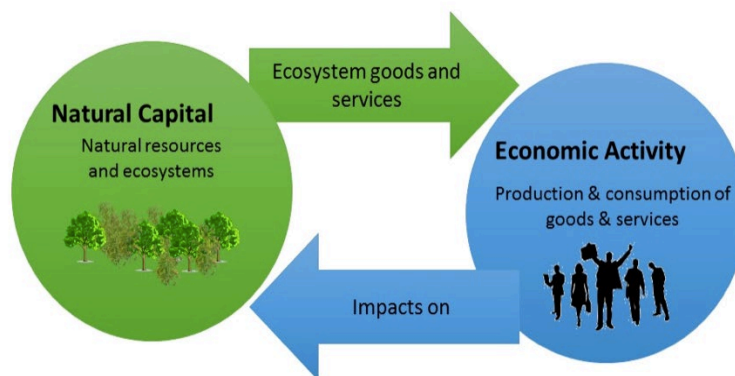
I'm not the only university president to be talking about the urgency of addressing such issues. In the most recent edition of Times Higher Education, Julia King points out that solving climate change will take all our expertise.

And the next planned of Trinity's interdisciplinary institutes is one that will address global research questions: the Energy, Environment and Engineering Institute, or E3.

With E3 we're trying something radical – to alter the way we, as humans, interact with the planet. The traditional definition of engineering is (I quote) 'the art of directing the great sources of power in nature for the use and convenience of man'.

That is a succinct definition. That's what engineering is, or was. But directing nature for our convenience has led to problems, and seems no longer sustainable. Which is why engineers and others are starting to think about turning this definition on its head – directing human ingenuity and technology to recognize the value of our natural capital.

A philosophy that underpins E3 – Natural capital and economic activity



Adapted from www.sustainableprosperity.ca

Trinity College Dublin, The University of Dublin

Can we go further than just mitigating emerging challenges – can we use technology and engineering to sustain rather than deplete our natural capital? Our planet is increasingly shaped by technology, and it's critical that we humans make technological interventions that increase the sustainability of the planet. We should go further than just seeking to mitigate emerging challenges such as energy security and climate change. Can we create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the good of life on earth? Can we use technology and engineering to strengthen the resilience of our natural capital? Those are the aims of E3.

In conclusion, the work we have done in Trinity helps the economy of Ireland and of Europe; but more, it positions us – as a globally connected, entrepreneurial and interdisciplinary university – to play our part in solving problems that affect all humanity and that cannot be solved by a single discipline, a single institute, a single country, or a single continent.

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

Thank you.

* * *

3 November 2015

Alumni Reception

Irish Consulate, Hong Kong

Thank you, Peter,

And good evening everyone,

I'm delighted to be here in the new premises of Ireland's first Consulate in Hong Kong, among so many alumni and friends of Trinity. I know that the Consulate, under Peter Ryan's stewardship, will be an outstanding resource for Irish companies and institutions engaging with Hong Kong and I would like to thank Peter and his colleagues for their ongoing support.

This has been a great year for Hong Kong-Dublin relations:

- In March, Hong Kong held its first ever St Patrick's Day parade;
- In May we had the pleasure of welcoming to Trinity College, the Chief Secretary Mrs Carrie Lam who gave a public address on 'Hong Kong, Asia's World City';
- And just last month, we officially launched in Dublin our new Trinity Centre for Asian Studies and our Masters Programme in Chinese Studies is now up and running.

We're very excited about this Centre and Masters. Trinity is ranked in the Top 50 in the world for modern languages and history; we're delighted to be broadening our offering to include Asian languages and history.

I'd like to take this opportunity to thank Dr Sam Lam, who is here with us this evening. Dr Lam is a Trinity graduate and his generous donation has helped make the Masters in Chinese Studies possible.

Dr Lam exemplifies alumni engagement with the alma mater. He is helping to tighten the bonds between this city of Hong Kong, and the city where he studied, Dublin.

Trinity has particularly rich, long-standing links with Hong Kong. Going back to the 19th and early 20th centuries, a number of governors of Hong Kong were Trinity graduates – one of them, Richard Graves MacDonnell, gave his name to a road in the city, and another, Arthur Kennedy, gave his name to an area 'Kennedy Town'.

In the 20th century, we welcomed many Hong Kong students to study in Trinity, particularly in the School of Medicine, and we hope to continue to welcome more students to all our Schools.

Given this legacy, it's no surprise that the Hong Kong alumni branch is so strong. But a branch is only ever as good as its members. We are most fortunate in Henry Au, the new branch head. Henry is a true Trinity man, (and an Engineering alum like myself) with all the talent and enthusiasm to run this branch. We're most grateful to him, and I'd urge any of you who may not know Henry to introduce yourselves and stay in touch.

As some of you know, I'm here as the guest of the Hong Kong Administration, as part of their Sponsored Visitors Programme. It's an honour to have been invited, and a further sign, I believe of the strengthening links between Trinity College and Hong Kong.

I'm here with a strong team from the College. They include:

- Professor Lorna Carson, Director of the Trinity Centre for Asian Studies;
- Professor Barry McMahon, Director of Trinity's Innovation Academy and Chief Physicist in Tallaght Hospital;
- Sinéad Ryan, Director of Internationalisation;
- Simon Williams, associate director of Trinity Development and Alumni;
- And Niamh Burke from our Global Relations Office.

I hope you'll take the opportunity to introduce yourselves. The size of the delegation is indicative of the strength of Trinity's engagement with Hong Kong and Asia.

Our schedule while we're here involves meetings with senior government officials and with the leadership of five universities, to learn about Hong Kong's priorities in higher education, research and innovation.

Trinity already enjoys strong links with Hong Kong's top universities, HKU and HKUST, with which we are collaborating in research and student and staff exchanges. We look forward to further developing these collaborations.

I know how eager you are for news of Trinity, so I'd like now to briefly update you on the College's direction, and on recent initiatives.

* * *

The good news – which you're probably aware of – is that, as of the past year or so, we're operating in an improved economic environment. Ireland currently enjoys the fastest growth rate in the EU, and the fastest employment growth rate in the OECD; and it is European headquarters to 9 of the top 10 global software companies, and 9 of the top ten US technology companies.

When you consider where Ireland was in 2010 – bankrupt and appealing to the EU and IMF for a bailout – this is a remarkable achievement. The Government deserves credit. All of Ireland's universities played a key role.

Right through the recession, in a climate of austerity and cutbacks, Trinity remained resilient, and focussed on maintaining quality in education, research and innovation. Our actions frequently made media headlines – for instance about:

- our leading role in scaling up the new 'wonder material', graphene;
- the opening of the Lir, the National Academy of Dramatic Art; and
- the success of spin-out companies, like biotech spin-out Oplona Therapeutics, and gaming company, Havok.

Trinity is on a mission, which, stated in today's language, is: 'to play for Ireland on the world stage'. We recognise our responsibility to contribute to growth and competitiveness, to enhance creativity and innovation, and to promote Ireland's global reputation.

In October last, we launched our Strategic Plan, which lays out our mission, goals, and actions for the next five years. The Plan includes significant capital development projects such as the new Trinity Business School, which is to be co-located on campus with an Innovation and Entrepreneurship Hub, and will include space for prototyping and company incubation projects. Building is about to start on this at the Pearse St end of campus, close to the Science Gallery.

We're also planning a new Engineering, Energy and Environment Institute, which we're calling E3. This will be an industry-academic collaboration, and one of the first institutes internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable planet.

And we're planning a new translational Cancer Institute which will consolidate cancer care, research, and education in one location, in St James' Hospital.

Global engagement is intrinsic to our Strategic Plan. The Office of the Vice-President for Global Relations – under the leadership of Professor Juliette Hussey – has a mission to promote all of Trinity's personal and institutional relationships worldwide, including global exchanges and joint activities in education and research.

Just in the first six months of this year, Global Relations organised the signing of over thirty agreements, formalising our partnerships with higher education institutions from China to Australia, Japan to Canada, and India to the Americas.

Last week, during our visit to China, Prof Biswajit Basu of our School of Engineering was awarded a High-end Foreign Expert Award from the Ministry of Foreign Administration in China, arising from his collaboration with Tongji University in Shanghai, which China's foremost research centre in the area of civil engineering.

So we're doing all we can to make Trinity known and celebrated in China and Asia. Trinity officers are instrumental in this, but nothing replicates the alumni 'on the ground'.

Last month a Trinity alumnus made world news and raised the profile of the College. I'm talking of course about William C. Campbell, who received the Nobel Prize for Physiology and Medicine for his work in eradicating river blindness.

We're immensely proud of Dr Campbell. Of course all alumni can't win Nobel Prizes! But we can all excel, professionally and privately. We can all be role models and exemplars of the great education we received.

I'm always struck when I meet Trinity graduates abroad by their talent and proactivity. I meet so many graduates who are creating and capitalizing on opportunities, and, as they advance their careers, are anxious to give back, to support others.

I'm proud to be Provost of a university that produces such graduates. We want to continue to give our students a world-class education. The Trinity Education project is currently underway to renew our curriculum in substance and structure and to address the needs of the 21st Century graduate and beyond.

Trinity has been making its mark on the world as Ireland's leading university for hundreds of years. But we take nothing for granted. Our ambition is to continue to make our mark – with ever more strength and impact.

I thank you for your commitment to Trinity, shown by your presence here this evening. I thank the Consul for hosting this event. I look forward to meeting everyone this evening, and to growing relations between Trinity and Hong Kong.

Thank you.

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Provost Patrick Prendergast (left) and Henry Au (right; Trinity Alum, BAI, 1985 and chair of Trinity Hong Kong Alumni Branch), with two undergraduate students on exchange in Hong Kong in 2015/16

13 November 2015

'An Evening with the Chancellor'

Dining Hall

Chancellor, Pro-Chancellor, Distinguished Guests,

Welcome to Trinity College on this wonderful occasion. This evening we take the opportunity to celebrate with you – Trinity's great supporters.

Trinity owes its very start to philanthropy. After a petition by the citizens of Dublin led by this man Adam Loftus, Elizabeth the First granted letters patent to found the university in 1592. The grant of a site by Dublin Corporation allowed us to open here on this site, then lying outside the city walls. And Gaelic chieftains including Sir Turlough O'Neill and Sir Hugh Magennis donated the funds to enable a university for Ireland. From these beginnings flowed a tradition of giving – a tradition which you, today's benefactors, are continuing unabated.

It's impossible to conceive of Trinity without your philanthropic support over the centuries. A Trinity which did not draw on these reserves of goodwill and philanthropy would be a much diminished place. Quite simply, it would not be the world-class institution it is today.

Benefactions have allowed the University to nurture the talents of students who have gone on to achieve great things. Among them we now have three Nobel laureates – Samuel Beckett in literature, Ernest Walton in physics and William C. Campbell in medicine. They represent different fields of knowledge – a testimony to the breadth and quality of a Trinity education.

* * *

As our benefactors, you have made an honorable commitment – to Trinity, to Ireland, and to global education. In supporting Trinity you are supporting this country's growth and regeneration.

Twenty-first century universities are powerhouses for the regions they serve. This is particularly true of Trinity, which has always been a beacon for Irish achievement. Our scholarship and creativity have helped shaped the world. Trinity people invented the land of Lilliput, discovered quaternions, split the atom, wrote the world's greatest vampire tale, established the importance of folic acid in pregnancy, and are currently upscaling the new wonder material, Graphene...

The poet Eavan Boland, who is an alumnus, has spoken movingly of the statues of Burke and Goldsmith at Front Arch, as the 'guardian spirits of the university'. And yes, we do evoke their spirits and those of our other alumni, and we do celebrate the diversity they represent as we encourage our students to fulfill their potential, whether in poetry or in entrepreneurship, in arts or in science, in medicine or in law.

Most of all, we want our students to be good citizens who seek to give back to society. In this you are role models. You are people for whom success has meant further engagement and further commitment.

George Bernard Shaw once said:

'I am of the opinion that my life belongs to the whole community, and as long as I live, it is my privilege to do for the community whatever I can. The harder I work, the more I live. I rejoice in life for its own sake. Life is no 'brief candle' for me. It is a sort of splendid torch which I have got hold of for the moment, and I want to make it burn as brightly as possible before handing it on to future generations.'

In this room we are all doing what we can to make Trinity's 'splendid torch' burn as brightly as possible before we hand it on.

I'm very conscious of the need to secure Trinity's future, and I'm conscious that this is a time of opportunity.

I could not meet you, our benefactors, with such confidence and enthusiasm were we in Trinity not prepared to meet that opportunity.

Trinity has the history, the people, the global reach, and the vision to be the fulcrum leveraging Dublin's expansion into a great 21st century city, an epicentre of creativity and discovery.

I thank you most sincerely for the tremendous generosity you have shown. You are contributing to a strongly cohesive and well-executed strategy for the college which delivers on all our commitments, and which is delivering for Ireland.

* * *

It's now my pleasure to introduce another extraordinary Trinity graduate.

She is someone whom, when I want to convey Trinity's greatness, I constantly evoke.

She was elected by the people of Ireland to the highest office of the land. As a Senator and young lecturer in Trinity, she led the fight for equality. She has been a remarkable modernizing force for the country and the world. As

UN High Commissioner for Human Rights she took her fight for equality and an ethical planet beyond this island. Back in Ireland, she has founded a foundation for climate justice which Trinity is proud to be associated with.

Ladies and Gentlemen, please welcome our Chancellor, Dr Mary Robinson.

* * *



(L to R) Former Provost Professor Tom Mitchell, Chancellor Mary Robinson, and Provost Patrick Prendergast

16 November 2015

Reception following 1985 Anglo-Irish Agreement Conference

The Saloon of the Provost's House

Good evening and welcome,

I'm sorry not to have been able to attend the conference, due to other commitments. I particularly wanted to attend because I have a great, if amateur, interest in history. And because I recall so well the Anglo-Irish Agreement which was signed when I was a Junior Sophister here in Trinity College, studying engineering. I recall it as a beacon of hope, a sudden ray of good news and progress coming from the North, at a time when there was otherwise only unrelentingly dreadful news.

And I wanted to attend because of the calibre of the speakers here today. We have with us four of the key negotiators of the Anglo-Irish Agreement: Sir Robert Armstrong and Sir David Goodall, and Noel Dorr and Michael Lillis. It is exceptional to have all four at the same conference in discussion with each other. I very much wanted to hear what they had to say, and I'm frankly envious of those who could avail of the opportunity!

Since I was unable to be present, I'm glad that this reception affords me this chance to meet the speakers, to welcome everybody to the Provost's House, and to thank the organisers for doing such an excellent job.

We are now about a third of the way into the 'Decade of Commemorations' – which, of course, is the state commemoration of the third home rule bill, the first world war, the 1916 rising, the war of independence and the civil war – a long and momentous decade!

In Trinity we're playing our part in this commemoration.

A centenary is an important thing. But for centenaries, one can only rely on written and, perhaps, recorded testimonies. There are no living witnesses. And there's no substitute for that.

The Anglo-Irish Agreement was signed thirty years ago. Sadly, we have lost the two prime ministers involved, and we have lost Dermot Nally, the co-chair, with Sir Robert Armstrong, of the conference. Prime Ministers leave memoirs – and in the case of Garret, very detailed memoirs! – civil servants tend not to. It is the civil servants who see the negotiations through from start to finish. Their record and analysis is essential.

The papers and the proceedings from today's symposium will form a particularly significant historical record. I am proud that Trinity has organised such a key 'living history' witness event.

I thank and congratulate Eunan O'Halpin, Bank of Ireland Professor of Contemporary Irish History, for organising this high-level symposium. I thank all our speakers – in addition to the four negotiators, the symposium benefitted from the expertise of Ronan Fanning and Daithi O'Ceallaigh. Sir Robert and Lady Armstrong, and Sir David and Lady Goodall have travelled to be here today. We are honoured and pleased that you have flown over.

The Anglo-Irish Agreement was a seminal moment in British and Irish history – because of what it came from, because of what it established, and because of what it led to.

When negotiations go well, and peace is brought to a conflict area, there can be a retrospective sense of inevitability about proceedings. But most of us in this room remember the Seventies and Eighties in Ireland – and there was nothing inevitable about the Anglo-Irish Agreement or the Downing Street Agreement after it. These came about because of the skill and dedication of a few people, some of them in this room.

I may not be the first person today to mention Paris. In Trinity we have almost 250 students from France, which is more than from any other country after Ireland, Britain and the US. We send as many students again to France every year on exchanges. In Trinity, as all around the world, we are devastated by Friday's attacks, the appalling and senseless loss of innocent lives, people watching football, dining out, seeing a band.

I think this weekend we have all been 'beleaguered by negation and despair' in Auden's words. In that poem, he writes of the 'ironic points of light' which 'flash out wherever the Just / exchange their messages'. This week, and last, we have been commemorating the Anglo-Irish Agreement, which might be described as a singularly successful 'exchange of messages'. Especially because of Friday's tragedy, we recall with particular gratitude that thirty years ago skill and diplomacy and sense and humanity prevailed over hatred and violence. This is the 'affirming flame' of which Auden writes.

On behalf of Trinity College Dublin – which has always been a university for all of Ireland – I thank you.

Thank you.

* * *



Centre Front Row: Sir David Goodall (Cabinet Office, 1982-4), Michael Lillis (head of Anglo-Irish Division, DFA, 1983-6)) and David Neligan (Head of Anglo-Irish Division, DFA, 1980-1982). Photograph courtesy of Professor Eunan O'Halpin

17 November 2015

Launch of the Global Brain Health Institute

Stanley Quek Theatre, TBSI

Chancellor, colleagues, distinguished guests here in Dublin and in San Francisco, Chuck and Helga Feeney.

I am Patrick Prendergast, Provost of Trinity College Dublin and I'm delighted to welcome you on this momentous occasion to celebrate the launch of the Global Brain Health Institute.

Over the last twenty years, Atlantic Philanthropies' investment in Trinity's infrastructure and research, and specifically in our flagship projects in ageing, has enabled Trinity to become a recognised global leader in ageing research. Our deepest gratitude to Mr Chuck Feeney – his benevolence is extraordinary.

The Irish government has been most supportive of the ageing agenda. And has put the right policies in place, including providing matching funding for The Irish Longitudinal Study on Ageing (TILDA), which is led by Trinity.

Professor Rose Anne Kenny, Trinity's leader of ageing, is Principal Investigator in TILDA. I would like to recognise Professor Kenny for her outstanding work over the last decade. So much has been achieved already and now the Global Brain Health Institute will give us the opportunity to progress even further.

The share of the grant that is allocated to Trinity is the biggest philanthropic gift in Irish state history. We fully understand the responsibility that comes with this.

It's an enormous privilege to be the beneficiary of Atlantic Philanthropies as it prepares to cease operations after decades of philanthropy round the world. I thank Mr Feeney and Atlantic Philanthropies for their faith in us – we are proud to be helping to deliver on their great ambition to make the world a better place.

The Global Brain Health Institute at Trinity is led by Ian Robertson, Professor of Psychology, and Brian Lawlor, the Conolly Norman Professor of Old Age Psychiatry.

I have every confidence that they, jointly with the UCSF leaders, and all 140 or so academics working in ageing in Trinity and the UCSF will make the project an enormous success.

It's now my pleasure to introduce our Chancellor, Dr Mary Robinson, a champion of global justice issues.

* * *

24 November 2015

STEM – Education for Europe's Future

Ireland Luxembourg Chamber of Commerce, Luxembourg City

Good evening,

I'm delighted to be here discussing this vital issue. Europe is fortunate in its strong tradition of education, but nothing stands still. Technology, higher education, the workplace – these are all developing at an unprecedented pace; we have to anticipate developments and shape progress.

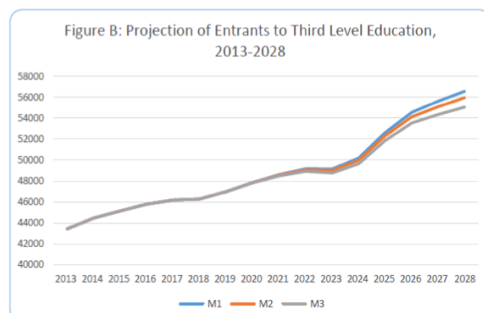
I'm Provost of Trinity College Dublin, which is Ireland's number one university and is ranked in Europe's Top 25. Trinity is a multidisciplinary university of 24 Schools. I'm a graduate of the School of Engineering and was previously professor of bioengineering.

I'm also a member of the governing board of the EIT, the European Institute of Innovation and Technology. The EIT is a body of the European Union with a mission to increase Europe's growth and competitiveness by reinforcing innovation capacity. And in this capacity I've given a lot of thought to improving innovation training for Europe's students.

Let me begin by telling you a bit about STEM education in Trinity. Ireland is atypical in Europe because of our fast-growing student population. This slide projects the student population in Ireland for the next twelve years, until 2028. This year we had just under 45,000 new entrants to third level; by 2028 this will grow to about 56,000.

Ireland's Greatest Opportunity

A Growing Young Population



2014 - Demand by CAO applicants for Level 8

	since 2013	last 5 years
Engineering & Computer Science	↑ 10%	↑ 36%
Natural Science	↑ 8%	↑ 17%

Demand will rise every year over 2014 – 2028

211,709 students enrolled by 2028, up 46,500	22% ↑
55,961 new entrants in 2028, up 12,500	29% ↑

*www.education.ie/en/Publications/Statistics/Statistical-Reports/Projections-of-demand-for-Full-Time-Third-Level-Education-2014-2028.pdf

The demand for STEM subjects will rise higher than for other disciplines. Since 2010 the demand for Engineering and Computer Science has risen by over a third, and the demand for Natural Science has risen by 17 percent.

So there's a tremendous opportunity in Ireland, and a challenge. We need to prepare for an increase of students, particularly STEM students. Growth is always exciting, but at the same time, Ireland, like many countries in Europe, is facing an absolute crisis in the financing of higher education. The old model of state-funded education is declining, and we have yet to agree on the right model to replace it with. The challenge in Ireland is made more acute because of the projected increase in the number of students.

* * *

I'm not going to devote my talk to the funding issue. But if we don't sort out funding in Ireland, and quickly, then any other measures we take are window-dressing. I would favour a multi-faceted approach, with funding coming from the state, student fees, industry partnerships, commercialisation and philanthropy. That is, in fact, what's happening in Trinity. Half of our revenue now comes from non-State sources. We are proactive about growing this. Because such funding is needed for universities to remain globally competitive. It's no coincidence that the highest-ranked universities are consistently in the US, the UK, and increasingly Asia. In Europe, we need to confront this.

That's all I'm going to say on funding, because we're here to talk about STEM education, but let's keep in mind that excellent universities are essential to Europe's competitiveness, and excellent universities need significant revenue.

* * *

Let me return to STEM education in Trinity and Ireland. The demand for these disciplines has risen in recent years, thanks, in great part, to the proactivity of many organisations in encouraging interest at primary and secondary level. In Trinity we're playing our part in this.

Seven years ago we launched, on campus, Science Gallery, with the mission to present science research and discoveries as visual exhibitions, and so inspire young people with an awareness of how exciting science can be. The Science Gallery is where 'science and art collide' in free public exhibitions devised by academics, artists, and curators.

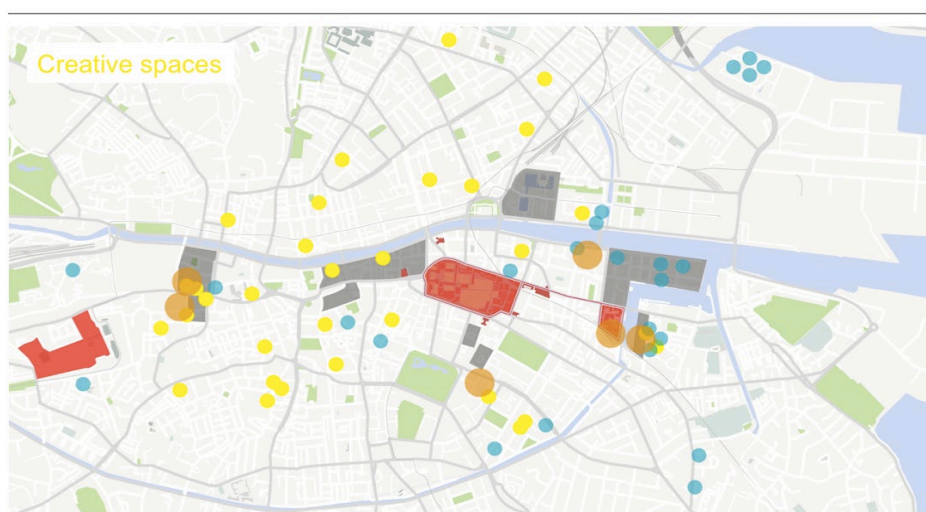
The current exhibition, Trauma opened four days ago. It explores psychological, physical and societal trauma, and is co-curated by neuroscientists from Trinity in Dublin and King's College in London.

To date, over two million people have visited Science Gallery. Trinity is now launching a network of global Science Galleries in partnership with leading universities in urban centres, including in Bangalore, Melbourne, and London.



The Science Gallery is on campus, in the centre of the city. In Trinity, we're lucky in our location. Here, in red, is Trinity in the heart of Dublin city. Here are the multinational companies clustered around us; here are the start-up clusters, and here are the creative industries, which include leading museums, galleries, and theatres.

Dublin's Creative Incubator



Trinity College Dublin, The University of Dublin

Our position is particularly significant because Ireland is European headquarters to 9 of the top 10 global software companies, and 9 of the top 10 US technology companies; and to 15 of the top 20 MedTech companies and seven of the top 10 industrial automation companies. The World Bank now lists Dublin as one of the top 10 places in the world to do business.

So Trinity is at the centre of a growing European innovation hub. This has great advantages. For instance, in terms of STEM education, Google is a significant supporter of Science Gallery and is also a partner with Trinity in 'the Certificate in 21st Century Teaching & Learning' which enables teachers to learn best practise in computer programming and the use of technology in the classroom, as well as in leadership and change management, and classroom-based research.

* * *

Thanks to initiatives by government, schools, universities and industry, we are seeing high-calibre and committed students entering third level in Ireland to study STEM subjects.

Trinity is recognised for high-quality research. We currently have twelve European Research Council grants active on campus. In interdisciplinary fields like nano-science, immunology, and ageing, we are recognised globally as being among the world's leading institutes.

Our staff are proactive about translating research into products and services. Since 2008 we have averaged in Trinity seven new campus companies a year, and these have included very successful companies such as 'Thrive', a personal 3-D audio technology for virtual reality applications which was acquired by Google in July; and Identigen, enabling the trace back of food products, which recently received a €12 million venture capital investment.

Our strong curriculum is complemented by extra-curricular opportunities. LaunchBox, our undergraduate business incubator programme, provides students with seed funding, office space, and mentoring.

Last year it entered the prestigious University Business Incubator index as a 'Top Challenger', placed just outside the world's 'Top 25' from 800 incubator schemes assessed globally.

One LaunchBox project, FoodCloud, has had particular success. It's a social enterprise which bridges the gap between food waste and food poverty by creating a 'virtual food bank' app, linking restaurants and catering companies to charities. FoodCloud has already signed up the Tesco supermarket chain, and its undergraduate founder, Iseult Ward, was named one of TIME magazine's Next Generation Leaders.

Our college initiatives are having effect. Last month, the private equity and venture capital-focused research firm, PitchBook, published the results of an independent survey they have conducted into undergraduate alumni who go on to found companies that receive first-round venture capital backing.

 **TOP 10 EU & ROW**

EUROPE UNDERGRAD

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

DATA: PITCHBOOK

PitchBook found that Trinity has produced more entrepreneurs than any other university in Europe. Between 2010 and 2015 Trinity produced 114 entrepreneurs and 106 companies. By comparison, in second place Oxford University produced 72 entrepreneurs and 68 companies.

When we talk about 'educating for Europe's future' – top of the list has to be educating entrepreneurs and innovators because this is an area where Europe has traditionally fallen behind.

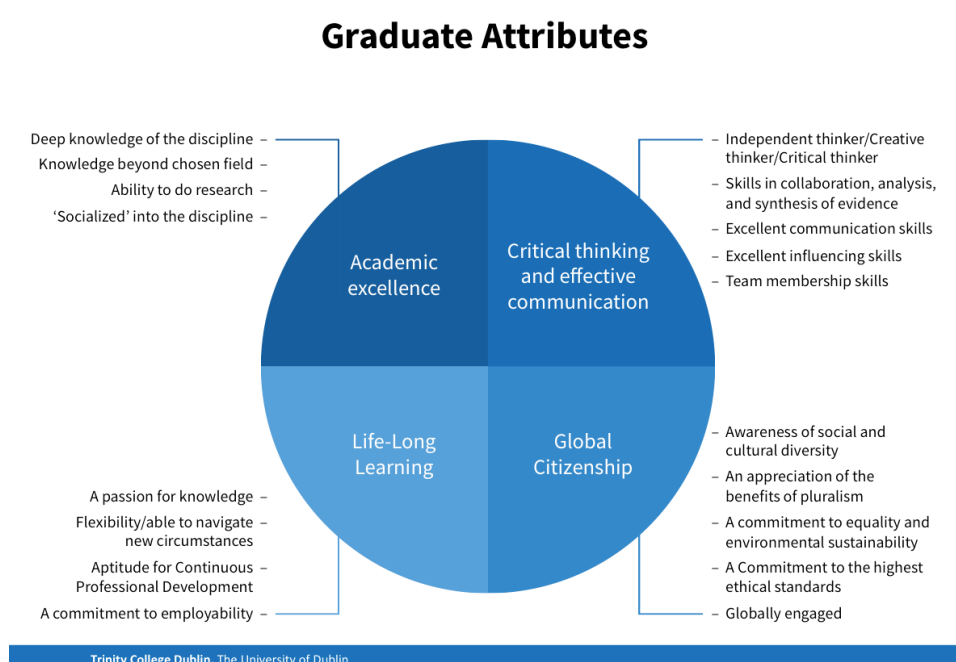
In Trinity we have confidence in what we're doing. It's not about changing our model, it's about finding ways to sustain it.

* * *

Let me end on two notes. First, the focus of today's discussion is STEM education. I understand this – we need STEM graduates, and it's important to take proactive steps to attract students of aptitude, particularly girls.

However, when it comes to 'educating for Europe's future', we shouldn't limit this to 'STEM education'. Europe needs graduates in different disciplines, and students should study what they're good at.

We have recently launched the Trinity Education Project, an initiative to agree a set of graduate attributes for all our courses, and ensure that our curriculum delivers on these. These are the draft attributes presented at a consultation with employers in different industries.



As you see, nothing here is exclusive to STEM subjects. Instead of focussing on discipline, we focus on attributes. Some jobs look for very specific skills – but frequently it is mindset and commitment that count, and all students can cultivate these.

I've seen first-hand how well multidisciplinary works in Trinity. There is great synergy when you bring students of different disciplines together on one campus; and students from all our faculties are hugely sought after by employers.

* * *

I will close on an exciting initiative which is about using STEM education for Europe's – and indeed the world's – future. In Trinity we're planning for an Energy, Environment and Engineering Institute, which we're calling E3.

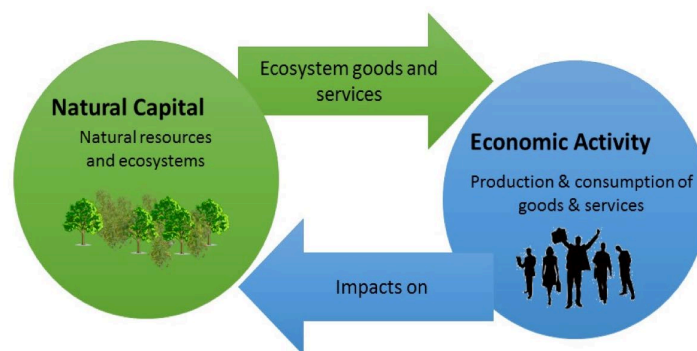
With E3 we're trying something radical – to alter the way we, as humans, interact with the planet. The traditional definition of engineering is (I quote) 'the art of directing the great sources of power in nature for the use and convenience of man'.

That's a succinct definition. But directing nature for our convenience has led to problems, and seems no longer sustainable. That's why engineers and others are starting to think about turning this definition on its head – directing human ingenuity and technology to recognize the value of our natural capital.

Our planet is increasingly shaped by technology, and it's critical that we humans make technological interventions that increase the sustainability of the planet. We should go further than just seeking to mitigate emerging challenges such as energy security and climate change. Can we create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the good of life on earth? Can we use technology and engineering to strengthen the resilience of our natural capital? Those are the aims of E3.

Engineering, natural sciences, and computer sciences will collaborate in E3. It is ethically underpinned and will benefit from the thinking of social scientists, as well as business and law. E3 will be a College-wide institute, showcasing Trinity's strengths in interdisciplinarity.

A Unique Philosophy underpins E3 - Natural Capital



Adapted from www.sustainableprosperity.ca

Trinity College Dublin, The University of Dublin

It's truly exciting for universities to be in the position of encouraging collaboration between researchers for initiatives which will help economic growth and confront global challenges.

This is a period of challenge and opportunity for research and higher education. In Europe we can do our best by working together and developing shared practises and models. I welcome this forum and thank you for inviting me.

* * *

27 November 2015

Honorary Degree Dinner

Dining Hall

Chancellor,
Pro-Chancellors,
Visitor,
Distinguished Guests,
Honorary Graduates,

And welcome everybody to Trinity College Dublin. This afternoon we paid tribute to five exceptional individuals by bestowing on them our highest honour.

It's among the privileges of universities that we're able to honour people in this way – that we have a formal, traditional, and recognised means of rewarding excellence. Universities have had this right since the Middle Ages – the right to grant degrees 'honoris causa' on individuals anywhere in the world who are judged of merit. It's a right, which in Trinity, as I'm sure in other universities, we respect too much to abuse or trivialise. We don't confer many honorary degrees because we don't want them devalued.

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.

Today's honorary degree ceremony is distinctive in that we're conferring only LL.D's – Doctors in Laws – and all five of our Honorary Graduates are, in their different ways, human rights activists. Each of these five men and women have gone beyond personal achievement; they have dedicated themselves to bettering the condition of their fellow human beings.

We welcome them now to the Trinity community. Trinity's mission written into our new Strategic Plan commits 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 through demonstrating institutional leadership by 'creating a positive environment in which all can participate, and all are recognized fully for their contributions'.

Our recognition of the remarkable work of these individuals whom we have honoured today is part of this commitment. They have focused on fighting for the rights of women, children, and gay people, as well as the poor, the marginalised and the oppressed, in Ireland and round the world. They show

what can be achieved when commitment and compassion are allied to intelligence and fair-mindedness.

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Mrs Graça Machel is a foremost advocate for women's and children's rights and has been a political and social activist over many decades. A former Minister for Education and Culture in Mozambique, she is founder and president of the Foundation for Community Development, an NGO promoting democracy and social justice in Mozambique; and founder of the Zizile Institute for Child Development, and of the Graça Machel Trust, which advocates for women's economic and financial empowerment as well as food security, education for all, and an end to child marriage.

She served as the First Lady of Mozambique from 1975 to 1986 and First Lady of South Africa from 1998 to 1999, following her marriage to Nelson Mandela. With Mandela she helped establish The Elders, a group of eminent peace activists and human rights advocates, of which she too is a member.

There are just twelve members of The Elders, so it's quite exceptional that we have with us tonight two Elders, including our chancellor, Mary Robinson.

Graça Machel is President of SOAS, the University of London and Chancellor of the University of Cape Town. She contributes to the United Nations Secretary-General's Millennium Development Goals Advocacy Group, and her assessment of the impact of armed conflict on children continues to inform the United Nations' work in this area.

Ladies and gentlemen, Graca Machel.

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For forty years, **Fr Peter McVerry, S.J.**, has worked with vulnerable young people and the homeless in inner city Dublin, campaigning tirelessly for their rights. His vision for the Peter McVerry Trust is to support all those living on the margins and to uphold their rights to full inclusion in society.

Originally from Newry, Fr McVerry was ordained as a Jesuit in 1975 and went to work in Summerhill in north inner city Dublin. Confronting the reality of homelessness, he set up a trust which began as a small flat in Ballymun. It has now grown to include numerous hostels and apartments, a residential drug detox centre, and drug stabilisation services. In 2014 his charity worked with 4,460 vulnerable youths. He has written widely on issues relating to homelessness, such as accommodation, drugs, juvenile justice, prisons and education.

Fr McVerry has been a voice of conscience, particularly in recent years when the crisis of homelessness has grown in Dublin. His is a voice of calm good sense, compassion, and experience. Awards for his work include the Freedom of the City of Dublin, which is bestowed only exceptionally.

Trinity is honoured to join those recognising his exceptional work. Ladies and Gentlemen, Father Peter McVerry.

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David Norris is a scholar of Irish literature, an independent Senator, and a gay and civil rights activist. His epic campaign to decriminalise homosexual acts began in 1977, and moved from the High Court through to the European Court of Human Rights, until in 1988 the laws in Ireland were deemed to be in contravention of the Convention on Human Rights, with decriminalisation of same-sex sexual activity finally occurring in 1993.

As an Independent Senator representing the University of Dublin since 1987, he has an impressive record of contributions to debates in the Seanad on topics ranging from the rights of migrant workers and humanitarian issues in post-war Iraq to rural housing and further and adult education.

Formerly a Senior Lecturer in our School of English, Senator Norris is best known academically as a Joycean scholar, and has been at the forefront of turning Bloomsday into a national, and international, festival. A member of the Georgian Society, he has been central to the revival of parts of the North Inner City, notably the James Joyce Cultural Centre in North Great George's St. Ladies and Gentlemen, Senator and Doctor David Norris.

* * *

As a performer, actor, writer, orator, activist, campaigner for equality, figurehead and the grande-dame-drag-doyenne of Dublin, **Rory O'Neill** has entered the nation's – and indeed the world's – conscience as a significant voice speaking for equality, respect and fairness for all.

A graduate of Dun Laoghaire College of Art and Design, he has performed on stage as the artist Panti since 1991. Panti regularly hosts the annual Dublin Pride celebrations and was the hostess of Alternative Miss Ireland from 1996 to 2012, raising hundreds of thousands of euro for Irish HIV/AIDS organisations.

In February 2014 Panti reached out to a global audience with a Noble Call speech at The Abbey Theatre. The speech spoke to anyone who has been considered and treated 'less' in any way; it was described by the columnist Fintan O'Toole as 'the most eloquent Irish speech' in almost 200 years, and it immediately went viral, garnering 200,000 online views in two days.

As the owner of the successful Panti Bar on Capel St, Rory O'Neill has also won business awards. He has spoken at many events in Trinity and is an inspiration to our large college community of staff and students.

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One of only three Holocaust survivors left in Ireland, **Tomi Reichental** is author of the book, *I Was a Boy in Belsen*, and the subject of two documentaries. Born in 1935, in Slovakia to a Jewish family, he was taken, aged 9, to Bergen-Belsen concentration camp. In all he lost 35 members of his family in the Holocaust. For 55 years, he said, he did not speak of his terrible experiences in Belsen, but for the last ten years, in association with the Holocaust Education Trust Ireland, he has dedicated his time to speaking to Irish secondary schools, third-level institutions and other fora to educate the Irish people about the Holocaust, to promote racial and religious tolerance and to further reconciliation and German-Irish friendship.

In 2013 the German ambassador presented Mr Reichental with the Order of Merit of the Federal Republic of Germany, the highest honour that Germany bestows for services to the nation. He is also a recipient of the Global Achievement Award for his untiring work in promoting tolerance, reconciliation, and rejection of racism and bigotry. Mr Reichental that he lives by the motto: 'Make peace with the past, so it won't spoil the present.'

* * *

These five honorary doctorates are an inspiration. We are living through a period of global instability and crisis, with many countries assailed by the actions of those who preach hatred, violence, and oppression of women and minorities. Our response is to try and live by the values of equality, justice, and dignity for all. These are the values espoused and embodied by these five new Honorary Doctors.

Now, more than ever, it is important to have role models. I congratulate our distinguished new honorary graduates. We are privileged to have you join the family of the University of Dublin.

Before I call on Rory O'Neill to respond, I would ask you all to rise to toast the new Honorary Graduates.

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(Back Row, L to R): Rory O'Neill aka Panti Bliss, Tomi Reichental, Provost
Patrick Prendergast, Fr Peter McVerry, S.J.
(Front Row, L to R): David Norris, Chancellor Mary Robinson, Mrs Graça
Machel

30 November 2015

Reception for four new Trinity MRIAs

The Saloon in the Provost's House

Welcome everybody to the Provost's House for this celebration.

On 29th May nineteen new members were admitted to the Royal Irish Academy, including three Trinity professors:

- David Coleman,
- Johnny Coleman, and
- Orla Hardiman

We are delighted that these three professors now join the Academy. We also welcome the election of Dr Martin Naughton, engineer, and the founder, owner and president of Glen Dimplex. His philanthropic support for education in Ireland has been transformational, as this university can attest.

2015 is the 230th anniversary of the Royal Irish Academy — Ireland's leading body of experts in the sciences and humanities. Since its foundation in 1785, membership of the RIA has been keenly competed for; it is the highest academic honour in Ireland. The right to place 'MRIA' after your name is not given out lightly. Only those involved in internationally recognised excellence are accorded this honour. The Academy has just 493 members, including those holding positions in universities abroad.

David, Johnny, Orla and Martin join many other Trinity MRIAs with us here this evening. A university in Ireland may be measured by the number of its MRIAs, and Trinity is proud to have so many.

Membership of the Academy is not an end-of-career honorific. Neither is it an encouragement for brilliant promise. It's awarded to people who have already proven themselves and achieved renown. Members of the RIA do not rest on their laurels, as can be seen from a glance round the room this evening. Our newest Academy Members are in the great tradition:

David Coleman is Professor of Oral and Applied Microbiology at the School of Dental Science. He is one of the leading clinical microbiologists practising today, internationally, and has made seminal contributions to our understanding of the pathogenic yeast, *Candida dubliniensis* (which he discovered), and of methicillin-resistant *Staphylococcus aureus*, or MRSA, and the biology of bacteriophages, the viruses that infect bacteria.

Jonathan Nesbit Coleman is Professor of Chemical Physics, a lead PI in CRANN and the SFI-funded AMBER Centre, and a coordinator of the EU-

funded Graphene Project. He is among the top-100 cited material scientists in the world today, and is internationally recognised for his contributions to the processing of nanoscale materials and devices and the application of these innovations to industry.

Orla Hardiman is Professor of Neurology and Academic Director of the Trinity Biomedical Sciences Institute; she is also Consultant Neurologist at Beaumont Hospital. She leads a multidisciplinary group of over 30 researchers investigating the epidemiology and causes of, and new treatments for, amyotrophic lateral sclerosis, also known as motor neurone disease. Professor Hardiman has been honoured nationally and internationally, and is a committed advocate for patients with neurodegenerative conditions.

Martin Naughton founded Glen Dimplex in 1973, and since then has built it up into a leading international group, the world's largest manufacturer of electrical heating. In this week, when the world's eyes are on the Climate Change Summit in Paris, Glen Dimplex deserves special mention since the company is at the vanguard of the low carbon revolution, with an unrivalled range of solutions in space and water heating, cooling, ventilation and heat recovery.

Martin is a committed philanthropist. He was recently awarded a knighthood for services to Northern Ireland, and his is among the honoured names on Trinity's Benefactors' Wall, at the entrance to the Dining Hall. We also acknowledge here this evening Carmel Naughton, herself an MRIA since 2006.

* * *

These four new members of the Academy demonstrate Trinity's great strength and diversity. Together they demonstrate commitment to education and research, and to putting knowledge at the service of society and humanity.

On the occasion of this year's Academy Admittance Day, Professor Mary Daly, President of the RIA, emphasized that all those elected 'have made world-renowned contributions to research in the sciences or humanities', and she noted that Irish scholars are increasingly being head-hunted for top positions in leading universities and research centres throughout the world'.

Professor Daly warned of a brain drain if our universities don't remain competitive in terms of funding.

Of course universities round the world would wish to 'poach' our MRIAs. For the moment Trinity still offers excellent career opportunities, and staff here are committed to the university and to our students. But I am

anything but complacent about this. I'm extremely proud of the staff quality in Trinity and I know that you deserve the best. I join Professor Daly in putting pressure on the relevant authorities to find the right solution.

As we welcome our new MRIAs, and as we celebrate Ireland's return to growth, we look forward to 2016 as the year in which this country takes the decisions which secure, sustain, and ignite our higher education model.

Thank you.

* * *

7 December 2015

Tomás Irish Book Launch

The Saloon in the Provost's House

Good evening,

You're all very welcome to the Saloon in the Provost's House for this important book launch.

This publication is a significant event for the College, and also for Dublin and Ireland. When An Taoiseach, Enda Kenny, launched the Decade of Centenaries in 2012, he asked that events of 1912 to 1922 be studied and commemorated by communities around the country.

Academics, artists, local councils and community groups responded with books, lectures, exhibitions, performances, musicals, and documentaries. It's exciting for the whole country to be engaging with this transformational period of our history.

In Trinity we knew how important it was to participate. Like all Irish institutions, Trinity was profoundly changed by this decade, as were the thousands of students who passed through the College. And, like the country as a whole, it was not always easy, in the subsequent decades, for Trinity to confront the difficult and challenging events.

For instance, in the three official college histories published since 1922, space is given to World War I, but little is written about the Rising, even though Trinity, by reason of its location, was at the epicentre of the Rising, and Trinity Library has a significant collection of 1916 material.

The centenary is an occasion for the whole country, including Trinity, to look with scholarly detachment and impartiality at what went on.

So the College is putting in place, on an on-going basis, a full programme for the 'Decade of Centenaries'. We are now in the middle of this commemorative Decade, and on Friday last, the Minister for Arts, Heritage and the Gaeltacht, Heather Humphreys, launched our 1916 programme, which includes debates, lectures, public performances, and exhibitions.

* * *

This book is one of the centrepieces of our commemorative programme; it will have lasting effect. The importance of this book for our understanding of the College, the decade, and the country is signalled by the Chief Justice of Ireland, Mrs Justice Susan Denham, coming here tonight to launch it. We are most honoured to welcome her.

Quite simply, the story of Trinity in this decade has never been told in full. So when Tomás Irish came to me with the proposal for this book, I was most enthusiastic. The story needs to be told, and he is the right person to tell it. A graduate and gold medallist in history, PhD student, and postdoctoral research fellow of this university, his research area is academia during the early 20th century. His first book, *The University at War 1914 – 1925: Britain, France and the United States*, based on his PhD, was published earlier this year.

And now his expertise has produced this fully faceted book dealing with staff, students and alumni, and the picture that emerges is subtle and nuanced. Because, of course, there was not just one 'Trinity' response to the events. There was the response of the Board, and then the many different and diverse group and individual responses of the whole Trinity community.

So I'm delighted that we are joined tonight by representatives from the Students Union, the Hist, the Phil, and the History Society, because as well as everything else, Tomás has written a history of student life in this decade.

As Tomás gracefully acknowledges, he benefited greatly from the support of the College for this book, particularly the School of History. Patrick Geoghegan acted as a mentor, and Jane Maxwell, the principal archivist of the Library, served on the advisory committee for the project.

The book is produced by the Royal Irish Academy with the exceptional production values we have come to associate with their press. I congratulate Ruth Hegarty and all in the Academy who worked on this book. This book is a valuable and meticulous historical account; it is also, which doesn't always follow, a singularly attractive and absorbing read, enhanced by the wonderful images.

I thank and congratulate Tomás. Because of this book, I am much the wiser for what happened in this great university during that momentous decade. Some of it makes difficult reading, some inspiring; all of it is pertinent. To paraphrase Edmund Burke, we study our history so as not to repeat it.

Before I call on Mrs Justice Denham to formally launch the book, I have the pleasure of introducing Professor Mary Daly, President of the RIA to address you on behalf of the publishers.

Thank you.

* * *



(L to R) Dr Tomás Irish (author) & Provost Patrick Prendergast

8 December 2015

Launch of Science Gallery 2016 Programme

Science Gallery Café

Good morning,

What a pleasure to be here in the Science Gallery. Like all of us, I'm most interested to hear what awaits in next year's programme. But I'd like to take the opportunity to reflect briefly on the fantastic achievements of the Science Gallery in 2015, and since its inception eight years ago.

Here in Science Gallery, the creative collision between art and science happens every day. It's a key visitor destination and an informal learning space. It drives innovation in education; it has fast become essential to the city. We're proud of the engagement of secondary school children, and of the excitement the Gallery brings to the creative, artistic, academic and tech communities who help to research, design and curate the exhibitions.

The Gallery has enabled our researchers to show the impact of their work at a scale that wouldn't otherwise be achievable, bringing academic endeavor into the public realm and making it accessible.

The Gallery is a significant tourist draw – visitors to our campus come away with a sense of the Book of Kells, the Campanile, and the Science Gallery. That juxtaposition of tradition and innovation is what Trinity is about.

Trinity is naturally a creative incubator where the city's tech, cultural and scientific ecosystems merge. We have in place a focused strategy to leverage this convergence to help position Dublin among the world's most innovation-intensive capital cities.

The Science Gallery was a success from day one, and it has built on this success steadily.

Over two million visitors have engaged in the past eight years. In 2015 alone, there were nearly 400,000 visitors, which means that numbers are ever on the increase.

Science Gallery's global reputation is also on the increase. In October, four Science Gallery exhibitions opened simultaneously round the world: HUMAN PLUS in CCCB in Barcelona, ILLUSION in Kuala Lumpur, BIORHYTHM in Taichung, and SECRET in Science Gallery Dublin.

And we continue to develop our global Science Gallery network – in the next few years Galleries will open in London, Melbourne and Bengaluru.

The growing Education and Learning programme has seen over 2,600 students engaging in a variety of programmes in 2015, including TY mentoring, ITL, IFI workshops, COOL JOBS and INTEL workshops, and the EXCITED festival. My own daughter Eilis did her TY work experience in Science Gallery, and wrote a fabulous blog about the SECRET exhibitions.

Science Gallery's myriad activities have been enabled by generous support and philanthropy. I'm delighted to welcome Kathryn O'Donoghue from Google to the Programme Launch. Google have been incredible supporters of Science Gallery from its inception through to growing the Global Network of Science Galleries.

The partnership with Google is based on shared ideals, and on recognizing the need to develop opportunities for the creative thinkers and innovators of the future.

If Science Gallery is a draw to visitors, and if it inspires generous donations, and resonates round the world so that other universities seek to be part of the network, it's because the exhibitions and programmes here are inspirational and imaginative, visual and concrete, interdisciplinary and pedagogical. The space is, in itself, a triumph; to walk in here is to feel uplifted.

I congratulate Lynn and the Science Gallery Dublin team; and the Board and the Leonardo group; and all the curators and academics who have engaged with the exhibitions. And I thank all our supporters, many of whom are here today, partaking deservedly in this success. Like most great endeavours, Science Gallery is a collaborative enterprise – one with many parents, many mentors, many children, many benefactors. May it continue to prosper.

Thank you.

* * *

8 December 2015

'Why Commemorate Yeats?'

Neil Lecture Theatre, Long Room Hub

Senator, Colleagues, Ladies and Gentlemen,

Welcome to the Long Room Hub in Trinity College Dublin for this sesquicentennial celebration of the birth of W.B. Yeats... I've been waiting all year to say 'sesquicentennial' – we only have a few weeks left to use it, at least for Yeats.

I'm assuming that the splendidly provocative title of this evening is rhetorical. Why commemorate Yeats? In April 1913 a vacancy arose in Trinity for the Professorship of English Literature. Yeats was interested and he had the support of John Pentland Mahaffy, a very prominent figure in the college though not yet Provost. Nothing came of the initiative; unfortunately Trinity did not try hard enough to net the greatest poet of the age. Had things turned out differently, this event would probably be taking place in the Yeats Theatre, or Institute – because Trinity would certainly have proudly cemented the Yeatsian connection for perpetuity.

On the other hand, it is part of Yeats' particularity that he never graduated from a university and never held a position in one, and that outsider status is important – and perhaps it's better not to compromise it, even to burnish Trinity.

Yeats has rightly been commemorated in Ireland all year, and Trinity is delighted to be partaking in this national celebration. We are proud to have nurtured over the years great Yeatsian scholars, including notably Roy Foster and Terence Brown.

Our 'Yeatsian ecosystem' continues to flourish – recently Dr Tom Walker, Ussher Assistant Professor in Irish Writing, was awarded a grant by the Irish Research Council, the IRC, to fund a project entitled 'Yeats and the Writing of Art'; and one of Dr Walker's PhD students, Stephen O'Neill was recently featured on the IRC research showcase for his research into Yeats and an early, previously little-known novel. And Professor Christopher Morash, whom we will hear from tonight, is writing a book on Yeats and theatre. In this way, through our professors and researchers, our connection with the poet remains a strong, living one.

Tonight's event is organised as a collaboration between the School of English and the Trinity Journal for Literary Translation. The Journal is launching 'Regenerating Yeats', a project to foster new translations of, and creative responses to, Yeats' work which will be published in serialised digital installments in the coming months and in print in a Yeats special

edition of the Journal at the end of the academic year. We look forward to hearing more about this project this evening.

Next year our new Centre for Literary Translation will open in a magnificent refurbished Georgian house on Fenian Street. We need a Centre to further the study of translation – just as we have Centres in creative writing, dramatic art, and music composition. There is no replacement for translation as a vital tool for the promotion of cross-cultural understanding.

I welcome the initiative 'Regenerating Yeats' – Yeats is an international figure who took his inspirations from many sources including Japanese Noh theatre, Nietzsche, and Gaelic verse. Like all great poets, he is a rewarding challenge to translate.

I thank the School of English and the Trinity Journal for Literary Translation for organising tonight's event, and the Long Room Hub for hosting and facilitating it.

Yeats remarked once that 'education is not the filling of a pail, but the lighting of a fire'. I take this to mean that we shouldn't fill our students' heads with information – we should ignite them with a passion. Which is to say that the experience of attending lectures should be akin to reading a Yeats' poem. That is indeed our aim as educators – and if we do not always achieve it, it is right to aim so high.

Ladies and gentlemen it's now my pleasure to welcome to the podium the Seamus Heaney Professor of Irish Writing, Professor Christopher Morash to deliver his lecture on the topic 'Why Commemorate Yeats?'.

Thank you.

* * *

9 December 2015

Launch of Trinity College Dublin: The Provosts 1592-1927

Long Room, Old Library

Vice-Provost, Fellows of the College, distinguished guests, Ladies and Gentlemen,

This book has a great title – 'The Provosts' – it sounds the title of an up-market, period TV Drama, and there is certainly enough colour and anecdote and larger-than-life characters here to justify a six-part series. A good series needs politics, intrigue, religion, death and, of course, a memorable venue, a location. And it's all here.

To be sure, there are hardly enough women for a TV drama, and in the early chapters – when Fellows couldn't marry – there is an echoing absence, only filled by a few tantalising whispers. It seems that gossip in centuries past was preserved in verse – anonymous ditties. If they can't be taken as gospel truth, neither should they be entirely discounted. The author quotes them judiciously and, it will surprise no-one who has read *The Name of the Rose* or indeed Chaucer, to learn that the early Provosts and Fellows, if certainly scholarly bachelors, did not always live lives of total seclusion...

A good scriptwriter could flesh out the rumours about 'Dolly' into a love interest for the stern Provost Baldwin. There is certainly no shortage of colour in these pages. Who could resist filming, or watching, this scene from the mid 18th century:

A Scholar, not having paid his bills, was arrested on College premises by a bailiff and lodged in the Marshalsea Prison. The students were incensed – they scoured the city, rescued their colleague, captured the bailiff and brought him back to the College where he was half-drowned under the College pump. Then they ran amok through the town and attacked the prison. Two persons were killed in the riot. In the subsequent enquiry, four students were expelled and four publicly admonished, one of whom was Oliver Goldsmith.

Or this scene, from 1821, when the King, George IV, visited Trinity:

Dinner was served in the Exam Hall. The throne of crimson velvet of considerable richness, was placed in the centre of the circular space. A platform, elevated two feet, filled the semicircle, and the royal table was adapted to the curvature. The distinguished guests were seated at four long tables extending down from the platform – they included the Lord Lieutenant, the Lord Mayor, the Chief Baron, three Archbishops, seven bishops, a Marquis and a Duke, three Earls, two Viscounts,

twenty Lords, seven Judges, fifteen Deans, 29 knights, three Archdeacons, two Generals and five colonels.

The scholars however were not invited...

Or this scene from 1916:

'The quadrangles presented an extraordinary appearance. Some 4,000 troops were stationed in the College. Horses tied to the chains which enclosed the grass plots gave the place the appearance of an open-air stable or horse fair. Men stood in ranks or sprawled on the pavements or on the doorsteps – sometimes closely packed and fast asleep in every conceivable attitude.'

A producer would have all the amusement of working out who would play Goldsmith, Edmund Burke, Robert Emmet, Oscar Wilde. A cameo of a famous person is, of course, a prerequisite for a period drama.

* * *

But on a more serious note, as well as writing a wonderful biographical history of Trinity's Provosts, Peter Boyle has also written a great history of the College up to 1927. This is because – as I venture to say in a foreword – Provosts have a lot of influence, or at least the potential for a lot of influence, since a Provost is head of the College and head of the administration; and chairs both the College Board and the University Council, and nominates officers.

Some individual Provosts – Bartholomew Lloyd comes to mind – have revolutionised the fortunes of the College; others have not had much impact. But the tenure of each Provost has a characteristic atmosphere, and it works very well to divide up the history of the college between Provosts – from the very short tenure of Richard Washington, Provost for a year, before fleeing Dublin within a week of the 1641 rebellion; to the forty-one year tenure of Richard Baldwin, of whom we are all envious because it was in his term of office that this Old Library, the greatest of all Trinity buildings, was opened.

* * *

Who has written this marvellous book? A chemist, of course. When I say 'of course', there is a great tradition in Trinity of members of our science faculty engaging in domains more usually associated with arts and humanities.

The great William Rowan Hamilton wrote poems, and though his friend William Wordsworth advised him not to give up the day job, Hamilton saw poetry as essential to his understanding. He wrote that the quaternion was

(I quote) 'born as a curious offspring of a quaternion of parents – say of geometry, algebra, metaphysics and poetry.'

More recently Iggy McGovern, Fellow Emeritus in the School of Physics, wrote a wonderful sequence of sonnets in honour of Hamilton. Dr Boyle is in this tradition.

This is a work of profound research, scholarship, and wit. It's comprehensively sourced and wonderfully written, with vigour and with zest. Dr Boyle will tell us himself how many years he has given to this project, but clearly this is the fruit of much labour, although certainly a labour of love. There is no sense of strain or grind in these pages; curiosity and energy animates each sentence; the author's judgements are swift and decisive; his gift for entertaining never flags.

I congratulate the author, and the publishers, Hinds, who have done a wonderful job; the portraits are marvellously selected and reproduced. It goes without saying that I urge everyone to buy this book because it amounts to one of the most entertaining histories of this college you will ever read. And if the reward for good work is always to be given more work – I urge Dr Boyle to embark on the lives of the next Provosts, after 1927. Although perhaps I will not be thanked for this...

Dr Boyle is very good at delivering pithy, unsparing judgements – so Provost Benjamin Pratt is 'an easy-minded straggler through life...somewhat indolent and irresponsible'.... John Hely-Hutchinson is 'ruthless, ambitious and grasping'... Richard Baldwin is 'severe, abrasive, unsympathetic...his methods confrontational, his bearing arrogant.'

Dr Peter Boyle served under five Provosts – I am sure they, like me, are as wary as they are impressed by the author's pen. Maybe it's as well he stopped at 1927...

Or if you do a follow-up volume, perhaps a good cut-off date might be 2011...

For this mighty book of Provosts safely in the past, I congratulate you and I thank you.

* * *

Trinity College Dublin The Provosts

1592–1927

PETER BOYLE



Peter Boyle's Book

14 December 2015

Launch: Shane O'Mara, Why Torture Doesn't Work

Science Gallery

Good evening,

And welcome, all, to the Science Gallery. This book which we launch today – Shane O'Mara's *Why Torture Doesn't Work* – has been most eagerly awaited, and has already received extensive, and highly favourable, international publicity, both from the mainstream media, and from specialised science journals.

It is not hard to see why. This is a book that the world has been waiting for. Torture has been outlawed under the Geneva Convention since 1949, but torture has not disappeared. It is perpetuated under euphemisms – 'inhuman and degrading treatment', which is what the European Court of Human Rights termed interrogation practices in Northern Ireland in the 1970s, and 'enhanced interrogation techniques', the term used more recently in Guantanamo Bay.

Countries, at least democracies, do not employ torture lightly. They take recourse behind euphemisms because they know it's shameful. It's employed in extreme situations, when these democracies are under threat from terrorism. Some make the argument that an extra-ordinary situation needs an extra-ordinary response, or 'special powers', as another euphemism has it.

For some, the end justifies the means: if torture keeps our democracies safer, then we must learn to stomach it. I am reminded of Auden's great poem from the 1930s:

'And gentle do not care to know
Where Poland draws its eastern bow,
What violence is done,
Nor ask what doubtful act allows
Our freedom in this English house,
Our picnics in the sun.'

We need our freedom, and we need our picnics. It takes particular courage to argue against the 'doubtful acts'. For centuries people, including Auden, found this courage and made the moral arguments. But how wonderful now to find science riding to the rescue of ethics!

Shane O'Mara has written this important book, demonstrating that not only is torture ethically repugnant, it doesn't work. It is not the way to get at the truth; quite the contrary. He quotes, of all people, Napoleon Bonaparte: 'The

barbarous custom of having men beaten, who are suspected of having important secrets to reveal, must be abolished.... The poor wretches say anything that comes into their mind and what they think the interrogator wishes to know.'

What Napoleon knew from observance, Professor Shane O'Mara now proves through his outstanding knowledge of the brain. I will leave Shane and Professor English to outline the arguments in this book, which have been hailed by prestigious global science magazines, including Nature, Science and the New Scientist.

This is not surprising; Shane O'Mara is Professor of Experimental Brain Research here in Trinity, and Director of our Institute of Neuroscience. He is a Fellow of Trinity, an MRIA, and recipient of a Wellcome Trust Senior Investigator Award – the first recipient in Ireland of this prestigious award. He has worked extensively with the biopharmaceutical industry to develop drug therapies to ameliorate brain aging and depression.

In short, he is a luminary of this university, and we are extremely proud of him. The review of this book by Science Magazine notes that the subtitle – 'The Neuroscience of Interrogation' – underestimates the book's range, because 'in addition to neuroscience, O'Mara draws on cognitive, social, and clinical psychology to document his case against the efficacy of torture'.

In Trinity we are proud of our interdisciplinarity – of our initiatives to facilitate cross-disciplinary and cross-faculty collaboration. In this book Shane has effortlessly brought to bear all relevant disciplines to make his argument.

Here is the case against torture – the legal, ethical, philosophical, scientific, psychological, neurocognitive, and empirical case against. This book is already being hailed with relief and admiration by campaigners everywhere. It will be difficult, I imagine, to keep track of its citations in courts and journals and parliaments around the world.

I congratulate Shane, and on behalf of Trinity I thank him. It's now my pleasure to invite Ian Malcolm to take the floor. Ian Malcolm is executive editor-at-large and executive editor for economics with Harvard University Press, which has the distinction of publishing this book. We're delighted that Mr Malcolm is here in Dublin for this launch.

* * Ian Malcolm speaks for five minutes * *

Thank you.

It's now my pleasure to introduce, to launch the book, Richard English, the Wardlaw Professor of Politics in the School of International Relations, and

Director of the Handa Centre for the Study of Terrorism and Political Violence at the University of St Andrews.

Born in Belfast and previously a lecturer in Queen's Belfast, Professor English is one of the world's foremost authorities on political violence and terrorism; he is author of a definitive history of the IRA, and is currently working on research for a book to be published by Oxford University Press, entitled *Does Terrorism Work? A History*. We are honoured to have him here with us this evening to launch the book.

* * Richard English speaks for ten minutes * *

Thank you, Professor English. I now invite the book's author, Shane O'Mara, to give us further insight into his research and findings.

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(L to R) Provost Patrick Prendergast & Professor Shane O'Mara

13 January 2016

ADAPT Launch

Science Gallery

Minister English, Colleagues, Friends, Ladies and Gentlemen,

On behalf of Trinity College Dublin, I'm delighted to see so many people here for this launch. It's a great celebration for:

- the four institutions involved in ADAPT – Trinity, DCU, UCD and DIT;
- for our industry partners;
- for SFI whose vision and commitment brought this Centre about;
- and for Ireland because ADAPT is making Dublin a world leader in digital content innovation.

ADAPT brings together more than 110 researchers from diverse disciplines; its research funding is €139 million; and it has engaged with more than 140 companies in Ireland and beyond, ranging from indigenous start-ups to multinational enterprises.

ADAPT is a model of academic-industry partnership, and of interdisciplinarity. Speaking for Trinity – and I know that it's similar for the other universities involved – ADAPT has enabled us to strengthen and deepen our expertise in key areas related to digital content. These include, for instance,

- social media analytics,
- fraud detection and avoidance,
- regulatory compliance,
- entertainment,
- risk analytics,
- service inoperability and consolidation, and
- digital media.
-

These are areas which benefit from the kind of interdisciplinarity collectively on offer from Trinity, DCU, UCD and DIT. To get the best for industry partners and consumers, we need to bring to bear not only technological expertise, but also legal, ethical, and creative perspectives. ADAPT is unique globally in looking at the full lifecycle of digital content.

It was far-seeing of the SFI to establish such a centre, harnessing and reinforcing the research and innovation expertise available in Dublin. ADAPT is headquartered in the O'Reilly Building in Trinity – a building funded by a philanthropic donation from Tony O'Reilly back in the 1980s to

enable more ICT education in Ireland. It is located near the global hub of IT industries in Grand Canal Dock. ADAPT has already generated seven spin-out companies, seven commercial licenses, and twenty patent applications, more than justifying the commitment.

* * *

In the next ten years the number of young people entering higher education in Ireland will rise from 45,000 to 56,000 – we know this because these kids are already born; they're coming! And, what is more, the demand for STEM subjects will rise higher than for other disciplines. Since 2010 the demand for Engineering and Computer Science has risen by over a third.

Digital content innovation is creating new industries with excellent employment opportunities for young Irish people. Investments like ADAPT will draw our young people into universities to get the education they need to take up these opportunities – ADAPT is a direct investment in this country's future.

I congratulate Vincent Wade, Professor of Computer Science in Trinity, and the principal investigators for leading on the vision and development of ADAPT. I'm delighted for our postgraduate community, our industry partners, and the whole city that we have a Centre so well-positioned and adaptive to needs.

Digital content is such an exciting and innovative area, and this is such early days for the Centre. It's impossible to say how research or projects will look in even the next five years. But it's safe to predict huge global growth.

Research is about discovery – we are delighted to have ADAPT to guide and secure us.

Thank you.

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(L to R) Professor Vinny Wade, ADAPT C.E.O.; Mr Damien English, T.D., Minister of State for Innovation; Professor Mark Fergusson, Director of Science Foundation Ireland; Provost Patrick Prendergast

21 January 2016

Naughton Scholars' Reception

The Saloon In the Provost's House

Good afternoon,

And welcome.

I'm delighted to see you all again. In September last we inaugurated our newest Naughton scholars at a national event in Science Gallery – that day we were celebrating Ireland's new Naughton 'freshers'.

Today we celebrate Trinity's Naughton scholars by bringing you all here to the Saloon in the Provost's House. Currently we have 39 Naughton scholars in Trinity, including four PhD students. We're proud to have you here in Trinity, and delighted at the range of disciplines you represent. Between you, you are studying all the STEM subjects, from engineering to nanoscience, from maths to theoretical physics, from chemistry to genetics.

Now we're proud of all our students in Trinity, and we're ambitious for them. But all of you Naughton Scholars have come to college with particular gifts and a commitment to research that has already been recognised, so we feel particularly confident that you will make the most of your time here, and that you will seize all opportunities.

We look forward to supporting you in your chosen career paths, whatever they are. Some may work in industry, others in academia, others may become entrepreneurs – and of course it's now possible to do all three!

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To see all of you here today, and the success you're enjoying, is testimony to the importance and value of these scholarships, and testimony to the Naughtons' commitment to education and to Ireland.

Their commitment is especially to STEM education, because this has been identified as a particular need. Other initiatives – such as the Young Scientist of the Year Award, and Science Gallery, which is also supported by the Naughton family – are helping to embed a STEM culture in Irish schools and universities.

Much has been done. But much remains to be done. 2016 began sombrely enough with the publication of a Higher Education Authority report detailing the high dropout rates in maths-related courses round the country.

As an example, one-third of computer science students across all Institutes of Technology are dropping out after the first year in college.

The findings of the report relate more to the IoTs than to universities. And I'm happy to say that the drop-out rate in Trinity is the lowest in the country.

But in Trinity we do not seal ourselves off in a complacent bubble. We recognise the importance of showing leadership across the higher education sector. And when that same report states that the country is facing a 'severe skills shortage' in the tech sector, that's a cause for alarm.

Everyone benefits from a dynamic environment with the right mix of multinationals and start-ups – an environment where industry supports cutting-edge research projects and seeks high-level recruits. You only get such an environment if you can guarantee a stream of highly educated and motivated graduates across the board.

This is an issue for government, and for all involved in education, beginning with primary education.

In this situation, I can't emphasize enough the importance of you Naughton scholars. You have chosen to do some of the most intensive STEM courses in the country and you are succeeding admirably. It's you, and students like you, who will fulfill the leadership roles of the future.

* * *

A few months ago we had the pleasure of seeing a Trinity graduate receive the Nobel prize for medicine. William C. Campbell was awarded for his work in eradicating river blindness. In interviews, Dr Campbell always acknowledges those who helped him on his path, beginning with his parents and teacher in his home town of Ramelton, Donegal. He gives great credit to his professor in Trinity, Desmond Smyth, for first igniting his interest in the parasitic worms which cause river blindness.

The example of William C. Campbell shows that great research can take years to show results – you have to be persistent! And his story shows the importance of the right educational interventions at the right time.

Brains and mental discipline are only the starting point. To achieve success you need the kind of encouragement and support which Campbell received from the start.

You are fortunate that your drive, intellect and courage have been rewarded by the Naughtons' vision, commitment and generosity. Such support at the beginning of your academic careers is decisive. I'm delighted that you're now benefiting from the exceptional professors here in Trinity. I wish you

the success of Bill Campbell in your chosen careers. We will help you in every way we can.

And now, to tell you what it's like to be a Naughton scholar, I invite Ailbhe Gavan, who is in the third year of her PhD in chemistry, to speak of her experience.

Ailbhe.

* * *

Thank you, Ailbhe, for those inspirational words.

And now on behalf of the Naughton family, I'd like to invite Martin Naughton to say a few words. By his remarkable achievements in business, and his equally remarkable commitment to philanthropy, Mr Naughton is quite simply one of the most inspirational figures in the world. But he doesn't like being over-praised and more importantly he doesn't like long speeches, so ladies and gentlemen, Martin Naughton.

* * *



Provost Patrick Prendergast with members of the Naughton family (seated L to R: Deirdre Naughton, Carmel Naughton, Martin Naughton & Fiona Naughton; standing Neil Naughton & Fergal Naughton) and the Naughton scholars

25 January 2016

Launch of Rag Week 2016

Atrium

Thank you Lynn,

And good morning everyone,

It's a privilege to be invited to help launch Rag Week 2016. For over a hundred years in Trinity and Ireland, RAG week has been organised for the students, by the students, in aid of students.

In recent years, RAG week has become both more inclusive and more ambitious. It is now a serious fund-raising initiative and an encourager of student enterprise and innovation. In 2011 the Trinity ENTS team took a new approach when they invited the whole student body to get involved and set up individual projects, in support of eight selected charities. That year €12,000 was raised, which was then a record sum.

RAG Week now also involves staff and alumni, and is a truly community initiative, uniting Trinity and 'greater Trinity'. This year, thirteen charities will benefit and the target is to raise €30,000.

For the first time last year, I was asked to help launch RAG Week. I'm delighted to have been asked again this year.

RAG Week is particularly enjoyable and amusing in terms of events, and it comes at a time of the year – winter and post-Christmas – when the College community is in need of such diversion.

Of course the primary concern of RAG Week is to 'raise and give', but the principle of 'goofs and gaffs' as the RAG website puts it, of finding novel and hilarious ways to raise money, is an important one. This is what lends RAG week its particular spirit and imagination. We all look forward to this week – both because it benefits charities, and for the fun we'll have.

This year more charities than ever will benefit. They include ten student-run charities as well as the Trinity Access Programme and the Student and Postgraduate Hardship funds. All these charities and programmes support people – in college, outside college, and internationally – who have a financial disadvantage. The needs range from those requiring cancer treatment to those requiring free legal aid.

In our current Strategic Plan, the college recognises as key goals the need to promote student-led activity; and the need to 'embed a culture of volunteering, public service and engagement amongst staff and students,

and to promote this objective nationally and internationally'.

RAG Week helps us to honour our commitment to both these goals. Of course RAG Week is much older than the Strategic Plan. Successive College administrations have played their part in honouring the tradition of RAG Week and enabling it to grow in the way that the students wish. ENTS have shown leadership in developing such a distinctive, enjoyable and beneficial week.

I congratulate all members of the College community responsible for RAG week – students, staff and alumni. The Student Union president, Lynn Ruane; the Ents Officer, Katie Cogan, and Jack Marks, deserve particular commendation for organising and coordinating, as do the students who run the partner charities here on campus.

I wish everyone a most enjoyable and productive week, and I hereby don the Blue Hat to show my own personal commitment!

Thank you.

* * *

2 February 2016

Launch of the Phil and Players 1916 Festival

Graduates Memorial Building

Good evening,

Thank you for inviting me to part of this launch.

1916 is a key date for Ireland and for Trinity. We have, of course, an official College 1916 programme which began already last autumn, in the Michelmas term, with Joe Duffy's public lecture on the 'Children of the Rising', and Roy Foster's lecture on 'Historians and the Memory of the Irish Revolution'.

Commemoration of 1916 will continue through the academic year. Of course Easter Week is seminal, and the College is taking part in a nation-wide reading of the Proclamation, as well as holding a Proclamation Day symposium. But numerous other events are being held, ranging from tours, online courses, and debates, to readings, films, and exhibitions.

The idea is to explore the entirety of the Rising and its consequences, for Trinity and Ireland, and to use Trinity's multidisciplinary strength to gain a multifaceted view. We have encouraged different Schools and Departments to get involved, and the whole Trinity community.

I'm delighted at the response of students to the commemoration. Student societies are of course independent of faculty – they are run by students, for students, and it's up to them what events to hold. So it's gratifying to see students choosing freely to play their part in commemoration. It adds hugely to the richness and diversity of 1916 events on campus, because students inevitably bring freshness and innovation in their approach.

All this is most evident in the festival which we launch today. Two of the College's oldest and most distinguished societies, the Phil and Players have come together to organise a series of events exploring 1916. The Phil is a debating society and Players is a drama society and both bring their distinctive talents to commemoration. Oratory was an essential skill of the leaders of the Rising, particularly Patrick Pearse and James Connolly. And Roy Foster has spoken of the idea of the leaders of the Rising as dramatists, and O'Connell St as the site where their drama was played out.

So these two societies are helping to bring out the drama and oratory of this political and historical event which – whatever your personal feelings about it – has helped define this state. Over the next few days, we look forward to a play, debates, spoken word, and this evening a most

imaginative performance of immersive theatre – the true wedding that Joseph Plunkett and Grace Gifford never had.

1916 commemoration events are taking place all over the country this year, and all over the world – from Galway street performers, Macnas, parading in Texas, to a Casement exhibition in the Amazon region. The centenary is proving the occasion for versatile projects and for different voices and narratives to be heard. Individuals, communities, artistic groups, and state bodies – all are getting involved. The result is a rich, diverse programme of events, national and international.

I'm delighted that Trinity is part of this, through the official college 1916 programme and through student events, such as this one. There is strength and dynamism in contributing to a nationwide and international commemoration.

In Trinity we're examining the College's own particular role in the Rising, and we're examining the Rising's legacy. What does this generation of students feel about these events that are at the foundation of this state? Without the centenary, students might not be asking that question, and it's an important one. I look forward to the results of Thursday's debates – 'How far have we come, and where are we going?' and 'Are the 1916 leaders heroes?'

These remain crucial questions. And the power of the Rising to elicit artistic responses from each new generation testifies to its potency. I congratulate both Societies, Players and the Phil, for an excellent programme. I hope that by the end of this year all in the Trinity community have thought about the meaning and consequences of 1916. I thank these Societies for helping to deliver this hope by their dramatizing and debating of the Rising.

Thank you.

* * *

3 February 2016

Launch of *Dublin University Football Club – a photographic memoir and history since 1854*

Dining Hall

Good evening,

It's a pleasure to welcome you all to the Dining Hall, a place you all know well, to celebrate the Dublin University Football Club, and to launch this great book.

The DUFC's distinction is something I mention very often in speeches – 'the oldest rugby club in the world in continuous existence' and 'the birthplace of Irish rugby' – these are accolades to be proud of.

And what makes this Club truly great is that it has never rested on its laurels. That adjective 'continuous' is important in that accolade – maybe even more important than 'oldest'. The DUFC continuously strives for greatness. It nurtures international players – and has trained generations of students to the highest level, arming them with skills, tactics, and prowess, which has stood to them, on and off the pitch.

In Trinity, we're proud of all our clubs and societies, and very proud of their diversity – with 170 clubs and societies there really is something for everyone – but we do take pardonable and particular pride in the DUFC, for its many achievements and for its role in establishing rugby in Ireland.

The DUFC has a prominent place in college histories, including in Trevor West's wonderful history of sport in Trinity, *The Bold Collegians*. And of course for the Club's significant anniversary in 2004, Trevor West edited *150 Years of Trinity Rugby*. This drew on the DUFC's remarkable historical records and photos, which constitute a unique archive. This archive has been drawn on again for this book we launch today.

This is a beautiful and poignant book. On each page fifteen men gaze out at us. There they are – in their knickerbockers and stripes in the 1860s; in their short back and sides and caps and blazers in the 1940s; with long hair and moustaches in the 1970s; in dinner jackets in 1994. Fifteen men, frequently photographed on the cricket pitch – in front of the Moyne Institute – with the captain in the centre holding the ball. 162 years of Trinity rugby and 150 years since the first team was photographed in 1866.

These team photos tell a story. The earliest teams have a shamrock on their caps, but from 1880 the shamrock disappears, replaced by the College crest. A caption tells us that 'the shamrock emblem was surrendered to the

IRFU on request'. From the 1870s to the early 1900s half the team play for Ireland, because at that stage Trinity rugby was Irish rugby. And during key decades in the 20th century – the 1920s, 1950s and 1970s – you get great teams when five or six members are playing for Ireland and the Lions.

There is a poignant gap between 1914 and 1918 where there are no photos – the club was still in existence but no official games were played. The next photo, 1919, shows men with names like van Druten, de Bruijn, Pienaar and Coetzee – the caption tell us that

'after the First World War, many South Africans came to Trinity to qualify in medicine. They were partially responsible for a brilliant period in DUFC and J. van Druten, who captained South Africa, may be the greatest forward Trinity produced.'

And then in the 2000s, in recent years, we start seeing members who 'played for USA', reflecting the growth of the sport in America.

So this book is, in its way, a memoir of rugby and a memoir of Trinity, and of course a quintessential memoir of rugby in Trinity.

It's beautifully and stylishly produced. As the Foreword puts it: 'In the true spirit of the Club, this work has been the product of teamwork'. Work began a generation ago when Col. Frank Jackson, as President of the Club, produced the first photographic history, covering the period from 1866 to 1972.

This updated version has been put together by a team under J.R. West, President 1999 to 2000, with the generous sponsorship of Charles B.W. Boyle & Son Solicitors. I congratulate the team of editors. I thank Boyle Solicitors. This is a wonderful publication which the College treasures, as will all DUFC members, past, present and future.

The beaming faces in the recent pictures in this book testify to the continued strength of Trinity rugby. The success of the Club brings Trinity renown; more than this, playing rugby at this level and to this standard nurtures a valuable work ethic in our students, as well as focus, reliability, and teamwork. Students learn how to manage success and failure, and how to work with others and maximise group skills – all this while getting very fit!

As many of you know, when we talk about the Trinity Education, we always emphasize original research, independence of mind, and extra-curricular skills and values gained from participating in clubs and societies aren't optional extras, but part of a student's preparation for a useful and interesting life and career.

My wish is that all our students embed themselves in clubs and societies. When clubs are of the standard of DUFC, demand always exceeds supply. The highlight of many students' lives in Trinity is their time on the rugby pitch. It has been this way for 162 years. That is why members continue to engage long after they have left the college. That is why a book like this brings back such memories, and is so warmly received.

I congratulate all here today who are part of the DUFC's greatness – that is most of you. I look forward to the Club's continuous greatness.

Thank you.

* * *



5 February 2016

Introduction of the speaker for the John Joly Memorial Lecture 2016

Schrodinger Lecture Theatre, Fitzgerald Building

Thank you Balz,

On behalf of the university, it's a pleasure to welcome you all to the John Joly Memorial Lecture, here in the Schrodinger Lecture Theatre. It's great to see so many of you – testimony to the prestige of this annual lecture, and to tonight's speaker, Professor Jerome Gaillardet, from the Institut de Physique de Globe de Paris.

This evening we celebrate the memory of one of Trinity's greatest scholars, the geologist John Joly. Joly worked in the late 19th and early 20th centuries, during a period of transformational discoveries in the sciences, and he was a polymath, who made important contributions outside his discipline. Ever since the first Joly Memorial lecture in 1935, he and his work have continued to inspire researchers and lecturers.

This is unsurprising when you consider the compliment paid him by the College historians, David Webb and R.B. McDowell. They call him (I quote):

'a remarkable man: certainly the most versatile and productive, and perhaps the greatest of the scientists that the College has ever produced.'

When you consider that Trinity produced also William Rowan Hamilton and Ernest Walton, that is praise indeed.

Almost a decade ago, in 2007, Dr Patrick Wyse Jackson – who is here this evening – delivered a wonderful Trinity Monday Discourse on Joly. It's been a pleasure for me to re-read it ahead of this evening's lecture. Joly also receives prominent mentions in two histories of Trinity published in the last few months, Tomás Irish's account of Trinity between 1912 and 1923, and Peter Boyle's book on The Provosts.

The portrait of Joly that emerges from these accounts is of a model academic in a very contemporary sense.

He was effortlessly and instinctively interdisciplinary – his undergraduate degree was in Engineering and English Literature, and his clear, lyrical prose is on display in the important diary he wrote during Easter Week, when he took a leading role in preparing the Trinity community for a potential attack from rebel forces – an attack which never came.

He illuminated almost every scientific discipline – Dr Wyse Jackson characterises him as having made 'important contributions in the fields of engineering, physics, thermodynamics, colour photography, botany, mineralogy, geology, geophysics and tectonics, radioactivity, and geochronology'!

When war broke out, Tomás Irish tells us that Joly made myriad proposals to the authorities for military inventions, including for a shell which, on explosion underwater, would unleash a large net to protect against submarine attack, and for a method of detecting enemy guns by sound. These proposals show his brilliant inventiveness and his readiness to apply his research rapidly and pragmatically.

He had a dual mission in education and research, and was instrumental in providing Trinity with much needed laboratories and research facilities; he also helped further the education of women. Yet he found time to publish 269 scientific papers and several books – that would be a phenomenal output even today; for his period, it was truly exceptional.

And, with all this, he had diplomatic and leadership skills. Dr Wyse Jackson tells us that 'he was able to see through difficult complexities... and was respected because he was non-confrontational, considered in his views, and didn't have an axe to grind.'

His talents combined to make him a possibility for the Provostship and his candidacy became a cause célèbre because in 1919, scientists, who had contributed to the war effort, were demanding better financial and political investment in their disciplines. Twenty-two fellows of the Royal Society and four Nobel Prize winners signed a petition to the British Prime-Minister, David Lloyd George, urging Joly's appointment as Provost. It was not to be. Archbishop John Bernard was appointed from the more traditionally 'provostal' discipline of theology. Happily, as Peter Boyle tells us, Bernard turned out to be an excellent provost.

In celebrating Joly every year at this lecture, we recall the kind of scholar and educator, and human being that he was. His values are ones that we continue to seek for staff and students.

There are so many aspects of this multi-faceted man to focus on. This evening our focus is Joly the Geologist and geochronologist. One of his great early successes, which helped make his name, was in the debate concerning the age of the Earth. Joly took issue with the influential physicist Lord Kelvin, who believed the earth was 20 million years old. Using oceanographic data, Joly set the Earth's age much earlier.

The technological advances of the early 20th century allowed researchers, including notably Pierre Curie, to give further rebuttal of Lord Kelvin's theory.

This evening's speaker works close to the Université de Pierre et Marie Curie in Paris, and like Joly, he is also studying the chemistry of rivers – this is now done by analysis of naturally occurring isotopes. And he has research ties with Trinity through an EU initial training network called 'IsoNose' – he is collaborating with Professor Balz Kamber and Professor Laurence Gill in a case study of fingerprinting the origin of groundwaters in the west of Ireland.

His multiple connections to Joly's research interests and to Trinity, as well as his professional eminence, make Professor Gaillardet an emblematic Joly lecturer. We are most privileged that he is here tonight.

Ladies and Gentlemen, it's now my pleasure to invite Professor Gaillardet to take the floor to speak on Earth's critical zone.

* * *

9 February 2016

TCD World Hijab Day

Graduates Memorial Building

Good evening,

And thank you for your invitation. Today we recognise the right of women to wear the Hijab, as a sign of their faith and as a matter of personal choice.

In one sense, this is a campus event like any other that is celebrated on this multicultural campus, where we seek to be truly inclusive of different faiths, cultures and beliefs.

The Hijab is, for many Muslim women, intrinsic to their faith. As such it belongs to a multi-faith and multi-cultural campus. However it's not as simple as that. Perhaps it should be, but it isn't. Last year, when I also spoke at this event, I received messages from students questioning my decision, and questioning the College for allowing the event to go ahead. These students felt that Trinity, as an enlightened institution, should not be permitting the celebration of, in their words, 'a symbol of oppression'.

Such reactions are replicated wherever World Hijab Day is held. For some feminists, the hijab is an imposition of the patriarchy, a tool of subjugation. This argument is not clear-cut because other feminists argue for a woman's right to choose, and some point to the hijab as a corrective to the objectification and sexualisation of women's bodies. The experience of women who elect to wear the headscarf and speak of it as a liberation from being judged on how they look, cannot be denied.

Among feminists, the issue is debated in an orderly and respectful fashion. Unfortunately, in recent years, the wearing of the headscarf has been politicised, and this has radicalised the debate. As I understand it, World Hijab Day is about women taking back ownership of this symbol of their religion, and making their voices heard.

As Provost, it's important to take into account the views of all Trinity students, and to understand why they feel how they feel. Disagreements are inevitable but I hope we can all agree to listen to, and respect, each other on this pluralist campus where staff and students hail from over 130 different countries.

We share this campus and try to keep ourselves open to other experiences. But sometimes there comes a situation where it's impossible to encompass all views because they are mutually exclusive.

My decision to speak today offends some students. My refusal to speak would have offended others.

I have no personal position on the hijab. You will hear today arguments on the benefits and joy of wearing the headscarf. I'm hardly in a position to make those arguments or to disagree with them – and it's not intended by the organisers that I should. World Hijab Day is an opportunity for hijabi women to speak of their experiences and to invite other women to step into their shoes for a day.

As the head of an enlightened university, I defend the right of adults in this university to freely take personal decisions which do not impact on other people's freedoms.

And the organisers of this evenings event understood that they were laying themselves open to discussion and debate: because not all women who respond to the invitation are going to have a positive experience. Some might find their reservations against the hijab confirmed. That's a possibility that this Day allows for, but better an informed negative experience than an untested prejudice.

I enjoyed the article in last year's University Times*, by a student, Jedidja Stael, who took up the challenge. She admits that 'wearing a headscarf, even for a day, was a big step for me', and confesses to being 'nervous of the prejudices that people could have of Islam' as she 'personally had some of these, as well, in the past'. She steps out of her comfort zone and challenges her prejudices; the result is an interesting article – as it always is when a writer does this.

In general she has a positive experience, aside from what she describes as 'a long (almost ugly) stare of a woman during lunch'. By the end of the day, she has come to admire what she calls the 'passion' of hijabi women. She ends with wise words: 'It is vital we do not generalise people, therefore it is essential to stay open-minded. The only way we can get a good view on a situation is to consider every angle.'

This plea for open-mindedness is essential to a great university's mission, and the willingness to experiment and to be open to new experiences and influences is part of what makes a genuinely inquiring scholar and citizen.

I'm proud of the open-mindedness of Trinity students, and of their willingness to challenge themselves. Of all the virtues which we seek to cultivate, tolerance and empathy are arguably the most important, because without these we cannot live in peace with each other.

* www.universitytimes.ie/2015/03/behind-the-veil/

True tolerance and empathy aren't easily achieved. We might pay lip service to these ideals but in practise it's always easier to endorse views that we agree with. The word 'conviction' means 'firmly held'. As adults our political and religious – or agnostic – convictions are indeed firmly held, and as intellectuals we feel proud of arriving at what we judge to be considered opinions.

It's difficult not to dismiss views opposed to our own. But the effort must be made, and by all sides.

In Auden's great poem, 'September 1st 1939', which was written at the start of the Second World War and was much quoted after 9/11, he makes a plea for tolerance. He puts it in stark terms: 'we must love one another or die'. As he surveys the world, he takes courage from the 'ironic points of light [that] flash out wherever the Just exchange their messages'.

That's a very carefully written line: he's not talking about people convincing, persuading or proselytising, but only about 'an exchange of messages', and the points of light aren't inspirational, elevating or ennobling; they are ironic – that is, they encompass wry humour, detachment, and paradox.

That's what is asked of each and every one of us when faced with convictions different to our own: that we politely exchange messages, and that we maintain our sense of humour, paradox, and plurality.

In this spirit, I welcome World Hijab Day on campus. I congratulate the organisers and participants. I thank them for their willingness to share and explain their beliefs.

To reiterate the College values:

'let us value independence of thought, encourage all to achieve their full potential, and fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society.'

Thank you.

* * *

18 February 2016

Blackstone LaunchPad

Foyer, Berkeley Library

Good morning,

You're all very welcome to this opening of the Blackstone LaunchPad Space, a particularly exciting occasion and opportunity for Trinity College Dublin.

Blackstone LaunchPad, as most of you are aware, is a campus-based entrepreneurship programme, designed to support and mentor students, staff and alumni, regardless of discipline, experience or technical ability. Launched almost a decade ago in the US, it's now accessed by over 500,000 students.

Blackstone chose three Irish universities – Trinity, NUI Galway and UCC – for the first international expansion of its campus entrepreneurship programme. Blackstone is providing a €2 million grant, a physical presence on each university campus and access to the Blackstone LaunchPad Global Network Technology Platform. The programme has the potential to generate some 1,500 new ventures and 3,700 new jobs across Ireland over the next five years. It's tremendously exciting and we're really honoured to be included.

Participating in Blackstone LaunchPad will help Trinity to expand and consolidate its growing reputation for entrepreneurship.

* * *

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

This was confirmation that our many initiatives to encourage entrepreneurship in staff and students are having strong results. These initiatives include our student start-up accelerator, LaunchBox, and our new Office of Corporate Partnership and Knowledge Exchange, which is supporting the creation of more spin-outs.

LaunchPad is now in its fourth year and has supported 24 student companies which have gone on to raise a total of €1.2 million in venture capital, including of course FoodCloud, which continues to make headlines.

In Trinity we have put in place a comprehensive innovation and entrepreneurship programme which goes across the university to the benefit of staff and students.

Innovation and entrepreneurship of all kinds – technological, commercial, cultural and creative – is essential to the Trinity Education Project. We want our graduates to think entrepreneurially whatever profession they're in and whatever interests they have.

We recognise that by acting as a focal point in Dublin city centre, Trinity helps support the growth of entrepreneurship across the economy. Our spin-out companies receive significant investment and our professors and researchers work with industry to produce the products and services that improve people's lives.

All this has come about because Trinity has put in place the right strategy and accelerators to encourage entrepreneurship. We understand that you have to create the conditions for an innovation and entrepreneurship culture. It doesn't just happen automatically.

* * *

And we now are absolutely delighted at this invitation to join the Blackstone LaunchPad community. Blackstone has been a phenomenal success in the US. Its aim to foster a new generation of entrepreneurs and its openness to all disciplines, experience levels, and technical abilities resonates strongly with us.

In Trinity we have always emphasized that innovation comes in all forms and successful entrepreneurs come from all disciplines. On a multidisciplinary campus there are particular opportunities for different skills and intelligences to brainstorm and develop together.

We look forward hugely to participating in Blackstone LaunchPad. We have great expectations. I would like to thank Blackstone for their support and this partnership; Helen Shenton and the Library staff for embracing LaunchPad; John Whelan who is Executive Director of Blackstone LaunchPad at Trinity, and Diarmuid O'Brien of Trinity Research & Innovation, who has done as much as anyone to enable a golden age of innovation and entrepreneurship in this university.

Thank you, all of you, and it is now my pleasure to declare Blackstone LaunchPad at Trinity officially open!

* * *

18 February 2016

Twitter Talk 'Four Books'

Twitter HQ, 43 Townsend Street, Dublin

Good afternoon,

Thank you for inviting me.

Today I want to talk about obsession and passion, about locality and universality, and about victory and defeat and how we confuse them. I want to talk about these through my favourite books.

A few years ago I was invited onto RTE radio and asked to choose songs that resonated with me. I realised, as I was doing the programme, enjoyable though it was, that books have been more influential on my life than music. I am, in a sense, the sum of my reading. So I welcome this chance to share with you some of the lessons I've learnt.

* * * **Moby Dick** * * *

Let's start with Moby Dick. Moby Dick is a whale. Here she is on the front cover of my well-worn copy. A film released last month, *In the Heart of the Sea*, tells the story of the true-life narrative which inspired Herman Melville to write his classic.

A previous film stars Patrick Stewart. I was watching this a few years ago with my daughter, and about half way through she said: 'Daddy, this film isn't really about a whale'. She was right: Moby Dick is about obsession.



The book recounts Captain Ahab's obsessive, disaster-ridden quest to kill the great white whale. In pursuit of this he assembles a crew and sails the Pacific. By the end only one crew member survives – the narrator, Ishmael. At some point reading this book, most people start asking themselves: 'What's my white whale? What's my obsession? Has anything ever possessed me, for better or for worse?'

I don't say that everyone has a whale. But many do. Right now, the world's attention is on Hilary Clinton. We know, of course, what her whale is: the U.S. Presidency. And she has had a route almost as difficult as Captain Ahab's. She has shown similar tenacity. Her character, like his, is being revealed in all its strength and weakness. Because capturing your whale tests you to the limits. You'll reveal aspects of yourself that you'd probably prefer to hide.

You're not born knowing your whale and often you'll find yourself enmeshed in your obsession before you admit to yourself that that is what it is.

It's important to identify your whale because then you can ask the tough questions: Is this something I can realistically capture? What resources should I pledge to it? Is it taking possession of me? Might it destroy me? And do I care?

Ask yourself if the capture of your whale will involve other people. Hilary Clinton is involving her campaign team, and indeed the whole Democratic Party. Captain Ahab involved his crew. The first mate, Starbuck – who by the way gave his name to the coffee chain – objects but feels duty bound to obey his captain.

Truth is, very often, a whale is a dangerous thing. It demands too much. It leads you into dangerous waters. And not just you, those around you. Yes, an obsession can drive you to heights of achievement. But at a cost.

It took me a long time to see my whale for what it is. In the grip of an obsession, you're absorbed. There's always another goal to reach for, and that drives you on.

My whale was my research, bioengineering. I was lucky in being among the first people in this country to get involved in this new field and it was tremendously exciting. Bioengineers use engineering to solve health problems. It was thrilling to be applying principles of mechanics to help with the design of medical devices.

I was obsessed, absorbed, constantly seeking new horizons. I became Professor of Bioengineering in Trinity and I set up the Trinity Centre for Bioengineering. But hitting each goal just led on to another. I couldn't stop.

This took its toll – there was little else in my life, no downtime, no space for reading outside my discipline, little time for my family. Captain Ahab plunged his team to their doom. I wasn't that bad, but I wasn't providing space for the people that matter and for life in all its fullness. I had narrowed my vision down to this one field, bioengineering.

I was aware there was a problem. That's why I was so fascinated with Moby Dick. I saw myself in Captain Ahab, the self I didn't want to be.

What saved me was stepping back and changing direction. In 2008 I became Vice-Provost. That's a demanding management role, and meant I had less time for bioengineering. Initially I resented this, but then I became absorbed by what's involved in running a university. In 2011 I put myself forward as Provost of Trinity and I was elected by staff and students.

I'm now five years into the provostship. It's just as interesting as bioengineering! In fact, let's face it – it's even more interesting to me. Every day requires new skills and new approaches. It's entirely absorbing. I could let Trinity College become my new whale. What saves me is having seen a white whale once already, and having taken stock of what it cost me. I determined that never again would I allow an obsession to take possession of me.

And so I consciously hold part of myself in reserve from Trinity, the self that reads fiction, poetry and history, and takes journeys, and spends time with my kids and with friends. Doing that makes me a better Provost, I believe. So I urge you, read Moby Dick!

* * * **Borelli** * * *

There was lots that was good about my obsession with bioengineering, just as there's lots that's good about your obsessions. You absorb yourself in something important and become an expert. There's happiness in that total engagement. The problem is when it gets out of control. When it swamps you.

The difference between a passion and an obsession is that an obsession takes over your life; whereas a passion illuminates your life. An obsession demands everything from you; a passion is something you hand on to someone else.

I believe that Trinity is my passion rather than my obsession. I look forward to handing Trinity on to the next Provost. I'm happy to think that I'm helping develop what my predecessors put in place, and that I'm planting seeds for future generations to cultivate.

My model for passion and for growth is this book – Giovanni Borelli's *On the Movement of Animals*. It was written 340 years ago, but it contains

principles and insights which we're still developing, and which form the basis for biomechanics.

Borelli was Professor of Mathematics in the University of Messina in Sicily. He met Galileo and became, like him, an empiricist – that is, someone who tests hypotheses against observation.

Now it was difficult to be an empiricist in 17th century Italy, because religious belief came in the way of observation. All observations had to lead back to God as the divine creator. Borelli – who was a pious, religious man – studied animals carefully, dissecting them at his home. This led him to an astonishing and blasphemous conclusion: that animals – including human beings – are machines! Our bodies are put together like machines. The heart is a pump; the muscles act on the limbs like levers; the joints transmit forces greater than the body weight, and so on.

As a machine, no part of the body is in optimal working order; all parts are subject to improvement. How could this be reconciled with the belief that Man was created perfect, in the likeness of God?

Borelli had to compromise. In this book, he writes that, of course, Man isn't a machine, but – he invites readers to hypothesise – if Man were a machine, then what might be his parts? This was ludicrous but at least it allowed him to reveal his discoveries freely.

With this book, Borelli planted a seed and shone a light onto human anatomy and behaviour, but for centuries no-one really used the light to grow the seed. And then, a few decades ago, engineers and medics began asking 'what if we apply the principles of mechanics and engineering to the body, particularly to bodies damaged by age, accident, or disability?' This developed into bioengineering. The principle behind bioengineering is Borelli's – that the body is a machine.

And we're continuing to grow from Borelli's great start because we're now at a place where we can 'bioengineer' beyond the human body. We are looking to 'bioengineer' all of nature. What do I mean by this?

Well if humans are part of nature, and humans are also 'machines' that can be improved on, then it follows that all of nature can be improved on. For some, this may seem as blasphemous as Borelli's revelation did in the 17th century, because we think of nature as sublime. And it is.

But that doesn't mean that engineering and science can't be directed to strengthen the resilience of our environment. Up to now, we've only really exploited our environment, depleted our natural capital. But it doesn't have to be like that. We can work with nature to sustain life, to grow our natural capital rather than to deplete it. Where nature is damaged or broken, we can 'engineer' to mend it. Human beings are an inventive species, that's

what characterizes us. And we are going to continue to create new technologies, we can't help it. It's in our nature. But we must also live in the biosphere. As yet we haven't brought these two realities into alignment with each other.

This is a hugely exciting challenge. And it's also necessary. If we don't radically rethink how we work with nature, we and the planet are heading for extinction.

In Trinity, plans are now well advanced for a new Engineering, Energy and Environment Institute, which we're calling E3. E3 will bring together engineers, biologists, zoologists, ecologists, evolutionary experts and many others to address emerging challenges like climate change and species eradication.

E3 is the flowering of the seed that Borelli planted. E3 takes Borelli's great insight and applies it to all of nature. Let human ingenuity be an evolutionary force that saves, not destroys, the planet.

*** * * Ulysses * * ***

I want E3 to be the best of its kind in the world, and I want Dublin to be a destination for world-class scientists and engineers addressing issues of sustainability.

With E3 and with all my ambitions for Trinity and for Dublin, I'm inspired by this book, James Joyce's Ulysses.

It's not the easiest read but if you live in, and love, Dublin, then – sooner or later – you will want to take on Ulysses. All of Dublin is in Ulysses. Trinity is mentioned – and so is Cumberland Street.

When you read Ulysses, you can't fail but be awed by Joyce's ambition and scope. Bob Dylan found the book hard-going but he was impressed by what he called Joyce's 'arrogance' – he wrote that Joyce must have been 'the most arrogant man who ever lived' to write such a book – which coming from Dylan, no slouch in the arrogance stakes, is quite a statement!

Let's talk about that arrogance. Joyce decided to take what he knew – Dublin city – and write a second great Odyssey about it. By the time Joyce was 22 he had lived at thirteen different addresses, from Bray to Drumcondra, from the north inner city to the Martello tower at Forty Foot. So he was uniquely well-placed to write about Dublin, but it took his special kind of arrogance to take what was then a small, provincial city – not even a capital city, but a colony – and make it the birthplace and inspiration for a great modernist classic.

Joyce's arrogance put Dublin on the map. All of us who now seek to put

Dublin on the map in our different ways can be inspired by him. With Ulysses Joyce chronicled Irish experience minutely and exactly, with detachment and compassion. In doing this, he effortlessly located the particular in the universal. His characters are Dubliners in Dublin, and they are every man and woman in an eternal cityscape. If they weren't universal, they wouldn't resonate with readers around the world.

What Joyce is saying is that his experience and his city are relevant and universal. And he goes further, as if saying – 'I will make of my experience and city the greatest novel of the 20th century, and I will do this without compromising; I will create a novel as impossible as it is compelling'. That's arrogance but it's an arrogance that can inspire. It says that no detail however small or personal, is insignificant. Everything you do and everything you experience can resonate with everyone else in the world.

That's a powerful thing to realise, whether you're working in the literary, the scientific, the political, or the technology domain. The particular can be universal.

Of course social media puts into play that very philosophy – it makes the local, global.

Because I live in Dublin and I'm in the privileged position of being able to bring about change in this city, then what Joyce did feels personal to me. I recognise Joyce behind my vision for E3 and my other visions for Trinity. That's quite an admission by a Provost of Trinity about a UCD graduate, but Joyce transcends institutions!

Whatever you're doing, and wherever you're doing it, Joyce and Ulysses can inspire. His example chases away the demon of insecurity which whispers 'I am too unimportant, my company is too small, my setting is too provincial, my competitors are too strong and established'. He shows that the universal is on our doorstep, literally.

* * * **War and Peace** * * *

When it comes to vision, Ulysses is the inspiration. But to realise your vision, you will need strategy, tactics, decision-making, people skills, and a plan of action.

For this, I've found one book indispensable, Tolstoy's *War and Peace*. The BBC has just screened a six-part adaptation, but to engage with the subtlety of Tolstoy's thinking on strategy, you really have to read the book.

The military accounts are accurate as to what actually happened during Napoleon's invasion of Russia, and some of the characters including the Tsar and the commander-in-chief, Mikhail Kutuzov, are real historical characters. So it's like reading very vivid history.

About two thirds of the way through, the Russians – having suffered a terrible defeat at the Battle of Austerlitz – manage, against the odds, to pull off a kind of a victory at the Battle of Borodino. There is jubilation in the Russian camp – they have held off Napoleon at the outskirts of Moscow! They are ready to go on counter-attack. But Tolstoy's attention focusses on the commander, Kutuzov. He is not jubilant. He is slouching quietly in the officers' quarters as others talk excitedly around him. He knows that the victory is what we call a 'pyrrhic victory' – that is a victory that inflicts such a devastating toll on the victor that it is tantamount to defeat.

His army has lost so many men that if they go on counter-attack they'd be wiped out. They have no choice but to retreat, mend the wounded, and recruit more men. Realising this, Kutuzov realises that he can now do nothing to stop Napoleon taking Moscow.

Then, in a moment of clarity that is the basis of leadership, he realises that this outcome – the French capturing Moscow – has been inevitable for some time. He sits there, tortured by the terrible question of how he allowed this to happen. When should he have realized? Or when he took his nap before the battle? Or when he first rode out from Moscow, or earlier again when the Tsar called him to lead the Russian armies? When was the thing done that made it inevitable (that the French would take Moscow) and who is to blame for it?

He gives the order to retreat. Moscow is evacuated. The French take the city but this proves their Pyrrhic victory. As they begin the long march back to France, Kutuzov attacks. This – and the Russian winter – devastate the Grande Armée. Ultimately Kutuzov defeats Napoleon, though at each stage his strategy is heavily criticised.

The whole sequence is a marvellous study of decision-making under fire. As Tolstoy shows, such decision-making bears little resemblance to how we imagine it when we're sitting at home studying the campaign on the map – or indeed, when we're attending a class or workshop on leadership or decision-making. We picture ourselves cool, calm, collected, taking everyone's views into account. But that isn't how it works.

'The general' – writes Tolstoy – 'is always in the very middle of a changing series of events, so that he is never, at any moment in a position to deliberate on all the bearings.... At every moment in that uninterrupted, consecutive shaping of events the commander-in-chief is in the centre of a most complex play of intrigues, of cares, of dependence and of power, of projects, counsels, threats, and conceptions, with one thing depending on another, and he is under the continual necessity of answering the immense number of mutually contradictory inquiries addressed to him.'*

* Vol III, Part III, chapter 2

Kutuzov's question – 'when was the thing done that made it inevitable and who is to blame for it?' – is a question that tortures leaders at the moment they realise they are caught up in a sequence of events that can only conclude in one particular way.

We can imagine Brian Lenihan, Irish Minister for Finance back in 2010, realising that there is going to be an EU-IMF bailout, and asking just that question: 'when was the thing done that made this inevitable? Was it when he nationalised Anglo Irish Bank and capitalised it? Or earlier when he issued the bank guarantee? Or before that, when the government gave extensive tax reliefs to property developers?' The parallel with Kutuzov is striking – because the bail-out, when it happened, had the inevitability of Napoleon taking Moscow.

Now, of course, very few of us are ever going to be in the position of a Kutuzov or a Lenihan. The fate of a country will not hang on our decision-making. But any leadership role of a sizable company or institution has comparisons with their positions.

Trinity has 3000 staff and 16,000 students. It has twenty-four Schools spread across three faculties. Each of these Schools has its own priorities. As Provost, I have to coordinate priorities with the needs of staff and students, and put in place an overarching strategy which will progress the university as a whole.

Trinity is almost 425 years old, and at many moments in its long history, it has been in crisis – for instance a hundred years ago during the 1916 Rising Trinity was commandeered as a barracks and as a medical centre. Thousands of soldiers were barracked on campus and wounded people were taken in from surrounding streets and attended to. Some of them died.

I haven't had to address a crisis like that. But I became Provost five years ago, in 2011, at just the moment when severe government cuts on third-level education were starting to bite, and before we had control of our income streams. Trying to run a great university on reduced funds, with impositions on how you can hire and promote, is no joke. Rowing back on plans to expand and consolidate wasn't an option because we have to stay competitive. It has been a huge challenge.

Between the fire-fighting and the vision-making – which is necessary because without visionary projects like E3, the university would stagnate – I have found myself in just that 'complex play of intrigues, cares, dependence, power, projects, counsels, threats, and conceptions' which Tolstoy describes so brilliantly.

I can't say that reading *War and Peace* trained me to deal with this. The lesson from *War and Peace* is that no prior training can really prepare you for decision-making under fire. But at least I was warned! At least I had read this extraordinarily vivid account of a general overwhelmed, confused, besieged by contradictory advice, and caught up in a sequence of events heading to one terrible conclusion. And a brilliant general at that. If Kutuzov found himself so beleaguered, then we should all admit that we are unlikely to react to crisis with the control and foresight that we hope for.

War and Peace does hold out the hope of recovery from disaster. Kutuzov realises, if belatedly, that the retreat from Moscow is inevitable, and he is able then to take the steps necessary to bring about ultimate victory.

War and Peace teaches us to win the war, not the battle. It teaches us that the road to success and achievement is studded with false dawns, and pyrrhic victories. It prepares us to think long-term, to be ready for praise when we don't deserve it, and for blame when we do the right thing, because the rightness of an action may not be evident for a long while.

* * *

Obsession, passion – people and place – victory and defeat – growth, vision, leadership: these are big themes, so you'll forgive me, I hope, that to talk about them I've had recourse to big books.

I'm not advocating that you only read classics. It just happens that these are the books that resonate with me. You will find your own books.

A great novel has elements of role play. It's so vividly and expressively written that as you read, you can't help asking, 'what would I do in that situation?' That question is the beginning of knowledge and of empathy. It prepares us for what life will throw at us.

Imagining myself in the situations of Captain Ahab, Leopold Bloom and General Kutuzov, and picturing Borelli trying to reconcile God and the machine – these have helped navigate me through life, more than I can say.

I'm looking forward to the next book that grabs me by the heart and shakes me up. The book that will navigate me into later middle age, and life after the Provostship. I wish you all happy hunting with your own books and with finding characters who remind you of you.

Thank you.

* * *

2 March 2016

Celebrating Global Brain Health Institute with Alumni in San Francisco

Tal-y-Tara, 6439 California Street, San Francisco

Thank you Nick,

And good evening everyone. It's great to be back here in San Francisco meeting with Trinity graduates. I met some of you last April at an event in the Irish consulate. I'm delighted to be back within the year.

This evening we're the guests of Hugh Meakin, a distinguished graduate – BESS '71. Hugh, thank you so much for inviting us here today, and giving me the chance to meet with Trinity alumni, and all of you the chance to connect with each other.

We're meeting, as it turns out, at a momentous time – those of you who have been following the recent election in Ireland will be wondering about the formation of the next government. I don't have the answer to that I'm afraid – and nor, it would seem, does anyone else! We look forward to a clearer picture emerging in the coming weeks.

As Provost of Trinity, I'm hopeful that whoever's in government will support policies that safeguard academic excellence, that they will see the value in keeping Ireland competitive through excellence in universities.

There is so much more going on in Trinity that I'd like to tell you about: even since I was last here, exciting initiatives have advanced significantly. I'm going to tell you about five projects:

– The new Trinity Business School and the co-located Innovation and Entrepreneurship Hub. This project is going on apace. If you visit the college now you will see the old gym, the Luce Hall cordoned off for demolition, and on that site the new school will begin to appear as construction progresses.

– The second is the our proposed new Engineering, Energy, and Environment Institute, E3, which will be a game-changer in the way that we, as humans, interact with the planet. This will house researchers from engineering and the natural sciences.

– The third is new student rooms built on the Oisín House site behind the printing house. Three hundred new student rooms will be built there, and it will be a new square. We're intending to call it 'Printing House Square'.

– The fourth is the Trinity Education Project. This ambitious project aims to renew the Trinity undergraduate curriculum. Now there are many different curricula in Trinity, but there should be something in common among them all in terms of the attributes our graduates have when they leave the university. At the moment we are talking in terms of four graduate attributes, to think independently, to communicate effectively, to grow continuously, and to act resiliently. This project is one of the most interesting things we are doing at the moment and we will keep you informed of progress

– The fifth, the project we're here to celebrate this evening, follows a landmark event – the recent 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. Trinity's share of the grant – about 70 million US dollars – is the biggest philanthropic gift in Irish state history. We fully understand the responsibility that comes with this.

Atlantic Philanthropies' investment in Trinity's infrastructure and research over the last twenty years, and specifically in flagship projects in ageing, has enabled Trinity to become a recognised global leader in ageing research. Our deepest gratitude to Dr Chuck Feeney whose philosophy of 'Giving while Living' has made this possible. I say 'Dr' Chuck Feeney because, in a remarkable tribute to Chuck's generosity the nine universities on the island of Ireland came together to make a joint award, something that never happened before and will likely never happen again.

The Global Brain Health Institute at Trinity is led by Ian Robertson, Professor of Psychology, and Brian Lawlor, the Conolly Norman Professor of Old Age Psychiatry. They are both here this evening to tell you more about the exciting work that will be done in Dublin and San Francisco to further understanding of ageing and brain health.

Before handing over to Ian and Brian, let me take this opportunity to thank you all most sincerely for coming here this evening. Last April I was delighted to welcome Colette Minnock as new branch head. I thank Colette and all of you for your interest and support. You are all key members of what we call the Trinity Global Network.

And now to tell you a bit more about how that will be achieved, and about what the Global Brain Health Institute will mean, please welcome Professor Ian Robertson and Professor Brian Lawlor.

* * *

3 March 2016

Alumni Drinks reception in Los Angeles

Cana Rum Bar, Olympic Boulevard, Los Angeles, USA

Thank you Neil for the introduction and good evening everyone.

Thank you all so much for coming. It's a real pleasure to get this chance to meet you all here in LA. On my travels round the world on Trinity business, there's nothing I enjoy more than meeting graduates of our university.

I'm a graduate myself – BAI in mechanical engineering '87, and after a PhD in Trinity I did postdocs in Bologna, Italy, and Nijmegen in the Netherlands before returning to Trinity as a faculty member in 1995. Trinity graduates are so many and so far-flung that we tend to bump into each-other everywhere and anywhere. But an event like this is great because it convenes us all in one place.

So, first off, I'd like to thank the two branch contacts – Neil Reynolds from the LA alumni branch, and Rob Mullaly from the San Diego branch – for helping to organise this evening.

A branch is only as good as its members. Trinity is a large community of over 3,000 staff, 17,000 students, and some 100,000 alumni living in 130 countries worldwide. What knits us together is the strength and commitment of the members on campus and in the individual branches.

So thank you all for coming this evening. In Trinity we count on alumni for 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. Earlier today together with the Bursar Professor Veronica Campbell and the Director of Development Nick Sparrow I visited Trinity Alums Professor Noel Boyle and Professor Shane White at UCLA Medical School. Both are here this evening and I thank them for their tour of the UCLA campus. Our alumni in the US have always been particularly dedicated, and California is such a large state that it has many branches – only yesterday I was speaking to San Francisco alumni.

As it turns out, we're meeting at a momentous time – those of you who've been following the recent election in Ireland will be wondering about the formation of the next government. Well I don't have the answer to that – and nor, it would seem, does anyone else! We look forward to a clearer picture emerging in the coming weeks.

As Provost of Trinity, I'm hopeful that whoever is in government will support policies that safeguard academic excellence. Only top-tier graduates and excellent research can keep Ireland competitive and dynamic.

In the time we have today, I'd like to update you a bit on the College's direction, and on our recent initiatives.

- The new Trinity Business School and the co-located Innovation and Entrepreneurship Hub. If you visit the college now you will see the old gym, the Luce Hall cordoned off for demolition, and on that site the new school will begin to appear as construction progresses.
- The second is new student rooms built on the Oisín House site behind the printing house. Three hundred new student rooms will be built there, and it will be a new square. We're intending to call it 'Printing House Square'.
- The third is the Trinity Education Project. This ambitious project aims to renew the Trinity undergraduate curriculum. Now there are many different curricula in Trinity, but there should be something in common among them all in terms of the attributes our graduates have when they leave the university. It's one of our most exciting projects and will have far reaching consequences for how we deliver on our core mission.
- A fourth project follows a landmark event – the recent 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. We look forward to working fruitfully with our partner, the University of California San Francisco, in the Global Brain Health Institute. And of course we're delighted at the opportunity this gives for enhanced contact with our California alumni.
- The fifth is our proposed new Engineering, Energy, and Environment Institute, E3. Tomorrow we will be going out to USC for a visit, to call on President of USC Max Nikias and to visit the Viterbi School of Engineering.

Let me conclude by thanking you all for being here this evening. Thank you for your commitment to Trinity, and I look forward to meeting you all personally.

And now it's time for a rum cocktail...

* * *

10 March 2016

Newstalk Radio Interview Transcript of Provost Patrick Prendergast with Jonathan Healy

Buswell's Hotel, Dublin

[http://www.newstalk.com/listen_back/7/25773/10th March 2016 - Lunchtime Part 2/](http://www.newstalk.com/listen_back/7/25773/10th_March_2016_-_Lunchtime_Part_2/)

JH: (cuts into middle of sentence) continue unless we invest in our third level institutions and find a better way to pay for them.

PP: That's right, that's what I'm arguing. That's what the Universities in higher education sector are saying. And not only us, but our report soon to be published, but fairly comprehensively detailed in the Irish Independent on Monday, a report by is also saying the same thing; Higher Education needs significant new money if it is to generate the talent and the opportunities that Irish young people need to take advantages of this lift in the economy.

JH: So at the moment, the funding structure is such a way that it really is all of a 'nothing'. Would you be in favour of a loan system? Because others in the academic sector seem to think that that is the only way forward.

PP: Well it needs more than just a loan system. Higher education is a public good as well as a private good so it needs increased government funding but it also needs increased private funding and either that comes directly from people's parents' essentially – pockets immediately, or we have a loan system, where students can borrow on an income contingent basis. Therefore, they only pay back the loans if their income in later life goes above a certain threshold and I think that that's an equitable and fair way for private contributions to fund higher education.

JH: The problem with all of that though is that young people are taking on a lot of financial burden when they are young. It is to be designed according to one of the options as this expert reported, in such a way that it won't prohibit entry but it leaves them with a millstone around their neck. It happened in Britain and it hasn't been very successful there.

PP: Well we shouldn't replicate mistakes of others. Loan systems have been introduced in other countries in a way that they have been fair and equitable and mean that higher education can be free at the point of entry. Many people are borrowing already to pay the fees and so on from Credit Unions or whatever. This will be a better borrowing mechanism and indeed available to everybody, not just those who can negotiate loans with banks or credit unions.

JH: Professor Patrick Prendergast, Provost of Trinity College, thank you so much for joining us here in Buswells Hotel.

12 March 2016

Opening of the TCD Students Union Activist Festival

Thomas Davis Lecture Theatre

Thank you Lynn, and good morning everyone,

This is a remarkable festival – with a rich and varied programme, wonderful guest speakers, national and international, and broad participation across College and beyond. So, first, let me congratulate the Students Union and the other organisers – the Phil, the Graduate Students Union, and Science Gallery – on a really great programme.

I'm also struck by the inclusivity of this event. It brings together students, activists, academics, NGOs and the community sector. I think the inclusivity, directness and immediacy comes from a sense of urgency. Issues like global warming, migration, and inequality are too manifest to ignore. We recognise that activism is essential element of a successful society. And that all players, on university campuses and beyond, must collaborate for change.

I think it goes without saying that universities are key players in activism because universities are where young people meet, and the push for radical change comes from the young.. The role of universities in activism was captured perfectly by Nelson Mandela when he said that 'Education is the most powerful weapon which you can use to change the world'.

Looking at Trinity, I see significant activism across the university, apparent in student activities but also in the way that we research and run the university.

Let me give you some examples of what I mean:

First, there's our access and admissions policy: we have a duty to ensure that our staff and student body is diverse and representative of all the talents in society. A university is only as activist as its community of students and staff. You will not get true activism if you limit education.

This is a front line issue. It doesn't matter what steps we take to encourage activism on campus if we're not activist about diversifying our admissions routes and if we're not doing what we can to ensure a diverse student body.

Trinity has a good record in this: we were the first university in Ireland to set up an access programme, and last year we piloted a new admissions scheme as an alternative to the CAO points system. We also launched our programme, Access21, which works with Dublin schools and social partners to introduce a college-going culture in secondary schools. We hope

to extend this nationwide.

But there's no room for complacency because Ireland remains a country where your chances of going to university are overly determined by where you live, whether your parents went to college, and of course, how you do in the Leaving Cert.

Initiatives like our alternate admissions scheme are a toe-in-the-water for change; it's to be seen if they will succeed. Much remains to be done and it will involve partnership. Universities need to partner with government, state bodies, community groups and secondary schools. This is frontline activism in which students can get involved. Lynn has been vocal about encouraging Trinity students to mentor students coming from disadvantaged areas to prepare them for what to expect in college*.

Second up, we have a duty to ensure that our research and education is does not shirk away from global challenges. Looking at the programme today, we have speakers talking about the housing crisis, conflict resolution, the refugee crisis, rights of minorities and environmental justice. These are all fields which need ground-breaking quality research.

Ultimately it's up to universities to train the human rights lawyers, sociologists, political theorists, engineers, architects, planners, creative artists, environmentalists, politicians, conservationists and everyone else who will help to find solutions to the world's intractable problems. And it's up to universities to produce the research which will fuel policy, and to imbue graduates with a civic sense and a philosophy of activism.

Trinity is doing all this. So we need impetus within the university and without – a strong demand from society, industry, government, students, and social partners that these global issues be prioritised and funded at third level. Without the research and the experts to back them up the demands will be hollow, will not be listened to, will not have impact. This is a fundamental issue for universities because our core activity is research and education.

Third, there's encouraging staff and student activism in all forms and manifestations. What is activism? Here in Trinity we see all sorts. There are the many student societies wholly committed to activism like Amnesty and the Environmental Society and St Vincent de Paul. There are the myriad of volunteering, fundraising and charity events, from Rag Week to Jailbreak. There are the individual students and groups of students who start campaigns like, for instance, Aine O'Gorman who is spearheading the fossil fuel divestment movement on campus, and Louise Mulrennan who is

* www.irishtimes.com/news/education/single-mother-who-left-school-at-15-elected-tcd-su-president-1.2103372. Quote from Lynn: 'One of the things I want to do is lobby the college management to create a system where students in TCD get a credit for mentoring students from disadvantaged areas and hopefully increase the number of those students getting into college.'

leading the campaign to educate about sexual consent.

There are students who use our student start-up accelerator, LaunchBox, to launch social enterprises. Indeed our most successful ever student start-up is a social enterprise, FoodCloud, which aims to end food waste by supermarkets and restaurants. The student founder, Iseult Ward, was profiled by Time magazine.

Students see innovation and entrepreneurship as training in how to get things achieved in the world. It's applicable to all disciplines and ideas, not only to business and technology.

I'm proud that this university is a source of initiative and passion, commitment and pragmatism, entrepreneurship and idealism. Students have come up with ideas and events and projects and products which have been successful beyond many of their wildest dreams. That's how it should be, of course. As Auden puts it*: 'But to-day the struggle.//Tomorrow for the young the poets exploding like bombs'

The way to further develop student and campus activism is through partnership.

Universities have opened out to the world and there is no limit to the alliances and partnerships possible. It's a question of putting in place the right pathways.

This event today is about building these pathways, which is why I welcome it so strongly. Developing activism and addressing societal issues is about giving our students opportunities for personal and career development; it's about giving our staff opportunities for research and collaboration; and it's about saving the planet. It's as stark as that.

'We must love one another or die.'

That's also Auden.

I will do all in my power to enable campus activism and I look forward to working with all of you to ensure that education does indeed change the world.

Thank you.

* * *

* Auden, 'Spain'

15 March 2016

Launch of Translations of 1916 Proclamation by the Centre for Literary Translation

The Saloon In the Provost's House

Lord Mayor, Your Excellencies, Ladies and Gentlemen,

You're all very welcome to the Saloon in the Provost's House on Proclamation Day 2016.

Earlier today our Students' Union read the Proclamation from the Berkeley Library Podium. This was synchronised with simultaneous readings at educational establishments around the country.

This evening we're holding a symposium in the Long Room Hub – Trinity historians will look at the Proclamation in historical and global context.

And now, at this distinguished event, we launch a collection of seventeen translations of the Proclamation by the Trinity Centre for Literary Translation.

Today is the centrepiece of Trinity's year-long commemoration of the Easter Rising. The College was a key location during the Rising – the campus was turned into a hospital for the wounded, and within a week four thousand troops were stationed here. This centenary has provided us with the opportunity to explore what happened within college walls a hundred years ago. And it's an opportunity for us, as a centre of learning and scholarship, to examine the legacy of the Rising, historically and artistically.

Next month Anne Dolan will give the Trinity Monday memorial discourse on Padraic Pearse; our creative projects include

- an Irish language play, *An Tocailin Donn*, performed last week in Players' Theatre;
- a film *The Hopeless End of a Great Dream* about Sir Roger Casement which will premiere here in the College next month;
- and a play, an adaptation of Jamie O'Neill's award-winning novel, *At Swim Two Boys*, which will be staged here in June.

This is just a sample of our diverse 1916 programme, which forms part of our wider Decade of Commemorations programme. Our 1916 programme will continue through the summer and is also international, with events in London and Brazil. The Decade of Commemorations Programme will continue until 2023. The whole programme is online if you want to take a look for events of particular interest to you.

* * *

And now here today we launch a collection of translations of the Proclamation by our Centre for Literary Translation.

We are joined here today by the Ardmhéara Bhaile Átha Cliath / Lord Mayor of Dublin Críona Ní Dhálaig. There are also a high number of ambassadors and deputy heads of mission in the room today – I think 20 at the last count. It's a great pleasure to see so many of you here – a reflection of the wealth of translations on offer. It is also, I think, reflective of the Rising's international role. The Rising was a world event – it made the front page of the New York Times for a fortnight, and strongly influenced Russian Bolsheviks and Indian nationalists.

In 1919 the London Times blamed the Amritsar massacre – when the British Army shot dead hundreds of Sikh civilians – on the agitation which had begun in Ireland.

The historian of Empire, Keith Jeffery, holds that the Rising played a crucial role in the disintegration of the British Empire.

In Trinity we want to acknowledge this role, and acknowledge the influence of the French and American revolutions on the Rising. As part of our initiative to put the Rising into global context, the Proclamation has been translated into 17 languages taught at Trinity College Dublin:

Arabic, Bulgarian, Chinese, Croatian, Dutch, French, German, Greek, Hebrew, Italian, Japanese, Korean, Latin, Polish, Russian, Spanish, and Turkish.

Alongside the original English and the officially approved Irish-language versions, these translations are now available on the Trinity College Dublin Decade of Commemoration website.

* * *

The idea for a Centre for Literary Translation was launched three years ago at a special event attended by Seamus Heaney. Five of his translators – from Poland, Russia, Mexico, Italy and Hungary – came to give renditions of his poems. Seamus believed in the vitality of the word as a means of transmission between cultures and epochs. He would be delighted to see where we have housed the Centre – in a beautifully renovated Georgian house just down the road here on Fenian Street. It will open soon and I look forward to receiving you there for future events.

The director of the Centre, Sarah Smyth, will shortly tell you more about the Centre and about translating the Proclamation.

In addition, Trinity has been involved in translating the Proclamation into a further language – Irish Sign Language. Staff from our Centre for Deaf Studies were asked by the government to provide an Irish Sign Language version. The weekend before last, Professor Lorraine Leeson, who is here with us today, was making the official video for the Ireland 2016 Centenary Programme.

I would like to thank Lorraine and all our translators for their magnificent work in disseminating the Proclamation for other languages and cultures. And I thank the Librarian, Helen Shenton and the library staff, Jane Maxwell and her team, for the work they have done on our Decade of Commemorations website and for making the translations available online.

And now, before handing over to Professor Smyth, may I invite Patrick Geoghegan from our School of History to talk a bit about the historical context of the Proclamation.

Thank you.

* * *

[Patrick speaks]

Thank you Patrick. It's now my pleasure to introduce the acting Director of our new Trinity Centre for Literary Translation, Professor Sarah Smyth. Sarah is associate professor of Russian in our Department of Russian and Slavonic Studies, and she is recipient of the prestigious Pushkin Medal for her outstanding contribution to the promotion of Russian language and culture. She has been instrumental in establishing the new Centre from the start.

[Sarah speaks]

Thank you, Sarah.

And thank you everyone for coming. You're all very welcome to join a tour of the Library at 3pm – this will give you a chance to view our college copy of the Proclamation and to see our current 1916 exhibition.

* * *

POBLACHT NA H EIREANN.

アイルランド共和国臨時政府より、 アイルランド人民に告ぐ

アイルランドの男女諸君、神の名において、また、我々が彼らから古い民族的伝統を継承している過去の人達の名において、アイルランドは我々を通じてその旗の下に子孫を招集し、その自由の為に戦うものである。

秘密の革命組織であるアイルランド共和主義同盟と、その公然たる軍事組織であるアイルランド義勇軍とアイルランド市民軍によって、アイルランドは民衆を組織・訓練し、忍耐強くその規律を完成させ、決然と好機が訪れるのを待ってきた。今がその時である。アメリカに渡らざるをえなかった子孫達とヨーロッパの雄々しい同志に支えられつつ、しかしながら自らの力を第一に信頼し、アイルランドは勝利を確信して戦うのである。

我々はアイルランド人民によるアイルランドの所有権と、その運命を自由にあやつる権利が、最高のものであり、破棄できないものであることを宣言する。外国人と外国政府が長年これらの権利を奪ってきたが、我々の権利は消滅しなかった。またこの権利は、アイルランド人民が絶滅しない限り決して失われることはないのだ。いつの時代も、アイルランド人民は民族の自由と主権を訴えてきた。過去三百年の間に六度、武力をもって主張してきた。この根源的な権利に基づき、また世界の前に再び武力をもって訴えることにより、我々はここにアイルランド共和国が独立主権国家であることを宣言する。そして我々の命にかけて、武器を取って立ち上がった同志の命にかけて、我々はアイルランドの自由と福祉の為に、そして全世界におけるアイルランドの地位を高める為に尽くすことを誓う。

アイルランド共和国は、アイルランドの全ての男女の忠誠を受ける資格があり、よってここにそれを要求する。共和国は全ての人々に対し、宗教的および市民的自由、平等な権利と機会均等を保証する。また、民族全体とその人々全ての幸福と繁栄を追求する決意を宣言する。過去に民族の少数派を多数派から分離させた、外国政府によって入念に培われた対立を忘れ、この国の子供達を平等に育みながら、そのことは追求されるだろう。

我々の力によって、全ての青年男女による投票で選ばれた、アイルランドの全人民を代表する恒久的な民族政府を樹立する時がもたらされるまで、ここに構成された臨時政府が、人民に委託されて共和国の行政と軍事を担当するであろう。

我々の志すアイルランド共和国を、偉大なる神の庇護の下におく。その天恵を我々の武力に賜うことを切願する。共和国に仕えるものの誰一人もが、臆病や非人道的行為や強奪によって共和国の名譽を穢さないよう祈る。この重大な時にあたり、アイルランド民族はその勇気と規律によって、また全体の幸福の為に自らを犠牲にする覚悟をもって、自らがおかれている尊厳ある運命にふさわしいことを証明しなければならない。

臨時政府の名において、

トーマス・J・クラーク	
ショーン・マクダーモット	トーマス・マクドナー
P・H・ピアース	エイモン・ケント
ジェームズ・コノリー	ジョセフ・ブランケット

One of 17 translations of the 1916 Proclamation done in Trinity College and
launched on 15th of March 2016

15 March 2016

Proclamation Day Symposium

Edmund Burke Theatre

Thank you, Jane.

Good evening, everyone. Welcome to the Edmund Burke Theatre for this, the third of the College's major events for Proclamation Day. At noon our Students' Union read the Proclamation from the Berkeley Library Podium – an event synchronised with educational establishments around the country.

At 2 pm we launched our collection of seventeen translations of the Proclamation by the Trinity Centre for Literary Translation. These are translations into languages taught at Trinity, including Arabic, Chinese, Hebrew, Japanese, Russian, and Turkish. They can now be viewed on our 'Decade of Commemoration' website.

At the request of the government, Trinity has also been involved in translating the Proclamation into Irish Sign Language. This evening's event is also being signed.

Translating the Proclamation is part of our commitment to contextualising the Rising, historically and globally. As you know, the Rising was a world event – it made the front page of the New York Times for a fortnight, and strongly influenced Russian Bolsheviks and Indian nationalists.

In Trinity we have a personal interest in understanding events because this campus was a key location during Easter Week as a hospital and a barracks. We also acknowledge our responsibility – as a centre of scholarship and learning – to contribute to the national debate.

Our rich and diverse 1916 programme, which includes both staff and student events, is part of our wider Decade of Commemorations programme, which continues until 2023. The programme is online if you want to check it out.

* * *

This evening's symposium is a key event. It brings together twelve leading Trinity academics on three panels to shed light on the Proclamation, the seminal document of the founding of the republic.

I recall in my national school in Wexford the Proclamation hung behind my headmaster's desk. The date '1916' was in orange and the text was bordered by images of the seven signatories.

That was my first experience of the Proclamation – as something embedded in the fabric of my education. I was familiar with its format – the block capitals 'POBLACHT NA hEIREANN' at the top, and the seven names printed neatly at the bottom. And with its font, and with its stirring phrases – 'Irishmen and Irishwomen, in the name of God and of the dead generations...'

So familiar was I with all this, at such a young age, that it wasn't something I thought about or questioned. It was, literally, part of the wallpaper. This centenary, for me and I think for many, is an opportunity to look anew at the legacy which formed us.

To look anew, you have to see in altered circumstances. The College's translations of the text has achieved this. Last night when we tweeted the German translation it was immediately re-tweeted numerous times. I understand why: seeing that familiar iconic format and font but in a different language gave me a jolt. It turns out – conversely perhaps – that removing the words you recognise makes you think more deeply about them. It's a simple exercise but effective.

And now, at this symposium, we take the opportunity to examine the historical, cultural, global context of these words. Our historians will look at the six earlier assertions of national sovereignty referenced in the Proclamation, and at the leaders' representation of themselves as the culmination of an inexorable drive for freedom.

Our historians will also discuss the republican texts which influenced and preceded our Proclamation: the 1776 American Declaration of Independence; the 1789 French Declaration of the Rights of Man and the Citizen; and the 1911 Declaration of the Republic of China.

The final panel will look at how Irish theatre helped shape the Rising, and our understanding of the event as a (deadly serious) form of theatre.

This symposium takes down the Proclamation from its seminal position on the classroom wall and re-interprets and contextualises it. This is the job of scholarship: to challenge received wisdom – to bring light, clarity, and rigour.

As a country we've chosen to warmly celebrate the centenary of the Easter Rising. We aren't celebrating with the unabashed triumphalism of the fiftieth anniversary in 1966; but neither are we adopting the circumspection of the 75th anniversary in 1991.

I understand the impetus for celebration, but it's up to universities and academics to keep alive the questioning, sceptical spirit – not to condemn necessarily, but to constantly ask why and how.

I thank Patrick Geoghegan and the School of Histories and Humanities, and Jane Ohlmeyer and the Trinity Long Room Hub for organising this impressive event. It's wonderful to see so many here this evening. In a fortnight Trinity will be holding a similar event in London, with eminent speakers from outside the College, including Roy Foster, Joe Lee, and Heather Jones.

In answer to that famous rhetorical question – 'Who Fears to speak of Easter Week?' – no-one should. 1916 is living history, and this evening and in London, I look forward to a fearless discussion from our panels and the audience.

Thank you.

* * *

22 March 2016

Launch of Trinity Student Scientific Review, Vol 2

Dining Hall

Good evening,

Welcome, all, to the Dining Hall for this important launch.

This extensive, beautifully produced, and meticulously edited journal, now in its second year, is the first undergraduate student review of its kind in Ireland. It is ground-breaking.

I recall when I was an engineering student here in Trinity in the 1980s, undergraduate journals were of two types: college news and happenings, and literary-style journals. Variations on these had existed for hundreds of years, and they were mostly – though not exclusively – written and edited by arts students. They were, and are, great publications. Many a future journalist, writer, and poet got their start on college journals.

The idea, then, of an undergraduate science review was remote to us. We didn't think of our research in terms of presenting it to the wider college community. Students published critical essays on novels, films, and plays, but we didn't make the leap that we could do something similar with our research.

So this Review is a radical venture. It encourages undergraduates to develop a professional approach – to think about the research they're doing now in terms of future discoveries and applications.

And it encourages them to practice disseminating to readers outside their disciplines – to think creatively, to move beyond the bounds of coursework, and to explore ways of engaging scientists in other fields, and even non-scientists.

In recent decades we've seen wonderful global impetus to make science research accessible to 'lay' readers. This has resulted in popular bestsellers by writers like Stephen Hawking, Stephen Jay Gould, Roger Penrose, and Richard Dawkins.

We might recall that until the 17th century discussions on theology, history, ethics and philosophy were carried out in Latin, and were the preserve of academics and churchmen. The general public was not invited to the discourse until writers like Milton and Swift began using the vernacular.

Education means opening out. Once readers are familiar with the language and tools of a discipline, they can engage with it. I'm proud of Trinity's historic role in opening out the fruits of knowledge – we recall that Swift was a Trinity graduate – and I'm proud of what our students have achieved with this Review, electrifying their peers with the excitement of research.

* * *

Today we woke to dreadful news from Brussels, following on similarly dreadful news from Istanbul. Both are cities where Trinity graduates live and work, particularly Brussels, where for decades our graduates have made careers.

Since becoming Provost in 2011, it's been my grim duty to commemorate, far too frequently, the dead in terrorist attacks in cities that Trinity is connected to. Beleaguered with what W.H. Auden called 'negation and despair', I hope for the 'affirming flame' he spoke of, which I see as the flame of education.

The young are our future. Today as we mourn with Brussels and Istanbul I can only say, let this be the future – the learning, passion, and humanity evident in these pages. Let not our young turn their faces from the light of knowledge. If they do, let us try to understand why, and bring them back.

* * *

Anyone reading these articles will agree on their quality. The standard is professional throughout. Research and citations are rigorous and comprehensive. Inevitably, some areas are a struggle for non-scientists to grasp, but each article is focused, succinct, well-framed, and contextualised.

I know enough about researching and mentoring in the STEM subjects to know that the clarity and accessibility of these articles did not come easy. 'A line will take us hours maybe / Yet if it does not seem a moment's thought / Our stitching and unstitching has been nought' writes W.B. Yeats and this applies as much to writing science as writing poetry. It's easier to slip into jargon than to find ways of engaging.

I'm told that the number of submissions doubled on last year. That's a huge achievement. The general manager, Alison Hennessey, together with the editorial board, and the producer of the physical book, James Orr, deserve huge commendation. So do the sponsors. And so do all our science undergraduates because it's your enthusiasm that has created the impetus.

I'd urge anyone who submitted to submit again next year – if you're still undergraduates. The process of teasing out your research and ideas is, in itself, immensely useful, as I'm sure you've found. The published authors

and prize winners have emerged from a distinctive pool of talent. You should all feel very proud of yourselves. The College certainly does.

I'm sure this Review will go from strength to strength over the coming years. It's wonderful to be witnessing its inaugural issues.

And I'm proud that the College gives space and encouragement to student endeavour and creativity, and that we've enshrined this in our current Strategic Plan, where we articulate our mission to (I quote)

'provide a distinctive education based on academic excellence and a transformative student experience',

and we pledge to 'promote student-led and peer-to-peer activities, through which critical life-skills are developed'.

Our Strategic Plan announced our faith in our students, and this Review is a triumphant endorsement of that faith. In her editorial, Alison mentions William C. Campbell because he received his Nobel Prize for research in medicine and physiology – into parasitic worms – that he began as a Trinity undergraduate. I agree with Alison that he is an inspiration for undergraduates everywhere to take research seriously and to follow where it leads. I venture to say that he would be impressed and delighted with this Review.

Thank you.

* * *

24 March 2016

Launch of the 30th Issue of the Student Economic Review

Saloon, Provost's House

Good afternoon,

And welcome, all, to the Saloon in the Provost's House. It's wonderful to see so many of you back in College for this great occasion.

You've come from all round the world – from the UK, the US, Singapore, Germany, France and Rwanda. Your presence elevates this launch. I know how many demands there are on your time – your being here is testimony to your commitment to the college and to this Review. It means a great deal to us.

* * *

Today as we welcome you, we stand confronted by yesterday's events in Brussels, where, for decades Trinity graduates, including many economics graduates, have built careers.

Since becoming Provost five years ago, it's been my grim duty to commemorate, far too frequently, the dead in terrorist attacks in cities that Trinity is connected to. Beleaguered by what W.H. Auden called 'negation and despair', I hope for that 'affirming flame' he speaks of, which I see as the flame of education. Against darkness, ignorance, and hatred, we tend this flame.

The Student Economic Review is such a flame, alight now for 29 years and 30 issues. To crucial questions of growth and inequality, it brings both academic rigour and youthful enthusiasm and learning.

The young are our future, and the future we want, for them and for ourselves, is the hope and progressiveness that shine from every page of this Review.

Two days ago, by coincidence, I launched the second issue of the Trinity Student Scientific Review, which is the first undergraduate science review of its kind in Ireland. It's a highly impressive publication. Its goal is to be a fixture like the SER.

When I was studying engineering here in the early 1980s, we didn't have undergraduate reviews in science or economics. Humanities students published critical essays on novels and plays – there were literary journals like *Icarus* and satirical magazines like *Piranha*, and they are still going

strong, but we didn't make the leap that we could do something similar with our research.

Then came the SER. It encouraged economics undergraduates to think about their research in terms of future discoveries and applications; to move beyond the bounds of coursework; and to explore ways of engaging thinkers in other fields.

Where economics undergraduates led, science undergraduates are now following. The SER is the gold standard of undergraduate reviews in terms of quality and longevity.

Over the centuries Trinity has seen, of course, many impressive undergraduate publications. For 29 years – that is: for seven generations of undergraduates – the SER has gone from strength to strength. It's a forum of excellence. If you want to know which economic, political and societal questions have engaged the world over the past three decades, just take a look at past issues.

We know such excellence is hard-won and always a team effort. Since its inception in 1987, the SER has benefited from one president, Professor John O'Hagen. In an address written for this launch, he writes with typical generosity, of how privileged he feels to have had the opportunity 'to meet and work with so many bright and innovative students'. I'm sure the SER also feels privileged to have availed of his wise counsel and enthusiasm over three decades.

The SER committee members, past and present, are indeed bright and innovative. Each of you deserves special mention but there are simply too many to name! I'm glad that today's event, here and in the Dining Hall, gives the opportunity for different members from different eras to talk about their experiences.

For now, on behalf of the college, I thank you all for your extraordinarily generosity. Thanks to you, the SER is financially self-sufficient. And you've been generous with your time – serving as guest speakers and judges at launches and debates, helping to make the SER what it is.

It's inspirational for our students to meet with you. You are role models in terms of successful career development and civic responsibility.

* * *

Trinity is a community of staff, students and alumni, and it works best when all the community pulls together.

The SER is a model Trinity initiative; and like all great Trinity initiatives, it benefits not only the college, but the whole global community.

Writing for the SER and serving on the committee helped hone the talents which have enabled your successful careers. The organisations, associations, and cities where you work now benefit from these talents. And now you're giving back. It's a virtuous circle.

Today's world isn't easy for young graduates. We need to prepare them as best we can. I thank you again for your tremendous support and for your example.

And now let me raise a glass to another thirty years of the SER – and another thirty years again.

Thank you.

* * *

31 March 2016

'Debating 1916'

Institute of Irish Studies, Finsbury Square, London

Good evening,

On behalf of Trinity College Dublin, welcome everyone. After the excitement in Dublin over the weekend, it's wonderful to be bringing the 1916 debate to London during this seminal week. I thank our partners and co-hosts of this debate, the University of Liverpool, for hosting us all here on their London campus, and I thank his Excellency, the Irish Ambassador to Great Britain, Dan Mulhall, for honouring us with his presence and helping to launch proceedings.

Ireland is fortunate, during this Decade of Commemorations, to have an ambassador in London who is an historian and writer and has been personally involved in commemorating the Rising this year, as well as Yeats last year. I'm looking forward to reading the recently published book of essays, *The Shaping of Modern Ireland*, which he co-edited, and which I understand draws inspiration from Conor Cruise O'Brien's seminal book of that title.

In Trinity we acknowledge our responsibility – as a centre of scholarship and learning – to contribute to national commemoration. We also have a personal interest in understanding the Rising because our College campus was a key location during Easter Week – it was used as a hospital and a barracks.

In autumn last, we co-published, with the Royal Irish Academy, a book by historian Tomás Irish, *Trinity in War and Revolution 1912-1923*, which tells, for the first time in detail, what happened in the College during that all-important decade.

We've also put in place a rich, diverse programme of academic, public and creative events initiated by staff and students. These range from an Irish language play to a film inspired by Casement; from translations of the Proclamation into seventeen languages, to a blog hosted by our Library.

Lectures and debates are, of course, central to our Decade of Commemorations programme. The events around the founding of our state are complex and controversial, and we all want to come to an informed understanding of what happened and of the repercussions. For this, we need the guidance of experts.

Trinity has hosted numerous public talks and panel debates with leading historians and thinkers. For today's event we have joined with the Institute

of Irish Studies in the University of Liverpool to bring the discussion to London. Our two institutions have teaching and research collaborations which we've drawn on to organise this debate. I thank, from the Trinity side, Patrick Geoghegan and Jo McNamara as well as Trinity Development and Alumni, and on the Liverpool side, Dorothy Lynch and Peter Shirlow.

It's my privilege to chair the debate tonight, which brings together leading international historians from Trinity and the University of Liverpool as well as from Oxford, LSE and NYU. Each of our six panel guests will speak for ten minutes, after which there will be time for questions and answers.

On our panel this evening:

Professor Joe Lee is the Glucksman Chair of Irish History and Professor of Irish Studies at NYU where he has published on the history and heritage of the Irish in the United States. Author of the acclaimed study *Ireland, 1912-1985: Politics and Society*, he has served as a senator in Seanad Eireann, and is a well-known columnist and commentator.

Professor Roy Foster is Professor of Irish History at the University of Oxford. A graduate of Trinity, he is the author of the definitive biography of W.B. Yeats, as well as a brilliant recent study, *Vivid Faces*, on the revolutionary generation of 1916.

Dr Kevin Bean teaches in the Institute of Irish Studies, at the University of Liverpool. Author of *The Long Road to Peace in Northern Ireland*, he is an expert on contemporary Northern Irish politics, Irish Republicanism, and state responses to armed insurgency.

Professor Heather Jones teaches in the Department of International History at the LSE. A graduate of Trinity, she is a specialist in First World War Studies and a leading expert on the evolution of wartime violence and the cultural impact of the conflict in Britain, France and Germany. Heather also recently presented a very successful two-part documentary in the 1916 Rising on BBC Radio 4.

Professor Eunan O'Halpin is Professor of Contemporary Irish History at Trinity College Dublin. An expert on the revolutionary period, he has taken part in numerous media engagements over the past year, and was responsible for the distinguished TV3/BAI two-part documentary, 'Revolution in Colour'.

Dr Anne Dolan teaches in the School of History at Trinity College Dublin and is an expert on the politics of commemoration. She has examined the nature of violence and killing throughout the revolutionary period in Ireland. This year she will be delivering the Trinity Monday Discourse on Patrick Pearse.

May I invite now, to open the debate this evening, Professor Joe Lee.

* * *

Thank you. May I now invite Professor Roy Foster to take the floor.

* * *

Thank you. May I now invite Dr Kevin Bean to speak.

* * *

Thank you. May I now invite Professor Heather Jones to address us.

* * *

Thank you. May I now invite Professor Eunan O'Halpin to speak.

* * *

Thank you. May I now invite Dr Anne Dolan to take the floor.

* * *

Thank you. And may I now invite Professor Ciaran Brady to summarise the different positions we have heard and to open up this debate to wider discussion. Ciaran is professor of Early Modern History and Historiography in Trinity and is our leading expert on the writing of history.

* * *



L-R: Prof Joe Lee (NYU), Irish Ambassador to Britain HE Dan Mulhall, Dr Anne Dolan (Trinity College Dublin), Prof Roy Foster (Oxford University), Prof Peter Shirlow (Institute of Irish Studies, University of Liverpool), Dr Patrick Prendergast (Provost of Trinity College Dublin), Dr Kevin Bean (Institute of Irish Studies, University of Liverpool), Prof Eunan O'Halpin (Trinity College Dublin), Dr Patrick Geogheghan (Trinity College Dublin), Prof Heather Jones (London School of Economics and Political Science), Prof Ciarán Brady (Trinity College Dublin).

4 April 2016

Inauguration of Jane Grimson as Pro-Chancellor

The Saloon In the Provost's House

Chancellor, Pro-Chancellors, distinguished guests and colleagues,

It's my great pleasure to welcome you this evening to the installation of Professor Jane Grimson as a Pro-Chancellor of the University of Dublin.

Pro-Chancellors are ex officio members of the Senate of the University, and Pro-Chancellors hold office in their own right. They deputize for the Chancellor in accordance with the Statutes.

For the Chancellor and Pro-Chancellors, the conferring of degrees at commencements is the primary commitment. The Chancellor is also one of the two Visitors to the College; this entails hearing cases from staff and students on all sorts of issues. Pro-Chancellors are called on to deputize in these matters for the Chancellor, as needed.

The University of Dublin is fortunate to have in these offices very eminent individuals; our Chancellor, Mary Robinson, here with us this evening, and our Pro-Chancellors: Professor Dermot McAleese, Dr Edward McParland, Dame Jocelyn Bell Burnell and Sir Donnell Deeny. This evening is about adding a new name to this distinguished list.

* * *

Professor Grimson is a pioneer and a trailblazer. She has the distinction of being the first woman to graduate in engineering from this university. That was in 1970, which seems a disgracefully late date – but if we had to wait so long, how lucky we were to have launched with Jane.

From that distinctive start, she has continued as a groundbreaker throughout her career.

Her academic achievements are matched by her sense of civic and societal responsibility. She has taken on management and leadership roles within the university, and outside, and has understood the importance of serving as a role model, and of actively promoting the recruitment and retention of women in engineering, and in research generally.

Following her B.A.I., she did her Masters in Computer Science in the University of Toronto and her PhD in Edinburgh. Trinity was fortunate to bring her back in 1980 to take up a lectureship in Computer Science. Thereafter her rise within the university was swift: she was elected to Fellowship in 1991, promoted to Associate Professor in 1994, and

appointed to a personal chair in Health Informatics in 2003. This was in recognition of her research in the field – her work on electronic health records and system integration has had significant impact on the development of international standards.

She co-founded Trinity's interdisciplinary Centre for Health Informatics, and in 2007 she was awarded the prestigious O'Moore Medal for her contribution to the development of Healthcare Informatics in Ireland.

At the same time, she developed significant management and leadership capability, serving successively as the Dean of Engineering and Systems Sciences, Dean of Research and, in 2001, Vice-Provost. She was the first woman to hold any of these offices in the College.

She has taken her role as a woman trail-blazer within the profession of engineering, and within the university, very seriously. She chaired a committee in the Department of Education and Science aimed at increasing the participation of girls in careers in science, engineering and technology, and has spoken extensively on this vital issue.

Her's is a voice that is listened to. She notes that many different interventions and initiatives are necessary to achieve gender parity in engineering. Ultimately, she says:

'the culture in engineering has to be more inclusive and put greater value on the importance of diversity to enhance creativity and innovation'.

And she has noted that while there is now

'greater appreciation of the importance of encouraging girls into engineering, there is still insufficient emphasis on ensuring that they stay in the profession.'^{*}

As an engineer and as a strong believer that diversity enhances creativity and innovation, I thank Professor Grimson for her wisdom, insight, and commitment. We have come a long way since she graduated in 1970, but we have a way to go still.

Outside the university, she is a visible presence. A member of the Royal Irish Academy and Fellow of the Irish Academy of Engineering and of the Royal Academy of Engineering, she has served as president of Engineers Ireland, of the Irish Computer Society, and of the Healthcare Informatics Society of Ireland. She chaired the Irish Council for Science, Engineering and Technology and was a board member of Science Foundation Ireland.

^{*} www.raeng.org.uk/policy/diversity-in-engineering/diversity-in-our-fellowship/professor-jane-grimson

From 2006 until her retirement in 2014, she was partially seconded to the newly established Health Information and Quality Authority, HIQA – initially as director of Health Information and subsequently as acting chief executive.

She is currently a trustee of the Mary Robinson Foundation – Climate Justice, a board member of the Health Research Board, and chair of the Gender Equality Task Force at NUI Galway.

In Trinity we are very proud of Jane and of her national role; we do not grudge her to the HRB or to NUI Galway, but I'm glad that we have moved swiftly to appoint her to the Pro-Chancellorship before she takes on any more commitments!

In Trinity it is important to us that our Pro-Chancellors are professionally eminent and serve as role models to the whole Trinity community and to society. Jane has been recognised nationally for her commitment to research, to her profession, and to gender equality.

It's with the greatest pleasure that I welcome someone with such an impeccable record of scholarship and public service to the Pro-Chancellorship of the University of Dublin.

Professor Grimson is the 57th Pro-Chancellor to be appointed to this role since the foundation of the College in 1592.

*** FORMALITIES ***

Provost: In accordance with the 2010 Consolidated Statutes of Trinity College Dublin and of the University of Dublin, Professor Jane Grimson, having been nominated in accordance with Section 6(3)(b) of the Chapter on the Chancellor, was declared elected a Pro-Chancellor of the University of Dublin at the Board meeting of 27th January 2016. In accordance with Section 2(2)(4) of the said Chapter, I now invite Professor Grimson to make her statutory declaration:

Jane Grimson: Ego, Jane Grimson, promitto ac spondeo me fideliter exercituram munus mihi Procancellariae demandatum iuxta Statuta et, quantum in me est, Universitati consulturam eiusque salute fortiter defensuram.

[Provost robes Professor Grimson]

Provost: Professor Grimson is now admitted to the Office of Pro-Chancellor of the University of Dublin. I invite her to address you.

* * *



(L to R) Provost Patrick Prendergast, Pro-Chancellor Jane Grimson,
Chancellor Mary Robinson

5 April 2016

Inauguration of David McConnell as Pro-Chancellor

The Saloon In the Provost's House

Chancellor, Pro-Chancellors, distinguished guests and colleagues,

It's my great pleasure to welcome you this evening to the installation of Professor David McConnell as a Pro-Chancellor of the University of Dublin.

Pro-Chancellors are ex officio members of the Senate of the University, and Pro-Chancellors hold office in their own right. They deputize for the Chancellor in accordance with the Statutes.

For the Chancellor and Pro-Chancellors, the conferring of degrees at commencements is the primary commitment. The Chancellor is also one of the two Visitors to the College; this entails hearing cases from staff and students on all sorts of issues. Pro-Chancellors are called on to deputize in these matters for the Chancellor, as needed.

The University of Dublin is fortunate to have in these offices very eminent individuals; our Chancellor, Mary Robinson (here with us this evening), and our Pro-Chancellors: Professor Dermot McAleese, Dr Edward McParland, Dame Jocelyn Bell Burnell, Sir Donnell Deeny, and, as of yesterday, Professor Jane Grimson. This evening we add a new name to this distinguished list.

* * *

Professor David McConnell is a noted figure within the College community, and beyond. He is among the most high profile Trinity people of our times. Since joining the staff here in 1970 he has been a leader in his own field, Genetics, but also in national science policy, research, and the role of the university.

An inspired policy-maker and a natural communicator, he has been instrumental in what we might term the renaissance of science education and research in this country. Perhaps his most important role in this respect was the part he played in establishing Science Foundation Ireland in 2000, and the European Research Council in 2007. Understanding that policies need public support, he has been tireless about using different public platforms – talks, lectures, interviews and articles – to explain why Ireland and Europe's economic and societal wellbeing depends on funding excellence in research.

Trinity, and the whole Irish and European research community, is fortunate in having someone with his democratic spirit and his gifts of

clarity, articulacy and foresight to make the case to governments and to the people.

His particular commitment and abilities were already in evidence when he was a student here in the 1960s. He graduated with a First and the Gold medal in Genetics, and a glittering reputation as a student debater: he was auditor of the Hist, a gold medallist, twice winner of the Irish Times Debating Competition, and winner of the Observer Mace.

He received his PhD in biochemistry from the California Institute of Technology in 1971, by which time he had already been appointed lecturer in Genetics in Trinity. In 1976 he obtained an Eleanor Roosevelt Fellowship from the IUAC to travel to Harvard University to apply Walter Gilbert's revolutionary method of DNA sequencing to regulatory genes called promoters.

On his return, he led the development of molecular genetics and genetic engineering in Ireland. Having succeeded George Dawson as Head of Genetics in 1987, he was appointed Professor of Genetics in 1990 and subsequently was instrumental in establishing the Smurfit Institute of Genetics in Trinity College in 1998.

He was elected a Fellow in 1978, and was co-opted a Senior Fellow in 2007, Chair of Fellows in 2009 and Fellow Emeritus in 2014. He has held office as Vice-Provost for the Quatercentenary (1991-92), Registrar (1997-99) and Vice-Provost (1999-2001).

Outside the university, he achieved great professional renown and a strong public profile. He became a member of the European Molecular Biology Organisation in 1976 and of the Royal Irish Academy in 1984, and was made an honorary life member of the Royal Dublin Society in 2009. He has advised the IDA on promoting biotechnology in Ireland and consulted with the United Nations Industrial Development Organisation on the introduction of biotechnology to developing countries.

While always seeking consensus and accord, he has not shirked from controversy. He has been outspoken about the advantages of using GM technology in food and plant production, and has castigated Europe on what he sees as its overly cautious, even luddite, approach to this. He makes a formidable opponent because he is transparently committed to the public good and to emphasizing reason, logic and science over superstition and supposition.

As well as being among Ireland's best known Geneticists, he is also one of Ireland's best known Humanists and was made honorary president of the Humanist Association of Ireland in 2009. Indeed he embodies humanist values of critical thinking, empiricism, tolerance, and civility and is an advertisement for them.

In keeping with his commitment to public service, he has been chairman of the Adelaide Hospital, president of the Zoological Society of Ireland, chairman of Fota Wildlife Park and chairman of the Irish Times Trust – and that's not a comprehensive overview of his 'extracurricular' activities. He is also President of the Hist and is a role model to our students.

Just this time last year he warned, in an Irish Times article, that the state risks betraying the principles of Science Foundation Ireland and jeopardising the future by prioritising applied research and short-term job creation.*

All of us in higher education in Ireland – indeed all citizens – are in his debt. For many decades, he has shown leadership when it is needed.

It's with the greatest pleasure that I welcome someone with such an impeccable record of scholarship and public service to the Pro-Chancellorship of the University of Dublin.

Professor McConnell is the 58th Pro-Chancellor to be appointed to this role since the foundation of the College in 1592.

*** FORMALITIES ***

Provost: In accordance with the 2010 Consolidated Statutes of Trinity College Dublin and of the University of Dublin, Professor David McConnell, having been nominated in accordance with Section 6(3)(b) of the Chapter on the Chancellor, was declared elected a Pro-Chancellor of the University of Dublin at the Board meeting of 27th January 2016. In accordance with Section 2(2)(4) of the said Chapter, I now invite Professor McConnell to make his statutory declaration:

Prof McConnell: Ego, David McConnell, promitto ac spondeo me fideliter exercituram munus mihi Procancellariae demandatum iuxta Statuta et, quantum in me est, Universitati consulturam eiusque salute fortiter defensuram.

[Provost robes Professor McConnell]

Provost: Professor McConnell is now admitted to the Office of Pro-Chancellor of the University of Dublin. I invite him to address you.

* * *

* www.irishtimes.com/opinion/science-is-in-crisis-and-scientists-have-lost-confidence-in-government-policy-1.2161764



Pro-Chancellor Professor David McConnell

7 April 2016

Business Student of the Year Award

House of Lords, Bank of Ireland

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-second year. The Trinity Business School, 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 quality – as well, of course, as 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,

- Co-founded an undergraduate chamber of commerce to give student societies a platform to engage with the Business School;
- Developed mobile apps;
- Represented the university at national sports competitions;
- Led student societies and the Student Managed Fund;
- Been finalists on Dragon's Den,
- Interned with global corporations; and
- Volunteered and fund-raised
- And all this on top of demanding academic work.

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 now have confirmation that – as we suspected – our students are indeed pioneers and leaders in innovation and entrepreneurship.

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

This came on top of the news the previous year that our student incubator, LaunchBox, was assessed by the University Business Incubator Index as being a 'Top Challenger'. It was placed just outside the world's 'Top 25' from 800 student incubators assessed.

So we're getting wonderful international endorsement of our students' talent and potential, and of the initiatives we're putting in place.

Talent has to be nurtured in the right kind of environment. We have to continually incentivise, create opportunities, and encourage the right balance between academic work and co-curricular activities. A successful career is based on more than the ability to study and research, crucial as this is.

Student societies are an important spur to creativity and entrepreneurship. So is LaunchBox. So is the Innovation Academy. And so is this award, which has the distinction of being ahead of the curve.

Two decades ago – before anyone was speaking of innovation ecosystems or knowledge economies or spin-outs – 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 and I hope it's also been of benefit to you to have this connection with the next generation. The success of this award over the years speaks for itself.

We also celebrate the success and expansion of the Trinity Business School, which we look forward to housing it in a new, purpose-built development on Pearse Street, and co-located with an Innovation and Entrepreneurship Hub. The new building heralds our ambition for Trinity – it will be a world leader in Ireland and Europe.

* * *

Because this Award is of such long-standing, we can trace the evolution of student activities and priorities over the years. Today's nominees are involved in activities – like inventing apps – which were unheard of for students even five years ago.

And what has struck me, looking at the candidates this year, is the extent of involvement in social innovation. Charities and fund-raising have always been a part of campus life but these students feel a particular responsibility

and their approach is extraordinarily creative and innovative. For instance:

- one of the applicants is developing an app which seeks to fast-track visa applications and humanitarian aid for refugees entering the EU;
- another helped to unite the technology community to raise funds for Temple Street Hospital;
- another has established a company looking to implement environmentalism into junior and senior school curricula.

The new Dean of the Trinity Business School, Andrew Burke, has spoken about the importance of educating in ethics so as to cultivate socially responsible business leaders. He has pointed out the advantages of Trinity's multidisciplinary – he can invite scientists to give an understanding of environmental damage, philosophers to talk about ethics, sociologists to talk about social impact.

There is no doubting our students' receptiveness to this kind of education. Already they think in terms of community and responsibility.

Arguably the most important duty of the 21st century university is to help humans develop a better relationship to the planet, to resources, and to each other. This is encouraged by the kind of interdisciplinarity and joined-up thinking which Professor Burke is advocating.

Our next institute – to be built shortly after the new Business School – is a new Engineering, Environment and Energy Institute. E3, as we're calling it, will be a major engagement between Engineering, Natural Sciences, Computer Science and Business, as well as nanotechnology and biomedical sciences.

E3 will set radical agendas where technology and nature meet, ensuring that Ireland is at the vanguard internationally in meeting emerging opportunities in energy and engineering design, while sustaining natural capital.

Our business students will engage strongly with E3. This is a really exciting development for the whole college. It's coming about through alumni and corporate support.

Trinity cannot operate in the way it does without our partners. This Award, E3, LaunchBox and so many of our initiatives depend on a community and societal approach. I thank you all and I look forward to us continuing to work together for the good of everyone.

Thank you.

* * *



(L to R): Tom McAleese, President of the Trinity Business Alumni, Provost Patrick Prendergast; The Business Student of the Year; & Mr Richie Boucher, CEO of Bank of Ireland

11 April 2016

Scholars' Dinner

Dining Hall

Fellows, Scholars of the Decades and New Scholars, Distinguished Guests,

Welcome to the Scholars' Dinner and Trinity Week. We started today with the traditional announcement of the new Fellows and Scholars from the steps of the Public Theatre, and we'll end the week with the Trinity Ball.

This evening we formally welcome the new scholars, all fifty of you. You join the distinguished community of scholars and past scholars, several of whom, I'm delighted to say, are here tonight, including Eric William Earle who became a scholar in 1946, seventy years ago.

Later we will hear from a 1956 scholar, Professor David Spearman.

Tonight we also recognise fourteen new Fellows and ten new professorial Fellows. Fellowship is a singular distinction that can only be achieved for serious scholarly research of international standing.

I'd like to extend a particular welcome to our guests from our sister Colleges. From St John's College, Cambridge, we welcome Dr David Fox and Dr Emily Gowers.

From Oriel College, Oxford we welcome Dr Michael Spivey and Dr Teresa Bejan. And today we further strengthen our bond with Oxford University by awarding Honorary Fellowship to its vice-chancellor, and our graduate, Professor Louise Richardson.

We also honour another of our graduates, William Campbell, Zoology 1952. Bill won the Nobel Prize for medicine in 2015 for his part in eradicating river blindness.

Neither Louise nor Bill can be with us tonight, but we're immensely proud of their achievements and delighted to award them honorary fellowship.

* * *

This is, of course, a significant year. When we look back on 2016 what we'll remember is commemoration of the 1916 Rising. Trinity has been strongly involved. Our campus was a key location during 1916 – it was used as a hospital and a barracks. For me, and I hope for many of you, the commemorative events in the college, and outside, have provided a wonderful opportunity to look back, evaluate what happened, and confront our often conflicted feelings.

The Easter Rising is one of those events so pivotal that it's destined to be evaluated anew by each generation of historians. Today we heard a wonderful Trinity Monday discourse on Patrick Pearse from Dr Anne Dolan. Pearse attended lectures here for three terms, but it was his put-down by Provost Mahaffy as 'that man Pearse' that has ensured his connection with Trinity College in the intervening century.

* * *

In Trinity Week we celebrate the achievements of staff and students, and the Scholars' dinner is my opportunity to tell you about some of the global challenges we face, the initiatives we're bringing forward, and the impact we're making.

Previously at this Scholars' dinner, I've talked about:

- Innovation, and providing the space and freedom needed for true discovery;
- Admissions, and the importance of further opening up the Trinity education to those who can benefit from it, and contribute to it;
- Identity, and striking the balance between our traditions and our reputation as a world-ranking 21st century university; and
- Global relations, drawing staff and students from all round the world to our international campus.

Tonight I'd like to focus my talk on what I see as an essential, fundamental role for universities.

In Trinity's Strategic Plan, launched in 2014, we included the objective of addressing a Global Research Question.

What do I mean by a Global Research Question? It's a research area that has emerged across the globe, at scale, and cannot be solved within a single discipline or by a single university. So: climate change obviously, also energy provision, migration, inequality, conflict resolution – beside these, other issues pale into insignificance.

We put the GRQ objective into our Strategic Plan to get the ball rolling. We know that universities have the research and networks to make a serious contribution. But unfortunately the way that universities are structured and funded doesn't facilitate addressing global issues at scale. Universities, even new ones, follow a disciplinary approach which was developed centuries ago. This approach has proven its worth, but perhaps needs re-thinking to meet new realities.

The difficulties universities face are perhaps a microcosm of the difficulties faced by societies and governments in addressing emerging global challenges. I don't underestimate the difficulties but I think universities can, and should, be pioneers.

Other universities are saying similar things. As ever, the students are ahead of us. Here in Trinity, for instance, we've a growing divestment movement spearheaded by students. In October the Students Union passed a motion, proposed by the Environmental Society, to campaign for Trinity to end its investments in fossil fuels.

In February, students convened Divestment Week.* Staff were strongly involved and showcased their research on climate change.

Divestment is one example of students campaigning at a global level. They are also addressing migration, inequality and ecology, using both traditional and novel methods.

Last week, at the annual Business Student of the Year award, which showcases our students' entrepreneurship, I was struck by the commitment to social innovation.

One of the winners is developing an app which seeks to fast-track visa applications and humanitarian aid for refugees entering the EU; another has established a company to implement environmentalism into the junior and senior school curricula.

What we're seeing is passion and commitment allied to research, innovation and social media. Our students are using their skills, networks and new technologies to make a difference.

The job of the college Board is to harness the energy of students and staff and agree a unified approach to addressing Global Research Questions.

How are we going about this?

We need to lead, I believe, with a ground-breaking interdisciplinary institute which will adopt a pioneering approach. We are currently planning our Engineering, Environment and Energy Institute, or E3. With E3 we're aiming for something radical – to alter the way we, as humans, interact with the planet. In 1828 the English engineer, Thomas Tredgold, gave a definition of engineering which quickly became standard: 'Engineering,' he wrote, 'is the art of directing the great sources of power in nature, for the use, and convenience, of man'.

* <http://trinitynews.ie/tcdsu-and-fossil-free-tcd-kick-off-first-ever-divestment-week-with-fossil-free-forum/>

A century and a half later, when I was an undergraduate studying engineering here, this was still the way we defined our profession. But we were beginning to appreciate that nature is neither inexhaustible nor impervious to our behaviour.

Today we understand that we have to turn Tredgold's definition on its head. Can we direct our technologies to sustain, rather than deplete, our natural capital? Can we create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the good of life on earth? If human appetite for technology is a cause for distress to the biosphere, can it also be the salvation?

E3 will focus on building the skills and knowledge of engineers, natural scientists, computer scientists, ecologists, economists, the business community, nanotechnologists, and biochemists. We know that there's a desperate need for that knowledge – our very survival as a species on this planet depends on it. We know also that there's a demand for the education E3 will offer from students and employers: top tech companies and school-leavers are looking for courses which combine engineering with natural sciences. And finally, we know that we are well-placed, in Trinity, to deliver on the research for E3.

Starting already two decades ago, we began introducing design and environmental awareness into our engineering curriculum. We have concrete achievements and policies to build on.

* * *

In this country, we've spent the last few months reflecting on the words of the 1916 Proclamation. What strikes me is the focus on nationhood – the rights of nations, cherishing the children of the nation. This became a rallying cry over the century, taken up from Africa to Asia.

A hundred years on, I believe the leaders of the Rising would understand that the game has changed. It's no longer enough to emphasise national rights, important as these are. We have to think globally. To quote Auden: 'We must love one another or die'.

It won't be easy for universities to change our structures, policies and ways of funding and partnering. But it's necessary. What gives me hope is the energy coming from students, staff, alumni – from the whole Trinity community.

* * *

As we welcome our new scholars, let's keep this focus. All of you have performed excellently in difficult exams. You've proved your intelligence and discipline. I hope that in the future, in whatever spheres you move in, you

will contribute to finding solutions to global challenges.

And in the sixth year of every decade, you will, I hope, return to college for this Scholars' Dinner. I hope some of you – all of you! – will be attending this Dinner in seventy years' time. It will be 2086. You might think back, then, to this moment. If so, I hope that you can look back on a century where universities helped lead the way to a more sustainable, healthy, humane and altruistic society.

Thank you.

* * *

Let me now propose the toast.

All new Fellows and new Scholars should remain seated. Everyone else please rise.

'To the New Fellows and Scholars'

* * *

I now call on Professor David Spearman, scholar of 1956, to reply on behalf of the scholars.

13 April 2016

Conference on Migration, Conflict and Identity

VISUAL, Carlow

Good evening, and thank you,

It's a privilege to be launching this conference, which brings together international speakers from round the world – from the US, Spain, Germany, the UK, Finland, and Ireland – and joins academic research to artists' exhibitions and performances.

Over these three days, we are looking at themes of migration, conflict and identity from different perspectives. Today, for instance, we heard about the Irish in the Caribbean and South America, and saw an exhibition on the Jewish past in Poland. Tomorrow we'll hear comparisons between Irish and Nigerian Diasporic Histories, and learn about migrants at the borders of Europe today. On Friday we'll hear about Hungarian experiences in 20th century Ireland, and look at identity and post-colonialism in writers John McGahern, Rachid Mimouni and Eavan Boland; we'll finish with artists' talks.

I give you this brief run-through to highlight the impressive scope and diversity of this conference. It's inter-institutional, a cooperation between Carlow College, Visual, and my university, Trinity College Dublin; it is interdisciplinary bringing together different Schools and disciplines; and it's mixed media, involving art, music, film and lectures. This diversity is reflected in the profile of the audience.

The conference is not prescriptive. By inviting so many different representatives from diverse spheres to speak, perform, and exhibit, the conference signals – through its very design – the importance of taking a broad, flexible, inclusive approach to the issues under debate. When we talk about migrants, we aren't talking about other people; we're talking about ourselves or our near forebears.

So first off, I'd like to congratulate the organisers for the depth and range of this conference and for assembling a spectacular group of speakers and artists from round the world. The conference committee joins representatives from Trinity, Carlow College, and VISUAL. From Trinity: Dr Richard McMahon and Dr David Ralph; from VISUAL Ann Mulrooney; and from Carlow College Dr Eoghan Smith and Dr Simon Workman.

I note that Richard and David teach in Carlow College as well as in Trinity. This is emblematic of the cooperation between our two institutions which Fr O Maoldhomhnaigh has adverted to, and which I welcome.

I thank Fr Ó Maoldhomhnaigh for hosting here in this magnificent campus.

* * *

In Trinity we've been very active in this centenary year. Our commemorative events have included a film inspired by Roger Casement, translations of the Proclamation into seventeen languages, and a blog hosted by our Library.

This Conference is part of our Decade of Commemoration programme, and it's a key event. The 1916 Rising concerned conflict and identity in a very obvious way – indeed the Proclamation is a text about national identity and self-determination. The Rising also involved migration issues, insofar as many of the leaders lived outside Ireland for considerable periods, and support from the diaspora, particularly in the US, was essential to the independence movement in Ireland.

We can say that migration enabled Irish independence – but I will leave further discussion of this to the historians present.

If I call this conference a key commemorative event, it's because it brings to bear, very vividly and pertinently, the past on the present.

Some of the papers – including indeed Professor Lee's keynote address this evening – directly concern the Rising and its aftermath. Other papers and events look at different past periods or at contemporary realities. Whatever their focus, none of the speakers or artists have to work too hard to make us see the connection between our contemporary concerns and those of the past.

The great advantage of a national commemoration is that it brings attention to questions which we might not otherwise ask. There has been an on-going national debate all year on issues like:

- the justification for violent uprising;
- the role of women;
- whether we as a country fall short of the ideals of the Proclamation;
- the connection between our colonial experience and that of other countries'.

I know that some people think we're approaching 'peak Rising' – and some feel we've already passed it! Truly it's been an immersive experience. But I believe we'll be glad we've had it. Because these are important questions to be asking ourselves, and particularly in this period of global instability.

As Fr Ó Maoldhomhnaigh has said, the migration crisis, together with conflict issues, ensure that the themes of this conference are 'live, immediate, and demanding of our attention'.

This conference draws on the energy of the centenary to bring focus on issues that we need to talk about. It brings together over forty international thinkers and artists to rigorously and imaginatively explore the ways in which we are shaped by migration, conflict, and identity.

The blend of the 18th century splendour of Carlow College with the contemporary splendour of VISUAL is perfectly suited to express the historical and contemporary focus of this conference, and its interdisciplinarity.

Indeed the word 'interdisciplinarity' doesn't get across the way this conference brings art right into the heart of the academic, scholarly debate. We need another word.

In Trinity – as evidently in Carlow College – we are putting increasing focus on Creative Arts Practice. It was natural for us, in our 1916 programme, to mix artistic events with lectures, talks, and debates.

Artists and academics – we have the same aim: to reveal the truth. We go about it in different ways. But we both seek an audience, and we both hope that what we reveal will help people to understand more, and to live better.

I look forward to this as the century when creative arts practice can become intrinsic to the university – and not only in the humanities but in science.

I congratulate again all involved in organising, and wish everyone a stimulating and inventive few days.

Thank you.

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(L to R): Provost Patrick Prendergast, Ann Mulrooney, CEO of VISUAL, and Fr Conn Ó Maoldhomhnaigh, President of Carlow College

20 April 2016

Founders and Benefactors Dinner LMH

Lady Margaret Hall, Oxford

Good evening,

It's a pleasure to be here, and a privilege to be addressing you briefly on this most vital issue for universities: Access and Admissions.

Just over a year ago I was at conference in Vermont organised by the American NGO, 'College for Every Student' which has set an aim for one million low-income students to attain college degrees by 2025.

At the conference, a lot of attention was paid to my university, Trinity College Dublin: as the first non-US partner of the programme and as one of the highest-ranking universities participating, and certainly the oldest.

The idea that a university which has its pick of Ireland's school-leavers, would go out of its way to encourage low-income students appeared to be a novel one. I found myself having to explain why we put so much emphasis on widening access.

I said that ideas of social justice were only a part of it. An equal motivation is the need to meet our mission for promoting change in Irish society by educating a diverse student body in a dynamic campus environment. If we're only bringing in students from certain regions and certain schools then, no matter how good they are, there will be conformity in the university campus. And conformity doesn't lead to questioning; it doesn't lead to the disruptive spirit which nurtures great ideas. Conformity is the death of innovation.

I said that our desire to broaden access was 'self-interested' – instead it's not only about individual students, it's about benefiting the whole college community.

I was surprised that Trinity College Dublin's commitment to broadening access was seen as somehow radical or unexpected. I don't see it like that. Trinity has a long history of supporting low-income students. They used to be called 'sizars', as they also were in Cambridge.

Trinity's most famous sizar was the 18th century playwright and poet, Oliver Goldsmith. Cambridge's was Isaac Newton. Apparently in 17th century Cambridge, a third of 'gentlemen' gained their degrees; two thirds of 'sons of professionals' did, but 80 percent of 'sizars' did*.

* Westfall, Richard S. (1980). *Never at Rest*. Cambridge University Press.

None of this will surprise you. It's hardly a newsflash that talented, motivated students from disadvantaged backgrounds frequently work harder and prove more original than those from backgrounds where higher education is the expectation or the norm.

And it's self-evident that a campus benefits from a diversity of backgrounds. Students learn from exposure to different cultures and experiences.

Sizarships were of their time: in return for free education, sizars had to perform duties like waiting in Hall. Of course we would never impose that on students now.

At the same time, an education, even in those circumstances, has to be better than no education at all, which is the situation confronting far too many low-income school-leavers in the world today. And at what a cost! – to individuals, to universities, and to societies.

No society can afford to waste potential. And to do so is dangerous because it breeds aggression and resentment.

Broadening access to third level is a human rights issue. It's also an economic issue, and a creative, intellectual and societal issue.

But addressing inequality isn't simple and it's not just about providing financial support.

Twenty-two years ago in Ireland, the then government abolished university fees. One of the stated reasons was to bring more low-income students to college.

But abolishing fees didn't have the intended result. Grants were already in place to assist low-income students, so abolition made no difference to them. It wasn't money deterring these students from college, it was culture and mind-set.

A few years after the abolition of fees, Trinity College Dublin launched an initiative which did make a difference. Seventeen years ago, this very week, the Trinity Access Programme Foundation Year was launched.

This initiative focused on retention. Trinity's researchers had established that students from disadvantaged regions were disproportionately more likely to drop out of college because the environment was unfamiliar, and supports weren't in place. The idea of the Foundation Year is to give school-leavers a preparatory year in college before joining the degree programme.

It has been a huge success. From a situation where we had fewer than 50 low-income students in the university in the early 2000s, we now have almost a thousand across all our course areas.

The benefit to individual students and their families and communities is huge; the benefit to Trinity is seismic.

Our campus is no longer the preserve of the middle class, and students entering through the Access Programme are notably committed, disciplined and dedicated. The current President of the Students' Union, Lynn Ruane, is one such. She's a Philosophy, Politics, Economics and Sociology student, and a single mother, from a high unemployment region of the city, who left school at fifteen.

Lynn is something of a media darling, and not only because of her background. Her crusading zeal inspires. Last month she organised an Activist Festival on campus inviting a range of social partners to work with students on issues like housing, migration, minority rights, and climate change.

She's a student in the mould of, say, Mary Robinson, who, while still an undergraduate, was challenging the way that conservative Catholic Ireland viewed women. Society needs students to be like this because the young drive radical change and improvement. But to get such a student in the 21st century, we had to do something different. The old pattern of admissions based on state examinations wasn't delivering such students, or not in sufficient numbers.

To preserve the Trinity Education and our long tradition of nurturing independence of mind, we had to renew and rethink our approach.

Universities are constantly renewing their curricula to take into account new advances and requirements. In Trinity we've realised that it's not enough to be proactive once students enter college; you have to be proactive about getting them there. You have to ensure that you're attracting the kind of students who will benefit the most from the education you offer, and will give the most back.

To do this, you have to look beyond the prestigious schools which train pupils to deliver in an expected way.

The success of our Access Programme has helped to make Trinity College Dublin a leader, nationally and internationally, on access and admissions. We have key partners in the United States, and we're now looking forward to partnering with Lady Margaret Hall.

This is tremendously exciting. LMH has a history of inclusivity. Its very foundation in 1870 challenged the orthodoxy that women in higher

education would represent, as one of my predecessors as Provost called it 'a danger to men'.

In the early years, LMH and other women's Oxbridge colleges were in an invidious position: they were allowed educate women but not award them degrees. Remarkably – and it augurs well for our collaboration – Trinity Dublin helped get around this. Between 1904 and 1907, seven hundred women undergraduates from Oxford and Cambridge were awarded their degrees by the University of Dublin. They were known as the 'Steamboat ladies'.

So today's partnership between LMH and Trinity is built on very strong 'foundations'. I like to think that the Steamboat Ladies are blessing our partnership. They would grasp immediately the vital importance of not wasting potential.

LMH, with a bit of help from Trinity, pioneered the right of women to a third level education. In the 21st century, let's achieve this for disadvantaged school-leavers.

Together we could have huge impact – practically and symbolically – on how leading universities address this vital issue.

If universities round the world succeed in leveraging the potential of a whole new class of students, then this is cause for tremendous hope.

Full steam ahead – as our predecessors probably did say!

Thank you.

* * *

22 April 2016

Launch of the Trinity Centre for Digital Humanities

Trinity Long Room Hub

Thank you, Jane, and good afternoon everyone,

On behalf of the university, it's my pleasure to welcome you all to Trinity College Dublin, and to the Long Room Hub for the launch of the Trinity Centre for Digital Humanities.

In the past decade, Digital Humanities has emerged as a key research theme for Trinity. We are known, nationally and globally, for our strength in this. The launch of the Centre is about giving recognition to the numerous multidisciplinary Digital Humanities projects and researchers centred here in Trinity.

Digital Humanities is one of the Long Room Hub's five interdisciplinary themes, and the director of the Hub, Professor Jane Ohlmeyer, is herself a pioneer in the field. She led one of earliest and most important digital humanities projects in Trinity: the 1641 Depositions.

A word on this project because it showcases what Digital Humanities can achieve: for centuries the Trinity's Library held the 8,000 witness testimonies concerning experiences of the 1641 rebellion in Ireland. They are a unique source of information on the events surrounding that rebellion, and also of the social, economic, and political history of seventeenth-century Ireland, England and Scotland.

But until a decade ago the 1641 Depositions were an underused resource. The sheer volume of material; the difficulty in elucidating handwriting and spelling; the fact that it could only be accessed by coming in person to the Library – all this conspired to lock researchers out of these testimonies. It has taken Digital Humanities to unlock this valuable resource, which is now online and freely consulted by all.

The 1641 Depositions heralded a number of key Digital Humanities projects with an historical focus, drawing on the unique collections held in our Library: projects like the Down Survey of Ireland, the Medieval Chancery Letters, Great Famine Voices, and the 1916 Collections.

These last two projects have been showcased here today, as have projects on art and illustration. The scope of Digital Humanities is broad and multidisciplinary.

Digital Humanities in Trinity has a substantial impact on our research capacity: it accounts for 34 percent of all research income in the six

humanities research units over the last five years. And this impact is not isolated to the Humanities – in the same period Digital Humanities has accounted for 12 percent of the income of the School of Computer Science and Statistics.

The funded projects have involved engagement with industry partners of various sizes, from large-scale engagements with IBM and Google to more discreet activities with local Irish start-ups.

Because of our recognised expertise in this area, Trinity has had substantial impact on large-scale European Digital Humanities initiatives. Trinity was involved in the umbrella, pan-European project, DARIAH – Digital Research Infrastructure for the Arts and Humanities – from the start. This has led to measureable impact with projects such as CENDARI, eCLOUD, PARTHENOS, and NeDiMAH, which are all directly DARIAH linked.

Seamus Lawless, Ussher Assistant Professor in Digital Humanities, has well described Digital Humanities as 'the development of a common vocabulary between the humanities and computer scientists'. This gets across the reciprocity of Digital Humanities and the sense of innovation.

When arts and humanities researchers and librarians and archivists work with computer scientists then something new is generated. It doesn't happen if each remains in their silo – they all have come together as co-researchers and co-creators of the project. Trinity's success in doing this has cemented our international reputation in Digital Humanities.

I would like to thank and congratulate all involved in the success of Digital Humanities in Trinity. That is very many people. I single out in particular the two co-directors of the new Centre: Dr Jennifer Edmond from the Trinity Long Room Hub and Professor Owen Conlan from the School of Computer Science and Statistics and the ADAPT Centre.

It's now my pleasure to invite to address you, a graduate of whom we're particularly proud. Sir William Sargent co-founded Framestore in 1986 after studying Business and Law here in Trinity College. He has been part of Framestore's successful rise from an award-winning commercials house to a world-renowned film VFX company based in London, New York, LA and Montreal.

During that time the company has worked on all eight of the Harry Potter films, as well as Alfonso Cuarón's Gravity, James Gunn's Guardians of the Galaxy and Paul King's Paddington, to name just a few.

* Quote taken from Research Showcase, 'A Celebration of Arts and Humanities Research' LRH 27 October 2015

William has also partnered and executive produced *The Tale of Despereaux*, *Harry Brown*, *Me and Orson Welles* and *UTZ*, as well as *Spitting Image* and *The Florentine Intermedi*.

Equally at home in Hollywood and government, he was Permanent Secretary, Regulatory Reform, at the Cabinet Office; Board Director of HM Treasury, and a fellow of the Royal Society for the Arts. He was knighted by the Queen in 2008.

We're delighted and honoured that William has taken the time to come here today to launch this Centre.

Ladies and Gentlemen, Sir William Sargent.

* * *



Provost Patrick Prendergast speaking at the launch of the
Centre for Digital Humanities

30 April 2016

Trinity Alumni and Friends Reception at Tivoli São Paulo

São Paulo, Brazil

Ambassador, Consul General, Alumni and Friends, good evening, and thank you all for being here.

This is my first visit to Brazil in my official capacity as Provost of Trinity College Dublin, and I think the first ever visit of a Trinity Provost to this country. I'm here for over a week and the programme is dynamic and exciting. I'm taking the opportunity to visit universities which Trinity is connected to – the University of São Paulo, UNICAMP, UFMG, and institutions in Rio and Brasilia. We are also meeting funding agencies and government bodies.

São Paulo is a special place when it comes to links with Trinity in education and research. We have a number of significant collaborators with us here this evening, many from the University of Sao Paulo, who are working with us on projects in mechanical engineering, English language teaching and an EU-funded project on national identity.

São Paulo is also home to the Brazilian Association for Irish Studies, which, through the generous contribution of the Haddad family, funds a Masters student to study for a year at Trinity. We greatly value this support for developing key relationships.

And São Paulo is also home to Trinity graduates, following the Science without Borders initiative. Some are here this evening and I'm delighted to have this chance to catch up with you. On my travels as Provost, there's nothing I enjoy more than meeting graduates of our university.

I'm a graduate myself – and an engineer, like many of you here. In Trinity we count on alumni for 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.

There are over 100,000 Trinity alumni scattered across the globe in over 130 countries. I like to think that wherever you found yourselves, that you could make contact with the local Trinity alumni branch and receive valuable support and useful information. New Trinity branches are set up all the time – most recently in Southern California, Colombia, France, and Sweden.

There's no formal branch in São Paulo yet. But we hope one day to have one here. We're very proud of the educational achievements of our São

Paulo alumni and of how close you still are to your friends and Professors in Trinity. It's important for us to maintain a strong connection with you.

There are many ways to keep in touch – through the alumni office, which can be contacted through our website. And via the monthly e-zine and the alumni magazine, Trinity Today. We are broadening our social networking platforms all the time – you can connect via Facebook, LinkedIn, Twitter and Instagram. You can also follow me at @pjprendergast! And of course, whenever you are back in Dublin, we are delighted to welcome you to campus.

Let me now update you briefly on the College's direction, and on some of our recent initiatives.

First, to anticipate a probable question: no, Ireland doesn't have a government yet. But, as I understand, it will be announced imminently. And not before time! It's been two months since the election.

In Brazil, you're facing your own political crisis, and I guess you share my concerns about political uncertainty. It's hard to get things done without a stable government. In Ireland, we urgently need to take crucial decisions on financing universities. If this decision keeps getting pushed back, then third level education will suffer. Only top-tier graduates and excellent research can keep the country competitive and dynamic.

By acting as research and education hub in the centre of Dublin city, Trinity helps support research, innovation, entrepreneurship, and creativity across the Irish economy, and beyond.

As an example: two months ago we officially welcomed to Trinity the US campus-based entrepreneurship programme, Blackstone LaunchPad, which supports and mentors students, staff and alumni in all disciplines. Launched almost a decade ago in the US, it's now accessed by over 500,000 students worldwide.

Blackstone chose three Irish universities for the first expansion outside the USA, which involves a grant, a physical presence on each campus, and access to the Blackstone LaunchPad Global Network Technology Platform. It's tremendously exciting, and of potential interest to many of you since alumni are included in the programme.

Blackstone LaunchPad will build on Trinity's growing reputation for entrepreneurship education.

Last October we received the tremendous news that Trinity has produced more entrepreneurs than any other university in Europe over the last five years. The evaluation by private equity and venture capital-focused research firm, PitchBook, is based on the number of undergraduate alumni

who go on to create companies that secure first-round venture capital funding.

This was confirmation that our many initiatives to encourage innovation in staff and students are having strong results. In the next few years the new Trinity Business School will open on campus. It will be co-located with an Innovation and Entrepreneurship Hub, and will be a really impressive building with a rooftop conference room, public space for students to meet and exchange ideas, and space for prototyping and for company incubation projects. Already a fifth of all spin-out companies in Ireland stem from Trinity College Dublin, and this number is set to increase.

* * *

Another initiative which I think will be of particular interest to many here is our planned new Engineering, Energy and Environment Institute, which we're calling E3. This will be a major engagement between Engineering and Natural Sciences, and will draw in Computer Science and Business, as well as our nanotechnology and biomedical sciences institutes.

With E3 we're trying something genuinely radical – to alter the way we, as humans, interact with the planet. For centuries humankind has exploited nature, but that's no longer sustainable. We now have the challenge of creating technologies to sustain, rather than deplete, our natural capital.

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, educating graduates to drive emerging industries.

We look forward to collaborating with engineers, ecologists and natural scientists round the world. The environmental challenges brought by population growth will only be met if all nations and researchers pull together. This must be a truly global initiative.

* * *

On Tuesday I'll be in Rio, giving a talk in CEBRI – the Centre for International Relations – on E3 and on education as a transformative tool. Brazil, with its size, its natural resources, its biodiversity, and its huge economy is, of course, a major player when it comes to finding solutions to climate change and sustainability. I look forward so much to developing collaborations in this area, through the E3 project.

I've only touched on a few Trinity initiatives – there is so much going on, and I could talk about them all day! But I won't keep you any longer because I know you have much to talk about between yourselves. And I'm looking forward to meeting more of you, personally, this evening.

Thank you for your attention, and I thank most warmly the Irish Ambassador to Brazil, Brian Glynn for honouring us with his presence, and the Irish Consul General in São Paulo, Sharon Lennon for helping to organise this evening's event, and giving me this opportunity to meet Trinity graduates, friends and collaborators.

Thank you.

* * *



Top: Provost Patrick Prendergast with alumni and friends in São Paulo, Brazil, with the Irish Ambassador to Brazil H.E. Brian Glynn.

Bottom: Ms Sinead Ryan, Director of Internationalization speaking.

[Photos courtesy of Mr Simon Williams]

3 May 2016

'Education as a Transformative Tool for Societies and Economies'

CEBRI – Centro de Relações Internacionais, Rio de Janeiro

Good afternoon,

It's a privilege to have the opportunity to address this distinguished gathering, in this renowned Centre. And I'm honoured that we're joined by the Consul General of Ireland in São Paulo, Ms Sharon Lennon.

This is my first visit to Brazil in my official capacity as President & Provost of Trinity College Dublin. It's the first time the head of an Irish university has led a delegation to Brazil and I thank my colleagues from linguistics, engineering, pharmacy and physics for making the time for such a comprehensive trip.

It's been a wonderful visit so far, giving us the opportunity to further develop the research and education collaborations which are so important for our universities – and our countries.

I thank the Centro de Relações Internacionais for this invitation which enables me to discuss with you the centrality of education as a transformative tool for societies and economies.

I'd like to start off with a story. Three years ago, I attended a conference in Seoul, Korea. The opening paper was given by Michael Drake, then Chancellor of the University of California Irvine. He spoke about how, in the Middle Ages, cities grew up around cathedrals – the power was with the church; and in the 19th century, cities grew up around factories – the power was with industry and mass production; and now in the 21st century, cities are growing up around universities – the power is with knowledge and the means to create it.

He finished with this claim: 'in the 21st century the great engine for growth in our societies is going to be universities.'^{*}

It was a succinct juxtaposition of power through the ages. What matters today is ideas, discovery, connectivity. Technology gets faster and better at an astonishing rate, and whatever is in production quickly becomes obsolete. This is true of communications, medical devices, household appliances, energy sources, transport. We are facing into a brave new world where the only thing we know is that change is inevitable: in a few decades

^{*} 2013 International Presidential Forum on Global Research Universities (Kaist Press), p. 23

from now we won't be travelling around, heating our houses, or communicating with each other in the same ways as today.

Universities are driving this revolution. Universities partner with industry to pioneer the ground-breaking research which leads to new products and services; and universities educate the entrepreneurs and innovators who kick-start new companies, as well as the engineers, scientists, medics, managers, and thinkers whom those companies seek to recruit.

Sometimes it's presented as if new technologies are down to industry only. But recent research has established the centrality of publicly-funded university research in today's ground-breaking innovations. For instance the research that produced Google's search algorithm was financed by a grant from the National Science Foundation; and academic scientists in publicly funded university labs developed the touch-screen and the HTML language that Steve Jobs used to such effect in the iPhone.

But I don't want to take up time making the case for universities as a tool for economic growth, because the opportunity now open to universities goes beyond this. We have the potential to contribute in a truly radical way – not only to drive economic growth in our regions, but to shape global societies, and to re-think the way we live together on this planet.

The key word in the title of this talk is 'transformative'. Now is the time for ambition and aspiration.

* * *

Before I get onto how I think universities can make a major contribution, let's just acknowledge that while this is a time of opportunity for universities, it's also a time of challenge. Of course, the two go together. In just two decades, the academic landscape in many countries has changed completely, and it's hard enough just trying to keep pace with this, let alone trying to stay ahead and set agendas.

How has the academic landscape changed? Well, the old model of universities as ivory towers, with academics engaged on private research alone, has gone – never to return.

Higher education has now emerged as a globally traded and borderless activity. In my university 40% of the faculty are from outside Ireland, and student mobility is becoming the norm – a quarter of our students are international.

Distinctions based on institute and discipline have broken down. And today the most exciting research often happens at the interface between disciplines. Increasingly, disciplines are breaking free of their silos, and we need new compound terms – like 'bioengineering' – to convey the

interdisciplinarity which is key to innovation.

Increasingly professors and students are attuned to considering the societal importance of their work, including the commercial potential of their research and to seeking out funding and industry partners. The 'route to market' for a discovery or invention gets faster all the time.

Staff, students, and research projects are no longer identified with one single academic or one single institution. Collaborations can take the form of large umbrella projects involving multiple institutions often with a global dimension.

And technology is having a systemic influence. Most apparent is online education because it's changing the way that professors deliver courses and students respond to them.

All of these developments are part and parcel of the information, technology and communications revolution. And they enable universities to be potentially transformative.

But it's a challenge to make the most of the opportunities available. In Trinity College Dublin, we are constantly asking ourselves questions like:

- Do we need a specific digital transformation strategy to make us embrace new technologies and learning methods?
- In the curriculum, are we providing innovation and entrepreneurship training for our students, and international exchange opportunities, at the scale students need?
- Have we positioned ourselves within our regions so that we're connecting with industry and feeding our research into high-potential start-ups?

If we're not doing all this, and more, then we're falling behind and we're losing the opportunity to be transformative.

* * *

My experience as a professor and now president of a research university tells me that for universities to stay ahead of the game, they have to be highly proactive.

Universities are engines of growth for societies but only if they want to be, and if they plan and position to be. It doesn't just happen.

In my university, Trinity College Dublin, we have, over the past decade, proactively prioritised the areas I've been talking about: innovation, entrepreneurship, interdisciplinarity, online education, global relations.

Trinity is a large multidisciplinary university, with 17,000 undergraduate and postgraduate students across all the major disciplines in the arts and humanities, and in business, law, engineering, science, and health sciences. We're a very long-established university. Trinity was founded by charter by England's Queen Elizabeth the First in 1592 – so next year we celebrate our 425th anniversary.

Over the centuries, we've built up a formidable reputation in research and we're currently ranked among the world's top 100 and Europe's top 25 universities.

There is great strength in tradition, heritage and reputation. But you cannot rely on it. I think of tradition as a platform to help us reach for a higher mission.

In Trinity we have articulated this mission as follows: to 'provide a liberal environment where independence of thought is highly valued and where all are encouraged to achieve their full potential' – and in pursuit of this we have three components of our mission, as shown in this slide from the Strategic Plan.

Trinity College Dublin's Mission Statement



Now I'd like to share with you all the initiatives we've put in place – because some of them are, I believe, very compelling and instructive – but I don't have time, and I don't want to focus this discussion on one particular university.

So I'll give just two examples, where planning and proactivity have had great effect:

First, campus company formation. In the twenty years leading up to 2008, Trinity created less than one campus company, or spin-out company, a

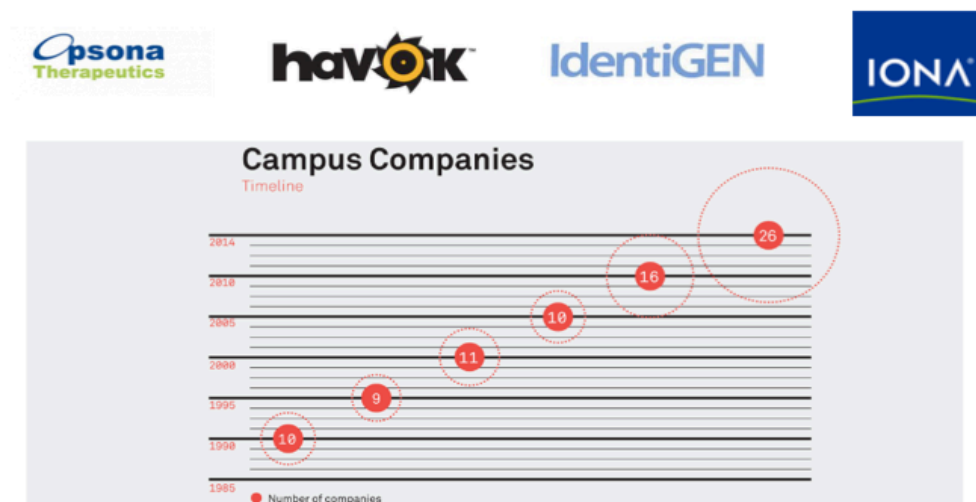
year.

In 2008, we realised we could do better and we revised procedures for the approval of campus companies with an 'Open Innovation' policy.

At the same we put in place initiatives to grow staff and student entrepreneurship, through, for instance, an Innovation Academy and an undergraduate business incubation scheme.

The result was dramatic: we leapt to creating seven campus companies a year in diverse fields including medical devices, genetics, ICT, digital humanities.

Top Campus Companies Created



Many of these companies have been markedly successful, like the games company Havok, whose technologies are used in major video games like Halo 4 and Call of Duty and in top-grossing films like The Matrix and Harry Potter series. A fifth of all spin-out companies in Ireland now come from Trinity.

And in October last we received the great news that Trinity has produced more entrepreneurs than any other university in Europe over the last five years. The evaluation by private equity and venture capital-focused research firm, PitchBook, is based on the number of undergraduate alumni who go on to create companies that secure first-round venture capital funding. Between 2010 and 2015 Trinity produced 114 entrepreneurs and 106 companies. By comparison, in second place Oxford University produced 72 entrepreneurs and 68 companies.

 #PitchBook
TOP 10 EU & ROW

— EUROPE UNDERGRAD —

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

DATA: PITCHBOOK

We would not have achieved this result had we not prioritised innovation and entrepreneurship. Proactivity has had a demonstrable effect.

My other example is in online education. As a university, Trinity has particular strengths in key fields, including history, immunology, nanotechnology, and ageing. In these areas, we're ranked in the world's top 50.

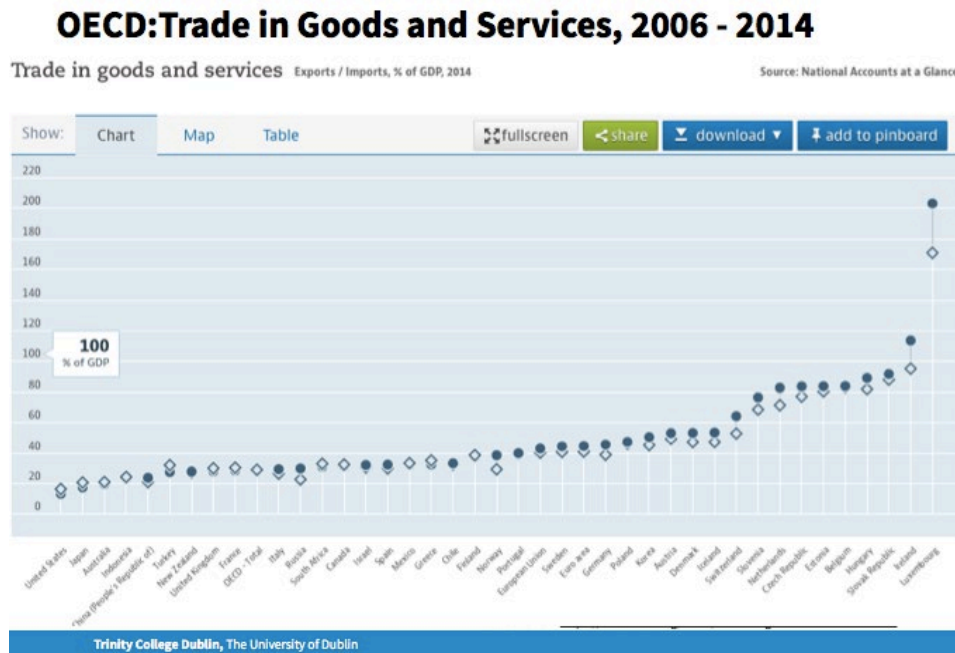
We decided to develop online education through launching MOOCs, or Massive Online Open Courses. We chose history and ageing, as areas where we have particular strengths and as subjects which appeal to learners round the world.

These two MOOCs have had huge success. The first-launched, the history MOOC, has attracted over 30,000 registered users from countries round the world. This has enabled us to reach out to learners who could not otherwise engage with Trinity, and it's increased our proficiency in this new method of delivering courses.

Those are just two examples of initiatives. I'm proud of what we've achieved in Trinity. Our success can be measured through the careers of our graduates, and through the impact we have had on the region we're situated in, the City of Dublin.

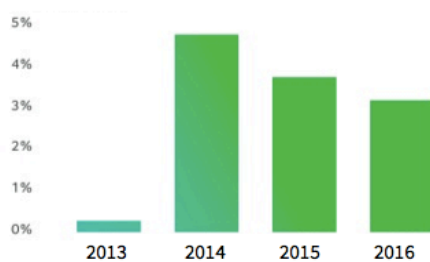
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Ireland is a small country with an open economy. Our success depends on a skilled, innovative workforce. Historically Ireland has invested in education and this has paid off.

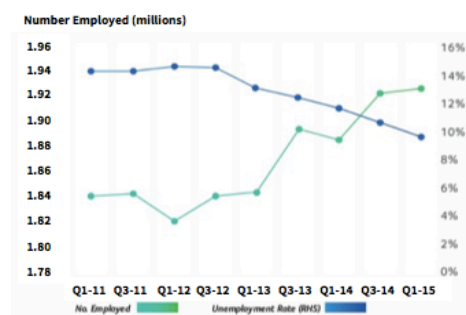


As you probably know, Ireland suffered badly after the global crash of 2008. Recession was painful, but recovery has been impressive: we currently enjoy the highest growth rate in the EU.

Real GDP Growth



Labour Market



The World Bank now lists Dublin as one of the top 10 places in the world to do business. Ireland is European headquarters to nine of the top ten global software companies, and nine of the top ten US technology companies.

Why do multinationals want to locate in Ireland? For tax incentives, certainly. And because, as the only native English-speaking country in the Eurozone, Ireland is gateway to Europe. But also, and more importantly,

because companies like Facebook, Pfizer, Merck and Twitter know they can recruit from a highly skilled workforce, and avail of a rich ecosystem of innovation and R&D.

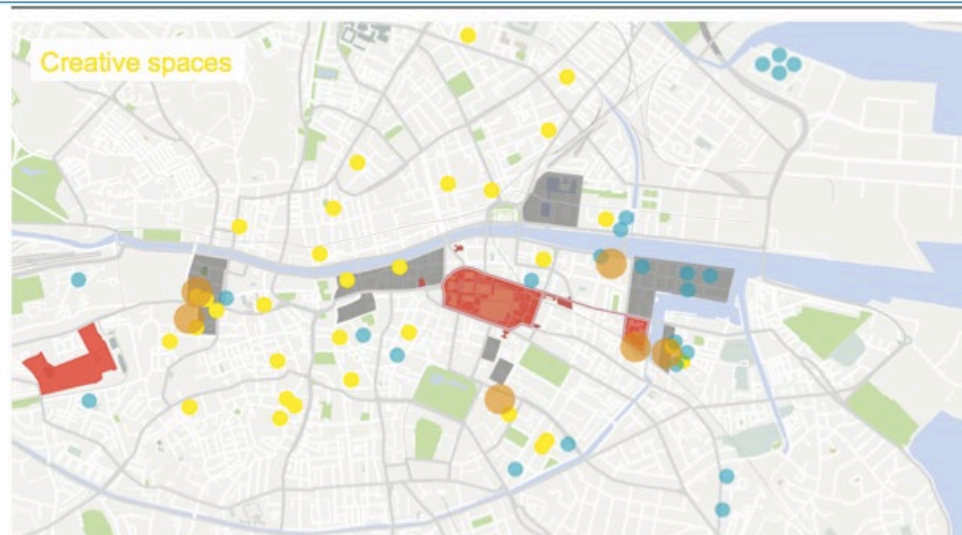
We're now seeing multinationals leveraging the potential of local Irish start-ups and spin-outs. As an example, Google, which has its European headquarters in Dublin, recently acquired a 3-D audio technology, called Thrive, which will change users' experience of virtual reality and gaming headsets. This technology was developed by Trinity College engineers who have now been recruited into Google.

To drive this further Trinity has partnered with Science Foundation Ireland to headquarter three interdisciplinary centres in advanced materials and bioengineering, telecommunications and future networks, and digital media and content.

Trinity is located right in the heart of Dublin city centre. We have stood in the same spot for 425 years. Historically, many of the national institutions have grown up around us, and in the past decade, tech companies have appeared: Google, Facebook, and Twitter have their European headquarters within ten minutes' walk from the university.

Let me show you: here, in red, is Trinity in the heart of Dublin city. Here are the headquarters of multinational companies clustered around us; here are the start-up clusters, and here are the creative industries.

Dublin's Creative Incubator



Trinity has research projects, collaborations, and internship programmes with many of these companies, and there is an active policy to develop these further, and to become even more integrated.

By any reckoning, Trinity is an important factor in Dublin's attractiveness as a destination for tech companies. College and city are in symbiosis. When it comes to us putting in place initiatives for innovation, entrepreneurship and global relations, it has certainly helped to have multinationals on our very doorstep seeking to recruit our graduates and work with us on R&D.

* * *

Now I'm painting a very rosy picture of higher education and economic stimulus in Dublin.

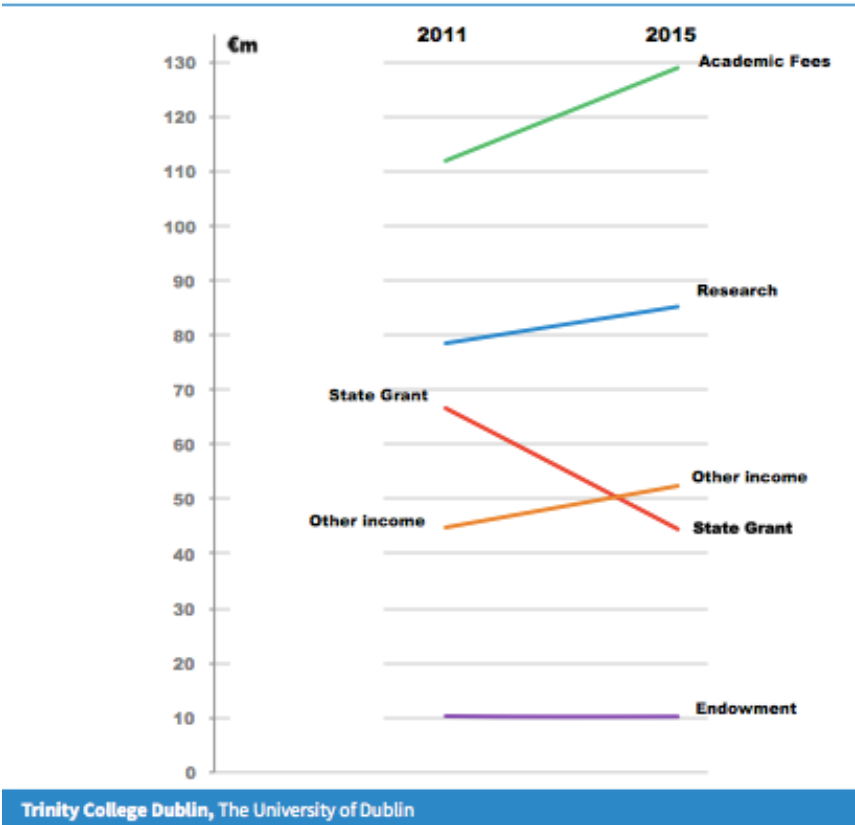
But of course not everything is rosy.

In Ireland in recent years public funding of higher education has decreased significantly. This is a feature of higher education worldwide, but is exacerbated in Ireland because of the economic crisis.

This is at a time when universities are extending their scope. With universities playing a direct role in innovation and job creation, it's not a time to be losing one's nerve about investing in higher education.

Financial Position 2011 - 2015

Income



In addition Ireland has the second-highest birth rate in the European Union – so unlike other EU countries, our population is growing. Over the next decade, our student population is set to grow by a massive 25 percent* – and that's just Irish students, not counting those coming from abroad.

A growing student population, declining investment in education: the stage is set for crisis.

A funding solution has to be found, and quickly. But as you may be aware, Ireland is still without a government – 65 days, and counting, after our general election. Fortunately, it now looks like a minority government is being agreed on and will start governing soon.

In Brazil, I guess you share my concerns about political uncertainty. To get things done a country needs a stable government. Everyone suffers in times of political instability. But we know that a degree of political instability is unavoidable. It is part and parcel of democracy. The important thing is to lessen its impact on education.

At times of political instability, it's important that people have confidence that education, at least, is not adversely affected.

In Trinity, as part of our proactivity, we've been forced to become more financially independent. 43% of our revenue now comes from non-exchequer sources, including student fees, philanthropy and industry partnerships.

Growing revenue is just another field which universities will have to become proficient if they're to realise their potential and be truly transformative.

* * *

Universities should, I contend, be ambitious and proactive so that they can prepare for the challenges and opportunities of this century.

Today we have global challenges which previous generations didn't have to consider – most glaringly, a planet undergoing climate change. At the same time, thanks to the communications and technology revolution, we have greater potential to address global challenges at scale than our predecessors did.

In Trinity, in our current Strategic Plan, we have set the objective of addressing what we call 'a Global Research Question'.

* In 2015 there were 45,000 new entrants to third level; by 2028 this will grow to about 56,000.

By 'Global Research Question' we mean a research area that has emerged across the globe, at scale, and cannot be solved within a single discipline or by a single institution, or indeed a single country. So: climate change obviously, also energy provision, migration, inequality, conflict resolution – all these are Global Research Questions. Beside them other issues pale into insignificance.

In theory, universities have the research, people and networks to tackle these problems.

But the way that universities are structured and funded doesn't facilitate addressing such global issues. Universities, even new ones, follow a disciplinary approach which was developed centuries ago. This approach has proven its worth, but needs re-thinking to meet new realities.

The difficulties that universities face are perhaps a microcosm of the difficulties faced by societies and governments in addressing emerging global challenges. I don't underestimate the difficulties but I think universities can, and should, be pioneers.

I'm not the only university president to be talking about this. The President of Georgetown University, John G. DeGioia, has spoken of universities' 'special responsibility to address the global challenges that will shape humanity's future'. In a recent edition of Times Higher Education, the vice-chancellor of Aston University, Julia King points out that solving climate change will, as she put it 'take all our expertise'.*

The University of Colombia has an Earth Institute which focuses on 'environmental challenges – from rapid population growth and climate change to extreme poverty and infectious disease'.

So we can start to speak, I think, of a growing groundswell around the world, and not just from universities. The EU, through the European Institute of Innovation and Technology, the EIT, has launched multi-million euro consortia, called Knowledge Innovation Communities to tackle climate change, sustainability, and ageing.

Through these initiatives, the EIT aims to bring to bear business, research, and higher education to solve challenges.

The EIT initiatives are still in their early days, but we're starting to see results in terms of new start-ups, products and services, knowledge transfers, graduates, and training courses. For the climate change initiative, Climate-KIC, for instance – we are seeing start-ups devoted to water contamination alerts, plastic recycling, wireless fast-charging for electric vehicles, and cloud computing solutions for emissions

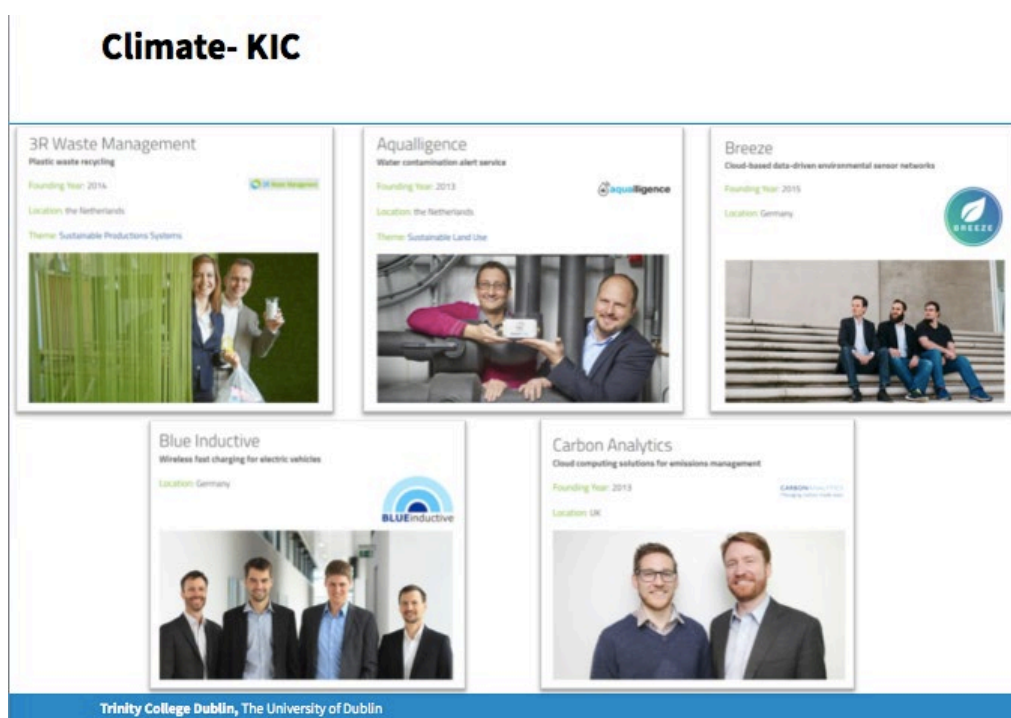
* www.timeshighereducation.com/opinion/dame-julia-king-climate-change-will-take-all-our-expertise

management.

The model of universities, research institutes and industry coming together across Europe to address problems at scale is proving a potent one.

I'm on the board of the EIT, and this has helped focus my mind on the importance and necessity of universities getting involved in transformative initiatives.

In Trinity now, we are driving forward with plans for a new interdisciplinary institute, which will adopt a pioneering approach, and will be groundbreaking. This is the Engineering, Environment and Energy Institute, which we're calling E3, and which we plan to open in the next few years.



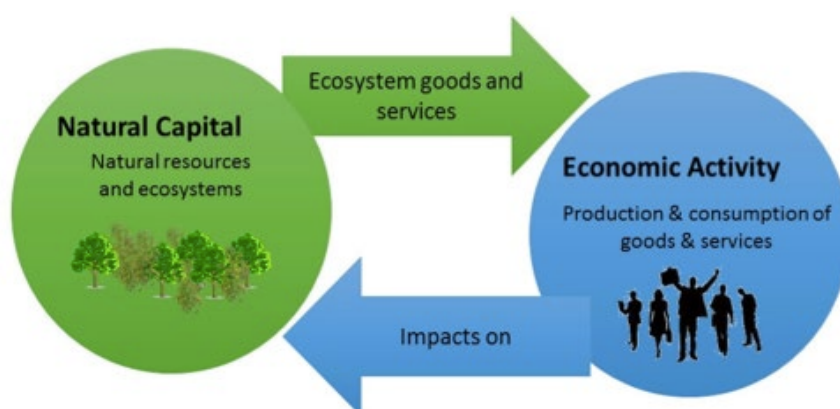
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With E3 we're trying something genuinely radical – to alter the way we, as humans, interact with the planet. In 1828 the English engineer, Thomas Tredgold, gave a definition of engineering which quickly became standard: 'Engineering' he wrote 'is the art of directing the great sources of power in nature, for the use, and convenience, of man'.

A century and a half later, when I was an undergraduate studying engineering, this was still the way we defined our profession. But we were beginning to appreciate that nature is neither inexhaustible nor impervious to our behaviour.

Today we understand that we have to turn Tredgold's definition on its head. We have to think about directing our technologies to sustain, rather than deplete, our natural capital. We want to create technologies in symbiosis with the natural world so that technology becomes an 'evolutionary force' directed for the sustainability of life on the planet.

The natural world supplies ecosystem goods and services that drive economic activity. In turn that economic activity impacts on the availability of ecosystems goods and services (or the Natural Capital). This dependence can be expressed diagrammatically.



Adapted from www.sustainableprosperity.ca

At the moment economic activity impacts negatively on Natural Capital, and ecosystem goods and services are not replenished. The philosophy that underpins E3 is that human activity can create a 'virtuous circle' between technology and the natural world. We can create technologies that sustain the earth's natural capital for future generations. We want to expand our engineering and natural sciences activity underpinned by this objective.

E3 will provide coherence through co-location of researchers and shared facilities, and by providing space for industry-academia collaboration. It will attract and produce new international talent, by appealing to a new breed of engineers and scientists, and by mentoring new postgraduates and postdocs.

The impact on education will be decisive. Our students will be educated to be designers and makers, as well as engineers and scientists. Graduates will see sustainability and the environment as an exciting challenge – and not as a halt on technological development.

We know that there's a desperate need for E3 – our very survival on this planet depends on it. We know also that there's a demand for E3 from students and employers: already top tech companies and school-leavers are looking for courses which combine engineering with natural sciences. And finally, we know that we are well-placed, in Trinity College Dublin, to deliver

E3 because we have created the conditions – interdisciplinarity, industry partnerships, innovation and entrepreneurship – which will drive and sustain it.

I'm tremendously excited about the potential of E3 – I guess that's obvious to all listening! I think the approach is right because we're prioritising innovation, creativity, and human ingenuity. Frequently in the climate change and global warming debate, we are told to stop doing things. And warned about dire consequences if we don't halt our actions. Warnings are necessary. But we know that humans work best, not through warnings but through discovery.

Only by bringing the excitement of discovery and the stimulation of invention to climate change and other emerging challenges can we make a difference. It will not be enough to appeal to a sense of duty.

To my peer universities – and to governments and industry and NGOs – I say: let's pull together to face this tremendous challenge and let's create jobs and whole new fields of research while we're doing it.

Brazil, with its size, its natural resources, its biodiversity, and its huge economy is – it goes without saying – a major player when it comes to finding solutions to climate change and technology. So much so, indeed, that I hope you will not consider it presumptuous that I, coming from a small island, am addressing you on this.

I do so in the spirit of partnership and collaboration. We have great people and research in Ireland, but manifestly we can't bring about 'evolutionary' change alone. We will need your help, your experience, and your discoveries.

To rephrase the Michael Drake quote with which I began this talk: the great engine for growth in the 21st century is going to be universities, acting in collaboration – and, together, we are going to re-design the whole concept of an engine.

Thank you.

* * *

17 May 2016

Signing of the Agreement for the Trinity International Foundation Programme

Marino Institute Education, Griffith Avenue

Good morning,

And thank you for organising this important event here this morning: the launch and official signing of the Trinity International Foundation Programme.

On behalf of my university, Trinity College Dublin, may I thank all our guests for being here this morning. We welcome in particular members of the Department of Education. Your presence here today signals the importance of this Programme for higher education and for international relations.

With this Programme, Trinity and Marino affirm our joint commitment to broadening access to international students, and we further strengthen the partnership between our two institutes.

This year is the fortieth anniversary of this partnership which began, in 1976, with Trinity accrediting Marino's courses and offering Marino students access to our student services and supports.

In 2011 relations were further strengthened when Trinity became joint trustee of Marino, together with the Congregation of Christian Brothers European Province.

Since then, we have developed a joint academic strategy to promote extensive collaborations in teaching and research. The Programme we launch today is among the most far-reaching of our collaborations. It will be delivered in Marino, but has been developed by Trinity and Marino in partnership, and will continue to be guided by Trinity staff alongside staff in Marino.

The Programme is aimed at international students who have the drive and ambition to attend a world-class educational institution, but whose secondary school leaving qualification does not allow them to enter directly into Trinity undergraduate programmes.

It's a one year pre-undergraduate programme which aims to equip candidates with the appropriate English language and discipline-specific academic and learning skills to prepare them to undertake full-time undergraduate studies. The programme will encourage students to think critically, communicate effectively, discuss logically, and problem-solve

successfully. These skills and attributes are essential for a successful undergraduate career.

The programme consists of core modules and subject-specific modules in two streams: Engineering & Science, and Business, Economics & Social Sciences. These will be pathways to a range of undergraduate programmes at Trinity.

Students on the Foundation Programme will be registered in Marino but will have access to Trinity's Sports Centre, Clubs and Societies, and the Global Room. As you know, we consider co-curricular development as an essential part of the Trinity Education, so it's important that Foundation Year students should already have the opportunity to get involved in Clubs and Societies and other co-curricular activities.

While this is our first Trinity International Foundation Programme, Trinity has twenty years of experience with the Trinity Access Programme which has been highly successful in preparing students whose social, educational and economic circumstances prevented them from direct entry into Trinity on finishing secondary school.

The experience and guidance from Cliona Hannon and her team in TAP has been invaluable in the development of the International Foundation Programme. I thank them.

This programme will enable Marino and Trinity to deliver on our joint commitment to improving global relations and diversity on our campuses. In Trinity we have a strategic goal to increase the number of students enrolled from outside the EU from just under 8 percent currently, to 18 percent in 2019. That's an ambitious goal, which can only be achieved through putting in place proactive initiatives such as this one.

This time last year I had the pleasure to help launch Marino Institute's Strategic Plan. I am delighted to be back here so soon to launch this Programme, which will do so much to bring diversity to our campuses and to this great city of ours.

I thank all involved in developing and delivering this Programme, and we look forward to the first cohort of students in the Michelmas term.

Thank you.

* * *

19 May 2016

Library Futures Symposium

Paccar Theatre, Science Gallery

Colleagues, Distinguished Guests,

On behalf of the university, it's my pleasure to welcome you to the Paccar Theatre in the Science Gallery for our 'Library Futures' Symposium.

In October last I launched the new five-year Library Strategy. It's the first time, in Trinity's long history, that we have had a specific strategy for the Library, approved by the College Board.

This is indicative of the energy of our Librarian and College Archivist, Helen Shenton, and of her excellent team. They are all to be commended. It's also indicative of the significant challenges and opportunities confronting research libraries in the 21st century.

The Library Strategy sets out, clearly and succinctly, what these challenges and opportunities are. They include:

1. supporting users in navigating the rich, complex world of digital content;
2. leveraging technology to enhance services on-site and online;
3. developing appropriate storage of physical collections;
4. enabling different, changing styles of teaching and research and catalysing collaborations; and
5. understanding and preparing for the social shift in the use of library spaces, learning spaces, and communal spaces.

In addition, the Strategy details the particular concerns and priorities of Trinity's Library. Let me briefly touch on these, as outlined in the Strategy:

1. Trinity has unique collections which are a treasure house for future research. How do we curate and protect these collections and make them widely available to scholars worldwide?
2. The Old Library, home to the Book of Kells, is the centre of the Trinity visitor experience. How do we enhance this experience and develop innovative exhibitions to showcase our collections and research?
3. Trinity is a legal deposit library. We now need to be thinking digitally, and enable e-legal deposit;
4. And the Library, as the heart of the university, is at the heart of fund-raising initiatives, without which Trinity cannot continue to grow in excellence.

Taking all this into account – the complex, ever-changing needs of research libraries in the 21st century and the specific needs of a legal deposit library holding priceless collections – it's clear that a successful Library strategy is vitally important for the whole university.

With this Symposium, we look at the current transformational shifts in the role of libraries and the user experience. The aim is to facilitate a conversation about what Trinity, and Ireland, should do to anticipate these shifts.

* * *

We're most fortunate in the quality of symposium speakers here today. Coming from the British Library, and from the Universities of Oxford, Stanford and Harvard, our speakers are world-leading thinkers and innovators. They have come here today to give us the benefit of their knowledge and experience on such crucial issues as:

- The explosion of data;
- The criticality of creativity and culture;
- Developing world-class collections and committing to scholarly publishing;
- Catalysing research;
- Evolving service models;
- Philanthropy; and
- The future direction of libraries: what they have been in the past and what they will become in the future.

These issues are of significance not only to Trinity but to the whole higher education sector in Ireland. The challenges and opportunities for research libraries is an area where we, in Trinity, feel we should demonstrate institutional leadership because we are the largest library in Ireland, and the oldest, and because of our unique role, on this island, as a legal deposit library.

So I'm really delighted to welcome librarians from other higher education institutions in Ireland. I know that today's talks will be of great value for you. And I welcome also senior officers from government departments and ministries. I know that a big part of Helen's and the Library's motivation for this Symposium is to get underway a national discussion on what we need to be doing, as a country, to prepare for, and not be overtaken by, the transformational shifts already happening. We must all work on this together.

I'm sure that many in this audience saw Karen Lillington's article in the Irish Times a few days ago on the 'digital black hole' we're facing in Ireland, because the statutory requirement to archive all print items has yet to be extended to digital*.

In 2013 the UK brought in legislation to address this. This hasn't happened here yet. I'm sure it will, but in the meantime, many state documents, which are only produced online, are not being archived. The article quoted two Trinity librarians – Margaret Flood and Christoph Schmidt-Supprian – who were eloquent on the reality of a considerable state record vanishing into the digital black hole.

This is one obvious and crucial area where the country is failing to keep ahead of transformational changes in information retention and dissemination. I'm sure more issues will be brought up this morning.

As nobody needs reminding, we are in the midst of a technology and communications revolution, and libraries are in the front line.

Without libraries and archives, there is no historical record, and in a country like Ireland, we don't need reminding of the importance of storing and preserving the historical record – and preserving it in all the forms that it comes down to us.

And without libraries there is no discrimination and dissemination of knowledge. Paradoxically perhaps, in this age of information and easy access, selecting and discriminating knowledge is more important than ever.

Libraries do not only preserve knowledge – they order, catalogue and connect. Without libraries, universities and students could not begin to manage the deluge of information now available.

Knowledge is a moving target. We're all now familiar with terms like digital humanities, big data, MOOCs and e-deposits, but we know full well that the landscape is changing, and fast – and soon we'll need new words to address new realities.

If libraries don't keep pace with change, we will all lose our way – and not only those of us working in universities. The tourism and heritage industry is vital to Ireland, as is the digital economy – both are reliant on technology and communications and on Ireland staying ahead when it comes to managing and disseminating information.

* www.irishtimes.com/business/technology/net-results-lax-archival-law-allows-digital-black-hole-1.2644166

I'm confident of the value this country places in its great libraries. And I'm confident in the flexibility, foresight and talent of Library of Trinity College Dublin. In her introduction to the Library Strategy, Helen Shenton writes of Trinity Library's 'tradition of innovation', and she gives as examples:

- the creation of the barrel-vaulted roof of the Long Room in the 19th century, replacing the previous flat ceiling;
- the design of the once-controversial Berkeley Library in the 1950s, and
- taking a leading role, among Irish universities, in automating the catalogue and integrating Conservation in the 1990s.

It's good to recall this 'tradition of innovation' as we look at the challenges ahead. It seems to be in the nature and training of Librarians to act with anticipation and foresight, to be constantly horizon-scanning, to have that extra awareness of the 'black holes' which can open up so suddenly, and also of the 'blue skies' which are within reach, if we approach the right way.

This symposium is, in itself, indicative of this foresight. We will all learn much today. I thank the Library team who have organised it and who are driving our Strategy, particularly John McManus, Sharon McIntyre, Lyndsey Johnson, Stephanie Breen, Greg Sheaf, Maria Kelly, Mark Brennan, and Helen Shenton.

I thank our speakers for traveling here today to share their knowledge. We are greatly looking forward to your contributions.

Thank you.

* * *

20 May 2015

Provost's Professional Staff Awards Coffee Morning

Dining Hall

Good morning,

You're all very welcome, and I'm delighted to see so many of you here.

Today we inaugurate our first ever Provost's Professional Staff Awards, which recognise the contribution of exceptional professional staff, including all administrative, technical and support staff.

The awards create a formal process to acknowledge outstanding contributions. They're our opportunity to celebrate professional staff whose hard work, creativity and dedication are a key element in the continuing success of this university. The awards allow us to 'make visible' enhancement initiatives that are ongoing at local level, but which may not be known or recognised beyond the local area.

These awards follow on the success of the Provost's Teaching Awards, which were created in 2001. The Provost's Teaching Awards were an immediate success – it was quickly apparent that they were something the university badly needed. I'm confident that the Provost's Professional Staff Awards will have similar success because there is a similar need for them.

* * *

Trinity's current Strategic Plan has only 9 Goals, and one of them – Goal 4 – commits us to (and I quote) 'delivering a fit-for-purpose performance-management process for all staff', and to 'identifying and promoting the leadership competencies required to deliver our mission in a manner commensurate with our values'.

In addition, the Strategic Plan prioritises initiatives like the Trinity Visitor Experience, community liaison, access, and other key actions which are among the responsibilities of Professional Staff. In summary, the Plan states (I quote) that 'Trinity's position as a university of global consequence will only continue to be secured by academic, administrative, and support staff capable of delivering our mission'.

This is our position, so it's right that we reward exceptional endeavour in delivering that mission.

* * *

In this, our inaugural year, we have created three categories of award:

Enhancing the Trinity Experience Award: This is presented to an individual or team demonstrating exceptional service and commitment to the College and our visitors.

Individual Leadership Award: This is presented to an individual who demonstrates outstanding leadership skills that have a positive impact on a team; and

Outstanding Colleague Award: This is presented to an individual who delivers outstanding service to the Trinity Community.

* * *

As you know, staff are invited to nominate colleagues. The nomination process involves significant effort on behalf of the nominator in preparing and collecting submission materials. The documentation then goes to a selection committee, consisting of myself, the President of the Students Union and Graduate Students Union, representatives of our academic and professional staff, and an external reviewer.

It's necessary that the process be rigorous and comprehensive, but I recognise that nomination involves further commitment in an already full workload, so I'm absolutely delighted at the response and enthusiasm. We've received 118 nominations, which is wonderful – although it has made our job on the Committee all the harder because all nominated teams and individuals are deserving of recognition, but the number of awards is limited.

I'm delighted at the great response which validates our belief that these awards are really necessary, and will serve to highlight and to provide impetus for the important work which is the mainstay, and the glory, of the university.

Nominations are now closed. In just under a month's time – on 15th June – I look forward to presenting the winners with their awards.

I'd like to thank those involved in organising, particularly Declan Treanor, Director of the Disability Service (whose brainchild it was); Kate Malone, director of HR who efficiently created the process and has been secretary to the Steering Committee; the Steering Committee, and the Selection Committee, which it has been my pleasure to chair.

Most of all, I'd like to thank all of you, particularly those who have taken the trouble to nominate colleagues. To those nominated, I hope that the process of nomination served to reinforce our appreciation of the work you do.

Speaking on behalf of the Selection Committee, we have found it most rewarding and inspiring to learn of the many initiatives going on in the university, which enable us all to deliver on our great mission of delivering excellence in research and education, supporting cultural, intellectual, and creative life in Dublin, and enhancing the student experience.

Thank you.

* * *



(L to R) Patricia Callaghan (Academic Secretary),
Provost Patrick Prendergast, Helen Thornbury (winner
of award), Kathleen O'Toole-Brennan (winner of award)

23 May 2016

St Andrew's School Roll Records Digitisation Project

St Andrews Resource Centre, Prarse Street, Dublin

Good afternoon,

On behalf of the university, I'm delighted to be here launching this collaborative project between Trinity and the St Andrews Resource Centre. And personally, this project is something that I have looked forward to.

On the occasion of my first visit, as Provost, to this Centre, a few years ago, I was shown the Roll Book of St Andrews National School. Like many another visitor, I was fascinated by this historical record, particularly by the 1916 connection. Past pupils from St Andrews were 'out' in 1916, and indeed in the war of independence.

Trinity also has, by reason of its location, a rich 1916 history which we have been exploring this year. The campus was used as a hospital and then a barracks. I was struck that both institutions had been so strongly and directly affected by 1916. We hoped that the centenary would be an occasion to tell our tales, and we all recognised the importance of the Roll Book as a historical record of 20th century Dublin.

On that very first visit here, the potential for collaborative work on the Roll Book between St Andrews and Trinity's Historians was suggested. But the project really took shape thanks to Trinity's Community Liaison Officer, Ciaran Brady.

Trinity, as you know, has been in the same place for over 400 years, and during that time our growth has been symbiotic with the surrounding neighbourhood. We have developed together. We recognise the College's responsibility to the communities around us, and we acknowledge the contributions our neighbours make to the life and work of the university.

This relationship is enshrined in our current Strategic Plan, as is the role of the Community Liaison Officer who is ambassador and communicator between the College and the local community.

Ciaran Brady, our current Community Liaison Officer, is Professor of Early Modern History and Historiography. In that capacity he has, of course, a great interest in the historical record. And as a key developer of Trinity's first Massive Open On-Line Course, or MOOC, which launched in 2014, he has first-hand experience of collaborating with Trinity's Computer Scientists to enable learners to access history online.

Ciaran, together with Tim Savage, our Associate Dean of Online Studies, saw the potential of further collaboration between Trinity and St Andrews Resource Centre. They brought on board Ciaran O'Neill, director of Trinity's M.Phil Programme in Public History, and Immaculada Arnedillo-Sánchez, co-ordinator of undergraduate project work in the School of Computer Science and Statistics.

Ciaran and Immaculada put together a cross-disciplinary team of history postgraduates and computer science undergraduates, and then held meetings with Jim Hargis and Anne Maher of St Andrews Resource Centre. Together with a former Trinity Public History student, Jack Kavanagh, these four have managed the St Andrews School Roll Records Digitisation Project. My great thanks to them.

Together with the students, they have now completed Phase 1 of the project which we launch today. This covers the crucial period 1910 to 1916. Next year they will extend the project back to the beginning of the Rolls, 1895, and thereafter they will move forward steadily, up until 1970 when St Andrews National School closed.

The plans for this project are ambitious: in addition to covering the chronological span of the Roll Books, the aim is to increase the depth of the data-base by linking it to other sources such as the Census material, other school records, hospital records, and personal collections of letters and other documents.

The attractions of the data-base will be enhanced by a large visual archive which is in the process of being built.

A huge amount of work has already been achieved in a short space of time. This has been a showcase project for our postgraduate students in public history to be involved with.

It's intrinsically collaborative, combining on an equal basis the efforts of Trinity students from different disciplines with members of the local community. As the website develops and links to other local sources, we will see more connections made with local historians and community leaders.

I congratulate all involved. I look forward to the further development of this project and to Trinity and St Andrews working together to contextualise, coordinate, and make accessible the historical record of this fascinating part of Dublin city in which we're all situated.

Thank you.

* * *

24 May 2016

Launch of Michael Purser's *Heaven's Reflex* in aid of Mainie Jellett Fund

Long Room Hub, Neill Hoey Theatre

Good afternoon, and welcome to the Long Room Hub,

It's my great pleasure to launch this book by Michael Purser, and to take this opportunity to celebrate the Purser and the Jellett families' long connection with Trinity, and to thank them for their hugely generous support of our students – of which this book is but the latest manifestation.

The author of this book, Michael Purser, is honorary lecturer in Mathematics in the College, and he is the nephew of Mainie Jellett, one of Ireland's foremost Modernist artists. The College is fortunate to own some of her paintings – indeed one hangs in my office – and this year, as part of our new initiative, Trinity Creative Challenge, the artist Grace Weir made a film telling the history of Mainie Jellett's painting, *Let there be Light*, which hangs in the Fitzgerald Library of the School of Physics.

The selection of Grace's project, from the many excellent proposals submitted to the Creative Challenge, evidences Mainie Jellett's continuing centrality to Trinity and to Dublin. The foremost critics and promoters of her work – Brian Fallon, Bruce Arnold and Anne Crookshank – are Trinity graduates; Anne Crookshank is of course Professor Emeritus in the History of Art, and she is also a cousin of Mainie Jellett's.

The Jellett family connection to Trinity goes back many generations. Mainie's grandfather, John Hewitt Jellett, was Trinity's first professor of natural philosophy, which title is potentially misleading. He was a scientist, not a philosopher, and his research was on polarised light, which makes it all the more appropriate and moving that his granddaughter's work, *Let there Be Light*, should hang in our School of Physics.

He was appointed Provost in 1881. Previously, as Senior Lecturer, he was the only member of the college board in the 1870s to support the admission of women as students to the college – and again, this is most moving and appropriate, given Mainie Jellett's great independence of spirit and her trailblazing as a female artist.

The Mainie Jellett Fund was established in 1987 by the Jellett and Purser families, following on the auction of abstract studies found in the artist's family home.

Mainie Jellett was enabled to travel to Paris in 1920, thanks to winning a scholarship. Studying there had a decisive effect on her style: she believed

in travel for art students, but was often hard put to finance herself. Her descendants, with imaginative sympathy, therefore endowed a travel fund for Trinity students of art history and architecture, and for NCAD students.

* * *

This Fund is now approaching its thirtieth year in operation. Student trips have been to Vienna, Paris, Florence and Brazil – and last year to the marble quarries at Carrara.

Students consistently mention the lasting value of this annual study visit. Apparently a highlight of a past trip was an early-morning fast-track short-cut through the Vatican to the Sistine Chapel, which the Trinity class had entirely to themselves for 20 minutes before the tourists arrived.

Over the years, the Purser and Jellett families have been able to substantially increase the Fund by collecting royalties on Mainie's copyright and, more recently, *les droits de suite**. The Fund now produces some 5,000 euro annually.

Mainie's copyright has now expired, but we're confident that means will be found to maintain this inspiring Fund, which is of such value to our students. Michael Purser has been overseeing the Fund since its inception in 1988; he is now handing over responsibility to his son, Lewis Purser. The College is delighted with this continuity, particularly since the success of the Fund has everything to do with the warm interest the family continues to take in our students and in education in art history.

I'm delighted to have this opportunity to thank Michael Purser for his stewardship of the Fund over almost thirty years. I hope it has been as rewarding for you as it has been for our students and our professors. This Fund is a wonderful tribute to your aunt, to her dedication to art and to travel. And it's a wonderful tribute to the civic sense and social responsibility of your family, which goes back so many generations.

In Trinity we hope to instill such a sense in our students. We hope that they will learn the joy of 'giving back' – which is why we encourage alumni to maintain their connection with, and support for, the university, be it financially or through mentoring and advice. There are so many ways for graduates to remain involved and it is of such benefit to the college and our students.

It's typical of Michael Purser's generosity and openness that, as he hands over to his son, he is offering the proceeds of his book to further endow the Fund.

* The right granted to artists or their heirs to receive a fee on the resale of their art
https://en.wikipedia.org/wiki/Droit_de_suite

As I've said, the Jelletts are fortunate in their talents, which cross mathematics and art. Michael has inherited these talents – a mathematician, he has written this delightful book of short stories. He will tell us himself, I hope, of how he came to write them. It's been a great pleasure for me to read them.

These are engaging stories, mostly set in Ireland and mostly focusing on family relations. Michael seems to have perfect recall for childhood – its intensity and purity, and its hopes and fears, which he brings vividly to life in these stories, as he does, with great tenderness, the concerns and anxieties of parents.

In the Dedication, he gives a brief explanation of his animus: 'Each story' – he writes – 'has setting, men and women, viewing the world; each other; puzzled, amused... Fact and fiction are confused. Real people therefore and the locations are real too.'

Well, I can't tell the fact from the fiction, which is a measure of these stories' artistry. But I respond, as I think will all readers, to the gentle affirmative spirit, which I find even in those stories, such as the opening one, which carry a sting. Michael is not blind to human nature, but he is forgiving of it. He seeks the light – which is in his great family tradition.

There is a much light to celebrate today: the huge generosity and talent of this family, their connection to Trinity, and their work in support of art, education and Dublin.

On behalf of the College, I thank Michael and I welcome Lewis. It's an honour to launch this book, which I know readers will enjoy and treasure, and which now becomes part of the distinguished Jellett family legacy.

Thank you.

* * *

Heaven's Reflex

Stories from Here and There



MICHAEL PURSER

25 May 2016

Provost Teaching Awards 2016

The Saloon In the Provost's House

Good afternoon,

And welcome to the Saloon in the Provost's House for one of our most important annual award ceremonies: the Provost Teaching Awards, now in their sixteenth year.

With the Provost's Teaching Awards, the university affirms its commitment to teaching, and we avow our equal and indivisible mission in education and research, which are inter-dependent.

In the words of one of our winners today: 'Rather than detract from my time spent on research interests, teaching has informed and motivated my research'.

Increasingly, in universities round the world, the importance of excellent teaching is being prioritised. The World University Rankings are getting better at measuring teaching impact. And the European Institute of Innovation and Technology, the EIT, places education, skills and training as one the core sectors necessary for innovation.

Trinity was pre-emptive in this respect. At a time when the rankings were concentrating on research measurements, we realised that we needed to find a way to measure, evaluate, and commend teaching. Hence these Teaching Awards, which were founded in 2001, and have become indispensable to both staff and students.

They have helped encourage all staff to focus on teaching, and all students to pay attention to their part in the process. One of the student nominators for this year's Awards said eloquently, and I quote:

'When someone gives you the chance to apply your learning and skills to really further develop yourself, to aim high, to achieve something you are proud of; when they give you a framework and the support to enable you to do so, you appreciate it.'

This captures the importance of teaching, and the reciprocity involved. It's not about telling things to students – it's about providing the space to discover things with students.

The Awards obviously benefit the winners, who receive valuable recognition, but it goes beyond individuals. The process of nominating and shortlisting demands that, together as a community, we define great teaching and raise our ambition.

The success of these Awards has now led to the launching of Professional Staff Awards so that we can recognise, in a similar way, the huge contribution of non-academic staff.

I'm proud that Trinity acknowledges and rewards the multiple and myriad skills involved in running a great university in the 21st century.

* * *

Selection and short-listing for the Provost Teaching Awards is a long process. It starts with nomination by students and peers. A Review Panel then examines each candidate's teaching philosophy and their practice and scholarship, as well as assessing supporting evidence. This panel comprises representatives of the academic staff, of undergraduate and postgraduate students, as well as an external reviewer.

Membership of the panel is a serious commitment of time and expertise. I'd like to thank our Review Panel this year, in particular the chair, the Dean of Graduate Studies, Professor Aideen Long, and our external reviewer, Dr Martyn Kingsbury from Imperial College London.

I also thank our Centre for Academic Practice for contributing to the interpretation, contextualisation and implementation of this award process, and for enabling academic staff in Trinity to promote effective, high quality teaching and student learning.

Because the process is so rigorous, multi-faceted, and backed up by external review, the Provost's Teaching Awards are serious commendations which are important milestones in an academic career.

This explains why we are parsimonious with our Provost's Teaching Awards. This year there are just three winners. That is very few when you consider an academic staff of more than 800. But – and I think everyone agrees – for the award to continue to have such impact, it needs to be hard-won and rare.

However, precisely because there can be so few winners, there is widespread recognition that to be nominated is in itself a significant achievement.

This year a total of 43 staff members were nominated. I commend each of you. Of those that went forward to the Review Panel, eight were shortlisted, eventually resulting in our three winners tonight. I know that at no stage

was it easy to make the decision of who should go through to the next round.

Five of our short-listed candidates are here tonight. To be shortlisted in such a competitive field is a great honour. I'd like to call on each candidate to receive a certificate of commendation:

- Dr Deirdre Ahern, School of Law
- Dr Roja Fazaeli, School of Languages, Literatures and Cultural Studies
- Dr Michael King, School of Economics
- Dr Daniel Rogers, Innovation Academy
- Dr Rachael Walsh, School of Law

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 2014:

Dr Shane Bergin, School of Physics, Early Career Award

Shane Bergin teaches in the School of Physics. His research interests are in nanoscience and in public engagement with science, and he is a winner of both the European Commission Science Communication Award (2014), and the American Association for Advancement of Science award (2016). His students are beneficiaries of his particular skill and interest in communicating the wonder of science.

In collaboration with the Schools of Education and Engineering, he has developed a research-led, problem-based cooperative learning teaching innovation which sets students the challenge to design, execute and evaluate their own experimental approach.

A student nominator said of this problem-solving approach that it (and I quote) 'allowed for real creativity and the ability to put your own personal stamp on your solution.'

Dr Bergin is adept at bringing science outside the classroom and is strongly interdisciplinary. Believing that story-telling is essential to the scientific process, he has set his students to work with students from Film Studies to produce YouTube 'Undergraduate Science Clips', based on scientific challenges.

He has also designed and executed two internationally-recognised programmes to bring physics to public spaces: 'DART of Physics' in 2013 and 'City of Physics' in 2015. Posters, art installations, and murals were designed to spark a city-wide conversation on physics and its place in our culture. He maintains that the philosophical basis for these projects is the same as that for his formal teaching. He is a worthy recipient of the Early Career Award.

Dr Michelle D'Arcy, School of Social Sciences and Philosophy, Early Career Award

Professor D'Arcy joined the Department of Political Science in 2013. Her mission in teaching is to develop creative and independent thinking among her students, and provoke them to interrogate their preconceptions, but in a supportive environment. She achieves this through developing novel learning approaches, such as the 'moving barometer' to build student confidence in articulating and defending their own ideas, as well as reflective discussion boards, blog posts, and the use of online platforms which involve students in conducting live voting in lectures on problem scenarios.

One of her referees, who observed her giving a lecture on how theories of democratization contribute to understanding regime types in Africa, comments (I quote): 'I was struck by her capacity to transform a lecture theatre with more than 200 students present into a space where dialogue was taking place. Michelle did not lecture at the class, rather she drew them into a discussion about really existing problems for real people in a world that is not 'far away', but is as much 'our' problem as 'their' problem.'

Professor d'Arcy supports her students beyond the classroom, and has authored a Career Advice portfolio and developed 'tie breaker' competitions to help students summarize complex ideas in interview settings. A student nominator commends her for 'genuinely caring not only for her teaching topic, but for each student and their learning of the topic'. I'm delighted to award her the Early Career Award.

Dr Kevin Kelly, School of Engineering

Kevin Kelly is director of the 'Engineering with Management' degree programme. He believes that his role as educator is to create a dynamic environment that enables students to achieve their potential for learning, and empowers them to take control of their ideas.

He is responsible for the design and development of the 4E5 Innovation in Product Development module. This is a yearlong project, sponsored by multinational companies, where students work in teams to develop a concept, in partnership with students from universities around the world.

Within the module, students manage project direction, decision-making and even large budgets. Several projects from the 4E5 programme have already been commercialized, by the sponsoring company or by the student teams themselves.

A student nominator says, and I quote: 'The module is taught in a way which is completely unique to any other module I have taken, where the student is very much in control of the work they are doing [...] I believe it will help Trinity graduates gain an edge over graduates who have not worked on such a project.'

Professor Kelly has a research interest in Engineering education, and has published widely in this area. As President of Irish Manufacturing Council he has introduced an engineering education track at the annual conference, and he runs an annual Engineering summer school for girls. He is deeply committed to the development and support of his students, and to the Scholarship of Teaching and Learning.

* * *

Finally thank you to all who organised today's event, Jade and Nicola for their work in administering the award, and all committee for their commitment and continued dedication to the advancement of teaching quality in the College.

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(L to R) Dr Michelle D'Arcy, Dr Shane Bergin, Mr Kevin Kelly, and Provost Patrick Prendergast

26 May 2016

Trinity Global Business Forum

Stanley Quek Theatre, TBSI

Good morning,

You are all very welcome. It gives me great pleasure to open the inaugural Trinity Global Business Forum, our new initiative to engage the Trinity business network with pivotal issues facing business today.

This event is an open forum, which we look forward to holding annually.

There is, we feel, a strong need for a wide-ranging, comprehensive forum in Dublin which develops a vision and strategy for business and society, and which integrates global business with Trinity's research expertise and network.

The event has come about through the vision of the Dean of the Trinity Business School, Professor Andrew Burke, and through the commitment of the Trinity Business Alumni, or TBA, one of the university's most active alumni networks.

As many of you are aware, the university is investing strongly in business education. In the next few years, our new Business School will open, beside the Science Gallery, on the site of the old Luce Hall.

This showcase building, co-located with an Innovation and Entrepreneurship Hub, will be the outward sign and symbol of the new, 21st Century direction of our Business School. Professor Burke will tell you more about this shortly.

In Trinity's current Strategic Plan, the university committed to:

'expand the School of Business to play a leading role to support innovation and entrepreneurship across the university and the city'.

And also we wrote that we would

'promote Trinity as a partner of choice for industry, to support access to intellectual property, and to provide knowledge-based services to companies.'

These objectives get across how we see our role as a leading multidisciplinary, university, at the heart of the capital city. We understand that through the training of skilled graduates and through the provision of high-quality research we play a crucial role in driving economic growth and

in making Dublin a global innovation hub.

And in October last we received the great news that Trinity has produced more entrepreneurs than any other university in Europe over the last five years. The evaluation by private equity and venture capital-focused research firm, PitchBook, is based on the number of undergraduate alumni who go on to create companies that secure first-round venture capital funding. Between 2010 and 2015 Trinity produced 114 entrepreneurs and 106 companies. By comparison, in second place Oxford University produced 72 entrepreneurs and 68 companies.

* * *

In successful economies, government, universities, and industry work together to identify and fund the research and training that's required for growth and innovation. In Trinity, we are building valuable partnerships to this end. This forum is part of our commitment. It brings together a cross section of interests: alumni, industry leaders, professors, students, international speakers, policy makers, and others seeking to engage with the Trinity business network. And the Forum takes a broad, engaged approach to business issues.

Today we'll hear speakers on questions as diverse as:

- digital marketing and technology trends,
- ethical dilemmas for leaders,
- social entrepreneurship,
- the future of manufacturing in Ireland,
- the housing shortage, and
- whether we've done enough to prevent another financial crisis.

We will range from specifically Irish issues to international ones; and from classic business concerns to questions which may not previously have been considered within the remit of business studies.

It's essential to take this broad approach because business and economics cannot be considered in isolation from societal issues. This interdependence is reflected in how we research and educate.

A Trinity Education is about cultivating students to be engaged citizens as well as experts in their fields, and to be flexible, proactive and entrepreneurial in their approach to their careers. Many of the discussions today – including keynote addresses – will focus on transition and changes in the world of work.

Our graduates will have to be resilient and creative; they must cultivate independence-of-mind and prepared for continuous professional development. As future leaders, they must learn to evaluate performance

broadly, and be alert to the great global challenges of our time, such as climate change, urban congestion, and migration.

In Trinity we are well-positioned to deliver all this because we're a multi-disciplinary university with particular focus on interdisciplinary collaboration.

We teach and research in multiple fields like law, business, engineering, medicine, social sciences and philosophy, and we encourage cross-disciplinary collaborations.

We're currently developing more cross-disciplinary courses – like the Masters in Music and Media Technologies and the Masters in Digital Marketing Strategy – to give students specific skills needed to build careers.

Trinity's interdisciplinarity recognises that innovation and entrepreneurship comes in all forms: scientific, technological, social, creative, and cultural.

This approach is, I think, very evident here at this forum. Our academic speakers include professors in engineering, economics, business studies, and marketing; we will hear from directors and CEOs of multinationals; and founders of start-ups, creative industries, and social enterprises; as well as representatives of government and government agencies. And as I've said, discussions will be wide and broad-ranging.

Professor Burke has set an ambitious aim for this Forum:

'to develop a vision and strategy for business and society that focuses on developing economic prosperity, social well-being and an ethical society'.

I believe that the speakers and participants here today have the knowledge, experience and commitment to do this. I look forward to the Forum becoming an annual event and having meaningful impact on business and society in Ireland and beyond.

In conclusion, I thank and congratulate Professor Burke and the sponsors, the Trinity Business Alumni, for organising this event to such a high level. I thank all our speakers, particularly the keynote speakers and those who have travelled from abroad to be here. And a special note of thanks to the volunteers, who make this event possible.

May I now hand over the Dean of Trinity Business School and Professor of Business Studies – and our host for today – Professor Andrew Burke to take the floor.

Thank you.



Provost Patrick Prendergast with speakers from the conference, including Stephen McIntyre, Twitter Rightmost); Professor Andrew Burke, Dean TBS (Centre); Lan O'Connor TBS Alum (Leftmost)

26 May 2016

Trinity Global Engagement Awards

The Saloon In the Provost's House

Good afternoon, and welcome to the Trinity Global Engagement awards!

These awards recognise the contribution made by staff to global education and research, and to global experiences that benefit the Trinity community, raise the profile of the college, and support the development of our students.

Global relations is a core strength of the College, which we have built up significantly over the past few years. Let's look at some of the advances that have been made:

We currently have over 4,500 non-Irish students within the student body, hailing from 122 countries. Of these 1,800 are non-EU students – which is a 54 percent increase since 2011/12 and a 16 percent increase on last year.

We now have 35 college-wide student exchange partner universities across the world, of which eight new universities were added to the programme this academic year.

This year 433 Trinity students are studying overseas as part of exchange or Erasmus programmes. The number of students outgoing from Trinity on an Erasmus programme has increased by 28 percent from 2012.

Just last week I launched the Trinity International Foundation Programme which is a joint programme with Marino Institute of Education to broaden access to international students.

And in November last we launched the Global Brain Health Institute as a joint initiative between Trinity College Dublin and the University of California, San Francisco. Endowed by Atlantic Philanthropies, this is a world-leading institute which will help to tackle the looming dementia epidemic and to rapidly translate research in neuroscience and ageing into policy and practice.

This is just a flavour of our recent global engagement. The achievements indicate a high level of activity and excellent progress in global relations. This has been recognised in the rankings – on the criterion 'internationalisation', Trinity scores highly.

This morning I opened the Trinity Global Business Forum and one of the speakers, quoting Jack Welsh said 'If the rate of change on the outside

exceeds the rate of change on the inside, the end is near.' As regards global relations the rate of change inside now exceeds the rate of change outside, and we need to keep this up.

Because of our proactivity, Trinity is well-positioned to take up the challenge which confronts all higher education institutes today: to seize the opportunities of globalisation and the communications revolution to become a truly global university.

With these awards, we send out the message – internally and externally, to staff and students, to peer institutions and potential applicants round the world – that we're proud, in Trinity, of our level of global engagement and that we intend to grow it yet further.

I'm delighted that in this, the second year of the awards, we received applications across all three faculties. The applications were of particularly high quality, and it has been no easy process to select winners. Juliette will speak further of the nominees. I will just say that the exceptional quality of the winners is indicative of the wider quality of all the applicants.

Trinity staff are highly engaged globally, in a myriad of different ways. The nomination process for these awards has been useful in gleaning and collating the different global activities of our staff. Let me list some of these:

- developing Trinity's academic partnerships abroad;
- supporting international students' integration on campus;
- developing exchange programmes;
- contributing to global research issues;
- representing Trinity on global networks and organisations;
- helping to raise Trinity's visibility internationally – both online, and through lectures, exhibitions and open days abroad; and
- becoming involved in global outreach programmes.

This roll-call gives some idea of the extent, range, and diversity of global activities that Trinity staff are involved in. Considering all the other actions which staff take on in research, education and innovation, it's remarkable and encouraging how much focus is given to global engagement.

I thank Juliette Hussey and all the team in Global Relations for their great work in growing the College globally and enhancing our reputation abroad, and for organising these awards.

I thank the Award Adjudication Committee. And I thank all of you, particularly the nominators, the applicants, and the winners, for your initiatives in this area, building on our core strength, and helping to make Trinity a truly global university.

It's now my pleasure to invite our Vice-President for Global Relations, Professor Juliette Hussey, to tell you a bit more about these awards and reveal our nominees and winners.

Thank you.

* * *



(L to R): Provost Patrick Prendergast, Professor Juliette Hussey, VP Global Relations; Dr Damiel Faas, Dr Maura Ferreira; Dr Fabio Boylan; Dr Nigel Stevenson

27 May 2016

Announcement of Ireland Chair of Poetry 2016-2019

The Saloon In the Provost's House

President, Ladies and Gentlemen,

You are all most welcome to the Provost's House for this wonderful occasion: the announcement of the new Ireland Professor of Poetry. For us – the three universities involved – this is always a triennial high point: the appointment of a creative voice who inspires staff and students alike.

The Ireland Chair of Poetry Trust is jointly held between the two Arts Councils in Ireland and three universities: Trinity College Dublin, Queen's Belfast, and UCD.

We welcome here the Chairman of the Trust, Bob Collins, who is also Chair of the Arts Council of Northern Ireland. And among our many distinguished guests, including world-famous poets, may I particularly welcome Marie Heaney. This Chair was set up to commemorate Seamus Heaney winning the Nobel Prize for Literature. He was such a wonderful supporter of poetry and poets, and of the Schools of English in all three universities. We are delighted that Marie is here today.

We have now enjoyed, since 1998, six Ireland Professors of Poetry. This afternoon we announce the seventh. Speaking on behalf of Trinity, College life has been immeasurably enhanced by these poets, each so distinctive and brilliant. Through their lectures, workshops, readings, and outreach projects, they bring poetry into the heart of our academic endeavours. Let me take this occasion to thank the outgoing Ireland Professor of Poetry, Paula Meehan, who has been outstanding in her role. She has gone above and beyond her formal commitments and has fired up the enthusiasm of all. The Ireland Professor of Poetry is an honour, certainly, but it's also a large commitment of time, to three different institutions. I thank Paula for the inspiration and grace she has brought us, and for the way she has worked with students.

And I thank the Trust, and salute the vision of the founders for bringing living poetry into our universities. Among those visionary founders is our pro-Chancellor Donnell Deeny, who is here today.

To announce the new Ireland Professor of Poetry, we have the great honour of welcoming the President of Ireland, Michael D. Higgins. He is, of course, a poet himself, as well as an acclaimed former Minister for the Arts. It's always an honour to welcome the President to Trinity; for this event it is also wonderfully fitting.

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

* * *

[President speaks]

[Eiléan Ni Chuilleanáin (new Ireland Professor of Poetry) speaks]

Thank you Eiléan. I hope I'm allowed to express Trinity's particular pride that you have been honoured in this way. As a Professor here you inspired generations of our students. It is tremendously exciting that we will see you back in a new role which so eminently fits your astonishing talents.

* * *

In conclusion, I congratulate Eiléan, I thank Bob Collins and the Trust for all they are doing for poetry and for our universities. And I thank President Higgins for bringing such distinction to this occasion.

Thank you.

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President Micheal D. Higgins & Professor Eiléan Ni Chuilleanáin in the Saloon of the Provost's House

28 May 2016

Trinity Walton Club Showcase 2016

Edmund Burke Concourse and Theatre

Good afternoon,

And on behalf of the university, welcome to the Trinity Walton Club Showcase.

I've been delighted to see the projects done by students in the Club. The work is genuinely impressive. It's testimony to the excellent structure and framework of the programme; to the dedication and skill of the educators; and of course to the commitment and talent of the students, who have voluntarily taken on the discipline of a Saturday Club. Your enthusiasm and your abilities are inspiring.

What you are achieving is important – for you, individually, for your schools, for Trinity and other higher education institutions, and ultimately for the society and the economy.

This week – like most weeks – has seen a spate of media reports on science and maths education.

On Monday, we heard that a government review group has raised concerns that students at third level are increasingly unable to cope with courses requiring competence in maths and science*. And yesterday, the Irish Times ran a report on 'mathematical anxiety' – which refers to people's fear around solving maths problems.†

These were the fear stories: is Ireland doing enough to meet the high demand for graduates who are expert in science and maths? Are enough girls worldwide realising their potential in these subjects?

At the same time, this week was also full of reports of exciting scientific breakthroughs.

From all around the world came articles about the Trinity physicists who have discovered a new form of light, made of photons that travel differently to any other light previously observed.‡

* www.irishtimes.com/news/education/out-of-hours-schools-plan-key-to-education-strategy-1.2657004

† www.irishtimes.com/news/science/aoibhinn-n%C3%AD-sh%C3%BAilleabh%C3%A1in-no-wonder-girls-are-anxious-about-maths-1.2653656

‡ <http://advances.sciencemag.org/content/2/4/e1501748.full.pdf+html>

This new light form could help develop nanophotonics technology – that is futuristic solar cells, chemical spectroscopy and microelectronics – as well as communications instruments that use light beams to encode and transfer data.

And there was the story that broke last weekend that Trinity researchers have discovered a way of producing hydrogen that is 90% cheaper than existing methods. This could lead to cheap and emissions-free fuel since hydrogen is a credible alternative to petrol.*

And a few days ago came the incredible news that the Trinity graduate and explorer, Mark Pollock, who suffered paralysis after a fall and has been confined to a wheelchair for six years, has stood unaided, thanks to the stimulation of his spinal cord by electrodes. This followed on research pioneered in Trinity, the University of California Los Angeles, and Russia's Pavlov Institute.†

These are just the Trinity-related stories that made headlines this week. Multiply this by weeks in the year and by world-ranking universities .. It's clear we are in a time of remarkable scientific discovery.

But unfortunately not everyone is benefiting from this. Science, Maths, Engineering and Technology education – what we call STEM education – isn't always as targeted as it could be, and too many students are not maximizing their competence.

It's this situation that makes this Club, and other such initiatives, so important. We need to get STEM education right. On an individual level, it's terrible that otherwise intelligent students have anxieties around science and maths. In this age of discovery, they risk being left behind.

On the societal level, we need graduates proficient in STEM subjects. Just as literacy was, for centuries, an entry-level requirement for all professions, so are technology skills for graduates today.

And on the global level, we are not going to solve climate change without scientific discovery. It is a question of survival.

For these reasons, the Walton Club isn't an isolated initiative. It's part of a national and sectoral drive to improve STEM education. In Trinity we are playing our part through a range of actions, including:

- the establishment in 2006 of the Centre for Women in Science & Engineering Research, with the aim of 'recruiting, retaining, returning and advancing' women in STEM disciplines;

* <http://pubs.acs.org/doi/full/10.1021/acscatal.5b02069>

† www.newstalk.com/EXCLUSIVE-Mark-Pollock-stands-for-the-first-time-since-paralysis

- the creation two years ago of the 'Certificate in 21st Century Teaching & Learning' which enables teachers to learn best practise in computer programming and the use of technology in the classroom; and
- the opening of the Science Gallery in 2008, which has had remarkable success in triggering the interest of even very young children in the wonder of science.

For these and other initiatives, we have partnered with industry, including with Intel, Google, and the Bank of Ireland. Ideally initiatives should involve different players, and should be multi-pronged. As a society, we need to bolster the confidence of those struggling with numeracy, and to identify and accelerate students of ability.

The Walton Club focuses on excellence. It's about identifying good students at a young age and helping them grow their skills.

The success of this Club speaks for itself: look at the ambition and proficiency of the projects we're seeing today! And at the attendance rate over the year – 85% on a Saturday!

This Club is well named. The Nobel Prize winner, Ernest Walton, was of course a scientist of genius. He split the atom! He was also a scientist whose commitment to Ireland, and to Trinity, was total. He chose to return to Trinity from Cambridge when he could have gone to any university in the world – he did so to strengthen what was then a very small Department of Physics. If Trinity is now internationally recognised for science, this has much to do with Walton.

In a letter written to then Taoiseach, Eamon de Valera, in 1957: Walton wrote:

'We in this country are not laying a sufficiently firm scientific foundation on which to build prosperous industries... We are today entering a new scientific era and, if we are to benefit from it, our people must not be allowed to grow up scientifically illiterate.'

He would be so thrilled, and moved, to see you students and to observe the excitement growing up around science. We're honoured and delighted that his daughter, Marion Woods, is here today.

Many people and organisations are responsible for the success of the Trinity Walton Club. I thank in particular:

- Arlene O'Neill, director of the Club;
- the Bank of Ireland for its financial support;
- Clive Williams, former Dean of the Faculty of Engineering, Maths and Science, and Vinny Cahill, former Dean of Research and current

Dean of the Faculty of Engineering, Maths and Science, for seed investment and continued support;

- the Trinity Development and Alumni, which has provided investment;
- the advisory group of academics from across the three schools of physics, maths and education;
- the Institute of Physics in Ireland;
- and the PhD and Masters students who are teaching on the program.

The Club would be impossible without the commitment of parents and teachers. You have been responsible for stirring up interest, and, frequently, for arranging transport of students here. On behalf of Trinity College, I thank you – your efforts will have great effect on the calibre of future students entering third level.

Finally to the students, my great congratulations. You are in the first cohort of Walton Club members. You are ambassadors for the Club. The aim of the government strategy for STEM education is to produce students like you. And if Ireland realises its potential as a global innovation centre, it will be thanks to students like you.

You are at the vanguard of students taking up the challenge of this great age of scientific discovery. I wish you every success and that you become role models to your peers.

Thank you.

* * *

4 June 2016

NY Trinity Alumni Ball

New York Yacht Club

Ambassador, Consul General, Trinity's New York alumni and friends:

What a pleasure to be here!

As Provost, it doesn't get much better than this – being in one of the world's great cities, at a Trinity ball, with graduates and friends. And in such a wonderful setting. I believe thanks are due to Aileen and her husband, Tony, for this very special venue. Of course – as we know in Trinity – the venue maketh the ball. It's a privilege to be here.

The Trinity Ball – the one in Dublin – will shortly be celebrating its 60th anniversary. The first ball was held in 1959, which is very recent when you consider that next year is the College's 425th anniversary. It would be nice to think of Georgians and Victorians and Edwardians in full ball regalia – but apparently it didn't happen. It's the post-war, pre-Swinging Sixties generation whom we have to thank.

We all have our memories of balls past. Mine involves breaking the bank by eating in restaurants I couldn't afford – could hardly afford some of them even now – Les Freres Jacques was one. Now I still attend the ball, but it's different. Staff get to hang out in the Senior Common Room. We get ice in our gin and tonics, but of course we don't get that heady excitement.

At last year's ball, then Minister for Health, Leo Varadkar, who is a graduate, came as my guest and we seemed to spend a lot of time protecting him from well-meaning students who were desperate to take 'selfies' with him. It was just before the marriage equality referendum, and Leo had recently come out in a radio interview with Miriam O'Callaghan, and was the man of the moment.

In less than 60 years, the Ball has built up a rich anecdotal history. It doesn't take long to establish a tradition. I'm hopeful that in 60 years' time the New York Trinity Ball will be a staple of the New York calendar.

We're all here this evening through our shared memories of Trinity. As friends and alumni, you have a strong interest in Trinity's future. As Provost, I feel a responsibility towards you, as towards staff and current students, to ensure that the university, which means so much to all of us, continues on its path of excellence.

So tonight I'd like to fill you in, briefly, on some of the great things we've been doing. I don't have time to go into all our initiatives – we'd be here all night... Let's focus on recent highlights.

It's been an excellent year for alumni. In October came the wonderful news that graduate William – or Bill – Campbell had won the Nobel Prize for medicine. He made his career here in the United States but he pays tribute to his professor in Trinity College for developing his interest in parasitic worms. It was for research into such worms that cause river blindness that he won his Nobel – 65 years after he started studying them in Trinity! I was in the hall in Stockholm when Bill gave his Nobel speech – 'Your Majesties, Your Highnesses', he began, 'some human beings give parasites a bad name...'

And in January came the appointment of another distinguished graduate, the political scientist Louise Richardson to the vice-chancellorship of the University of Oxford. She also built her career here in the US – in Harvard. She is the first woman President of Oxford University in its nearly 800-year history, a huge achievement. She said – in her first interview as vice-Chancellor* – that she'd like to see more balanced university admissions, with students drawn from a diversity of backgrounds.

In just the past few months, Trinity has started working with an Oxford College, Lady Margaret Hall, on this issue: we're piloting our highly successful Trinity Access Programme there. We're very excited about internationalising our experience in tackling disadvantage.

The outgoing head of the Students' Union, Lynn Ruane, is a single mother from Tallaght who entered college through the Access Programme. She was recently elected senator in the university panel – indeed, some of you may have voted for her. She is a poster-child for access programmes and I know she will prioritise this issue in the Seanad.

Back in the College, you'll be glad to know that work is underway on the new Trinity School of Business. The expansion in faculty and courses has been on-going for two years, and the flagship building will go up beside the Science Gallery, on the site of the old Luce Hall. It will front onto Pearse Street, and will be the outward sign and symbol of the new 21st Century direction of the university.

The Trinity Business School supports innovation and entrepreneurship across the city and the country. Trinity's importance in driving growth and innovation was caught in an article published this week in the magazine, Silicon Republic. The title of the article was '10 major Irish breakthroughs of the Year so far worth celebrating'. Well of these ten, no less than eight are Trinity breakthroughs.

* www.theguardian.com/education/2016/jan/05/oxford-vice-chancellor-louise-richardson-university-admissions

These breakthroughs are diverse: there's the discovery by Trinity physicists of a new form of light, made of photons that travel differently to any other light previously observed. This could help develop nanophotonics technology as well as communications instruments that utilize light beams to encode and transfer data.

Then there's the project, 3D2DPrint, which utilises 2D nanomaterials and 3D-printing processes to develop and 3D print complex material shapes which can be used as energy storage devices with faster charge times and longer-lasting battery life.

Even our undergraduates are in on the action: the article cited the bitcoin poker site currently being built up Trinity computer science students. It will be a decentralised, peer-to-peer poker algorithm operating without the need of a trusted third-party hosting site. By using bitcoins, rather than online bank accounts, it offers full data protection.

This is but a smattering of the research and projects being carried out in Trinity. There are many more projects, across the three faculties.

Despite the recent austerity, and the decrease in funding to third level, Trinity has forged ahead. We have kept excitement and urgency around research and discovery, and we have expected and sought the best for our graduates. We are proud of our contribution to Ireland's impressive return to growth.

Trinity couldn't operate the way it does without active support. We're heartened and humbled by the effort and resources that alumni and friends put into the university. As I'm fond of saying, Trinity is a university of 17,000 students, 3,000 staff, and 92,000 alumni, living in 130 countries. We are a kind of community, linked by a common affinity for a place and an idea, and like all communities, we work best when each member is participating.

By being here tonight you are participating. And all your actions – from financial support, to volunteering in alumni associations, to 'talking up' Trinity to employers and potential students – illuminate the College and help our community to thrive.

And of course, in your career success and your sense of social responsibility, you are role models of what a Trinity education can achieve.

So I thank you warmly for your support. I look forward to meeting more of you individually over the course of the evening.

And when you're next in Dublin, I look forward to showing you the new Business School, our research projects, and indeed – why not? – the Ball.

* * *

There's a quote from Cicero in the College statutes. In Latin, it goes:

Ad percipiendam colendamque virtutem adiuvat

It means that in Trinity we 'encourage the cultivation and practice of excellence'. I want to leave you with that thought tonight.

Thank you.

* * *



Seated: Ambassador of Ireland to the UN in New York David Donoghue, Jody Hennelly Treanor, Provost Patrick Prendergast; Consul-General of Ireland in New York Barbara Jones, Dr Patrick Treanor; Jill Donoghue

8 June 2016

Launch of ProACT

Paccar Theatre, Science Gallery

Minister, Colleagues, Guests, Ladies and Gentlemen,

You're all very welcome to the Paccar Theatre in the Science Gallery on this exciting occasion: the launch of ProACT, the Horizon 2020 project to advance home-based integrated care for older adults suffering chronic medical conditions.

As we know, Europe has an ageing population. The EU's old-age dependency ratio – that is, the number of older people compared to those aged between 15 and 64 – is projected to almost double from just over 28% currently to 51% by 2080.

Ageing is associated with chronic illnesses, including diabetes, cardiovascular disease, chronic pulmonary disease, and cognitive failure. Often patients will suffer several such illnesses, a condition known as multi-morbidity.

Currently Europe has 50 million such patients, and spends 700 billion euro annually on chronic disease management. Ideally, patients should be able to understand and self-manage their conditions, so that they can continue to live independently at home, and so that costs can be managed. This is where ProACT comes in.

ProACT is an ambitious digital health research programme, funded by the European Commission under Horizon 2020. It brings together a consortium of twelve organisations across six EU member states, including:

- academic research institutes;
- health service providers;
- SMEs;
- ICT multinationals; and
- EU networks, including the European Association of Service Providers for Persons with Disabilities.

We will shortly hear from some of the key partners involved in the consortium, including the project coordinator in Trinity, the IBM Executive for Government Affairs, the senior director in Philips UK, and the President of ASP Citta del Bologna. They will explain what's involved in the project from their different perspectives, and the likely impact.

This pairing of researchers with stakeholders and industry partners will help ensure that ProACT's research outputs are exploited in full across the

EU. The open nature of the technology being developed will provide opportunities for engagement with other researchers and SME's who may develop applications to link in with the system.

So it's a hugely exciting programme: for all the partners involved, for Europe, and for older people living with chronic diseases.

The Trinity Centre for Practice and Healthcare Innovation, or the TCPHI, is the project coordinator. This Centre, established in March 2012, focuses on facilitating interactive collaborations between patients, caregivers, health professionals, healthcare providers, researchers, policy-makers, and industrial and enterprise partners.

I'm proud and delighted that Trinity is coordinating this important project, which I take as recognition of TCPHI and of the university's interdisciplinary strengths in ageing research.

Trinity is the coordinator of the Irish Longitudinal Study on Ageing, or TILDA, which has been on-going since 2006 and has had international impact.

And six months ago, we launched the Global Brain Health Institute, or GBHI, as a joint initiative between Trinity College Dublin and the University of California, San Francisco. GBHI is funded by Atlantic Philanthropies to tackle the looming dementia epidemic and to improve care worldwide. It aims to train global leaders in brain health by the rapid translation of research in neuroscience and ageing into policy.

The investment by the Irish government, Atlantic Philanthropies, and the EU in Trinity's flagship projects in ageing have enabled this university to become a recognised global leader in ageing research.

Researchers in ageing at this university cross faculties and disciplines: including epidemiology, geriatric medicine, demography, social policy, psychology, economics, nursing, physiotherapy, occupational therapy and technology-related sciences.

I note also the other Irish partners in ProACT: UCC-Tyndall National Institute, the CASALA-Netwell Centre at Dundalk IT, and Home Instead Senior Care. ProACT draws on significant Irish expertise, and this is emblematic of Ireland's hugely improved performance in Horizon 2020, as compared to FP7, and in the European Research Council awards. Ireland has jumped from second-lowest performer in the European Research Council, to second-highest. Only Israel is performing more strongly. And Ireland has increased its target for Horizon 2020 funding from €600 million to €1.25 billion.

This success has come about because universities and public bodies have adopted a partnership approach. SFI, Enterprise Ireland, the IRC, and universities have worked cohesively, sharing knowledge and pooling expertise. Ireland now provides an example, across the EU, on how to approach funding applications. I would like to pay tribute to the government for their part in this.

And I'd like to pay tribute to all the EU partners involved in ProACT. The diversity and depth of experience and expertise promises great things. I thank my Trinity colleagues, particularly the project coordinator, Dr John Dinsmore, deputy director of TCPHI, and Professor Mary McCarron, Dean of the Faculty of Health Sciences, who is assisting in the overall coordination of the project.

And I thank the European Commission for its huge investment in European research and innovation. One of the partners in the ProACT consortium is Philips UK. I'm not going to speak for them, nor make a political speech, but it goes without saying that as a president of a university involved in numerous EU-funded collaborations with our neighbouring island, I hope very much to continue these partnerships.

We're not always as good in Europe as we could be when it comes to acknowledging the positive role of the Commission. Negative stories seem to rise to the surface. Perhaps we should all make more of an effort to counter negativity by broadcasting success stories. Horizon 2020 is crucial for research of impact and for industry-academia partnerships, and it should be a household name.

It's now my pleasure to introduce, to officially launch ProACT, the Minister of State for Mental Health and Older People, Helen McEntee.

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

Previously, she has worked at a subsidiary of Citibank, and as a parliamentary assistant in Leinster House, and has been active in raising awareness of mental health issues – working in campaigns for the Pieta House charity and for See the Light. Her appointment as Minister of State was greeted positively by Mental Health Reform, the coalition of organisations campaigning for improvements to mental health services in Ireland.

I thank the Minister for coming today to launch this important programme.

Ladies and Gentlemen, Minister of State for Mental Health and Older People, Helen McEntee, T.D.

* * *



Professor Mary McCarron, Dean of Health Sciences; Dr John Dinsmore;
Helen McEntee, T.D., Minister of State for Mental Health and Older People;
Provost Patrick Prendergast

13 June 2016

14th Infiniti Conference on International Finance

Swift Theatre, Arts Block

Good morning,

On behalf of the university, I welcome you to the 14th Infiniti Conference – the world's only standing conference with a focus on international financial integration.

Infiniti has been running since 2003, having started as a small symposium on the sixth floor of the Arts Block. Since then, almost 3000 papers have been presented over the fourteen years. For the past three years it has been held abroad – in Aix-en-Provence, Florence, and Ljubljana – and the next conference will be held in Vietnam.

Trinity remains the home institution, but it's appropriate that Infiniti should also be held in other countries because it's strongly international. This year we have guests and speakers from 44 countries. Internationalism is fundamental to this conference – all countries now operate within an increasingly globalised financial system and it's essential to take the opportunity to hear from, and to network with, economists, analysts and policy-makers from round the world whose insights and experience are directly relevant.

Significantly, Infiniti has spanned the boom, the recession, and now, the recovery (we hope!). In terms of global finance, the past fourteen years have been particularly interesting – We might have preferred to live through more boring times... but it does mean that, cumulatively, the conference papers, over these years, are of striking interest. Through them we can monitor the happenings and changing priorities in international finance.

I note that, within Ireland, the Infiniti conferences that got most press coverage were those held during the years of recession – proving that it's in times of difficulty that people really seek expert insights.

I commend the founders, Professor Brian Lucey and Linda Soriton, for their prescience in establishing this conference. They understood that, whether we are dealing with boom or bust, our financial systems are interdependent and, given this, that it's essential that those involved meet, and indeed befriend, each other.

Infiniti is now a fixed calendar event and many people make sure to come back year after year. This is a tribute to Brian and Linda's vision and organisation, which extends not only to convening excellent sessions and workshops, but also to the well-thought out social programme, which is an essential part of this conference.

In such a full and fascinating programme, it's difficult to pick out particular events, but let me just direct your attention to a few highlights this year:

There's the Fintech and Alternative Foreign Exchange trading panel discussion, which draws on Trinity's particular strengths in computer science, engineering, and business and emphasizes the importance in developing an interdisciplinary approach to business issues; also the sessions on Diversifying Financial Research Paradigms, which are led by Thomas Segot, associate professor at Kedge in Marseilles and editor of the Elsevier journal, *Research in International Business and Finance*. The conference has been closely associated with Elsevier from the start. I thank them for their sponsorship. And Trinity is particularly proud of Thomas as he is one of our PhD graduates.

Then there's the publishing workshop, Overleaf, a new collaborative authoring tool, and 'Meet the Editors' – a panel with Chatham House rules where younger faculty and PhDs can ask questions of editors. *Infiniti* has a tradition of being associated with high quality journals, and this year is no exception. We welcome editors and writers from:

- the *International Review of Financial Analysis*,
- *Finance Research Letters*,
- *Research in International Business and Finance*, and
- the *Journal of International Financial Markets, Institutions and Money*;

And of course we all look forward to the keynote address, given this year by Professor Andrew Karolyi, Alumni Professor of Asset Management from the Johnston School of Management in Cornell University, on the issue of why fewer companies are going the route of floating on the stock exchange.

These are some of the highlights of this conference – they give you some idea of the scope.

This conference is one of the ways in which Trinity delivers on its mission to create an integrated internationalized community on campus; to build valuable partnerships with industry; and to do research of impact.

As Ireland's leading university, we understand that through the training of skilled graduates and through the provision of high-quality research we play a crucial role in driving economic growth in Ireland and in making Dublin a global innovation centre.

Now is a particularly exciting time for Trinity and our partners because we are investing strongly in business education, and in the next few years, our new Trinity Business School will open here on the main campus, beside the Science Gallery and in the heart of the tech entrepreneurial part of the city.

This showcase building, co-located with an Innovation and Entrepreneurship Hub, will be the outward sign and symbol of the new 21st Century direction of the university. The new Dean of the Trinity Business School, Professor Andrew Burke will tell you more about this.

Before Professor Burke takes the floor may I take this opportunity to thank:

- Brian and Linda for their wonderful work chairing and organising over the fourteen years;
- Also, already mentioned, our sponsors, Elsevier, as well as Skellig Chocolate and Carlow Brewing Company;
- And also for sponsorship: Professor Arnie Cowan of Iowa State University and CEO of EVENTUS, and Monash University Business School, represented here today by Professor Christine Davis;

And we welcome Professor Dong Phong Nguyen, President of the University of Economics Ho Chi Minh City, and thank him for agreeing to host this conference in Ho Chi Minh City in December. It will be the first time that the conference is held outside Europe – an exciting milestone.

In conclusion I wish you all a useful, stimulating, and informative two days. I know that important research outcomes and insights will emerge from the sessions here.

Thank you

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13 June 2016

Tutors' Reception

The Saloon In the Provost's House

Good afternoon,

And welcome to the Saloon. Unfortunately, unlike previous years, we can't put the Garden to good use today – we should have held this reception a week ago!

Today is about marking the importance of our Tutor system, and thanking you all for enabling this system to continue. And it's also a chance to get together. As academics, our schedules get busier all the time – and as Tutors of course you have taken on extra responsibility – so it's good to take this time to reconnect.

The Tutor system is one of the College's oldest and most important traditions – and it's one that we guard jealously. That we have been able to maintain this system in the face of cutbacks is proof of your commitment and your understanding of the importance of incorporating a pastoral role into the Trinity Education.

Tutorship is essential to our mission in education. We understand that taking a personal interest in students develops us as teachers and as people, and we understand that we cannot separate pastoral care from teaching, or indeed from research. We recognise that our students are at an intensely exciting but vulnerable stage of their lives, and need support, and not only for their intellectual formation.

I speak to you now as Provost, who has, of course, a great interest in maintaining this system, because it's part of what makes Trinity distinctive. But I also speak as a former Tutor myself. I was eight years a Tutor and I know that it made me a better teacher and researcher, strengthened my relations with students, broadened my understanding of my role, and helped me to appreciate better the difficulties faced by contemporary students.

Of course we were all students ourselves once, and we can all tap back into that experience, but times and priorities change. Students today have different concerns – for instance affordable accommodation is now a far greater issue than it was when I was an undergraduate in the 1980s, and there are more international students who face particular issues of understanding the local culture.

Academics who don't take the opportunity to serve as Tutors are, I think, less aware of the changing times and the issues that preoccupy today's students.

To help safeguard the Tutor system, we have enshrined it within the Strategic Plan where we pledge (I quote): 'to promote Trinity's distinctive personal tutor system which ensures that all students have access to an individual member of academic staff who is appointed to look after the welfare and development of the students in his/her care.'

This is a pledge we could not have made without your support. The burden of this falls on you. On behalf of the university, I thank you most sincerely. I hope you find being a Tutor as worthwhile as I did. We welcome always your feedback, and any recommendations you might have on how to improve the system. This wonderful tradition will go from strength to strength as long as it continues to serve students and professors.

It's crucial to take proactive steps to maintain the system because, as you know, student numbers are set to grow in Ireland. This expansion is to be welcomed but it needs to be carefully planned and financed. We cannot grow numbers at the expense of our education. Already the staff-to-student ratio in Irish universities is not favourable compared to the OECD average; if it slips much further we will lose the personal contact we have with our students and that's not an option.

So to keep up with the welcome growth in student numbers we need to continue recruiting professors as Tutors. This is a priority.

We will not compromise on our mission. Pastoral care and personal support are intrinsic to how we research, educate, and innovate.

Today we also mark Dr Claire Laudet's time as Senior Tutor. She retires from the role this year, having served a total of twelve years.

Claire, who joined the BESS faculty in 1990, was herself a Tutor from 1995. In 2001 she was elected Senior Tutor, and held the post for an initial six years, bringing warmth, good sense, organisational skills, and pragmatism to the role. After a three year break, in 2010 she again ran for Senior Tutor and was elected. We were fortunate to have someone of her experience and strength in this role in the austerity years, when the Tutor system faced severe cuts. The fact that we were able to maintain this system in the face of the assault on it – and I don't think this is too strong a term! – is down, in great part, to Claire. The College owes her a debt.

On behalf of Trinity, I thank Claire for twelve years of service. As she hands over now to Aidan Seery, I hope she will be satisfied that she has helped to preserve this wonderful system which has stood students and professors in such good stead for generations.

I would ask you all now to raise a glass to Claire, in great thanks; and to welcome Aidan; and finally, raise a glass to yourselves for your significant work in pastoral care this year.

Thank you.

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14 June 2016

Celebration of Luke O'Neill's election to FRS

Senior Common Room

Good afternoon,

You're all very welcome to the Senior Common Room to celebrate Luke O'Neill's wonderful achievement in being elected to Fellowship of the Royal Society.

I welcome in particular our guests to the College: Mary Daly, President of the RIA; Luke's colleagues from UCD, NUI Maynooth, and the RCSI; and Luke's family and friends, as well, of course, as Trinity colleagues and friends. I'm delighted you could all be here today to celebrate this really significant achievement.

Luke's eminence as a biochemist and immunologist mean that he has won numerous national and international awards, including in the last few years:

- the European Federation of Immunology Societies Medal,
- the RIA's Gold Medal for Life Sciences,
- the Boyle Medal,
- the Dan Perry Award for Immunology from McGill University, and
- inclusion in the Thompson Reuters compilation of influential names in science.

We don't hold a reception every time Luke wins an award – we would never be done having receptions – but fellowship of the Royal Society is different. FRS is special – and in having this celebration here today we're saying that, when colleagues are greatly honoured, it is right that Trinity makes due recognition.

The Royal Society is a Fellowship of the most eminent scientists, from, or living and working in, the UK and the Commonwealth. It's the oldest scientific academy in existence, and has played a part in some of the most fundamental and life-changing discoveries in scientific history.

A select few Irish scientists have been elected to the Royal Society. Fellows from Trinity currently include Professors Mike Coey, Denis Weaire and John Pethica. We are extremely proud of them, and delighted that Trinity now has four FRSs in our staff.

Our pro-Chancellor, Dame Jocelyn Bell Burnell, is also FRS. And there are two portraits of FRSs in the room, George Salmon and Samuel Haughton, and there are a further two in the corridor outside – John Joly and Frank

Mitchell. We are proud of this connection and delighted that Mike, Denis, John, and now Luke, are strengthening it.

In rewarding individuals, we recognise the research and the team and all who contribute. I know that Luke, in accepting honours, always acknowledges his team. Indeed in a recent interview he said that (I quote) 'collaboration is a key factor in generating new ideas. As scientists, we must regularly get together and discuss key issues and opportunities'. A team, he says, is 'a co-dependent collaboration'.*

Luke's team in his lab are enhanced by his award, as is the whole university. Indeed, 'co-dependent collaboration' is a good description of a high-functioning interdisciplinary university, where all can maximise their skills and develop research.

Let me now pay tribute to Luke and his remarkable career, which is so full of discovery and which shows no sign of slowing down.

I won't go into Luke's scientific breakthroughs. Those are better explained by a biochemist, so Kingston Mills has kindly agreed to talk about Luke's international significance as an immunologist.

I'd like to pay tribute to Luke's leadership within the university. Luke exemplifies the contemporary academic. As well as being an extraordinary scientist, he is a wonderful teacher and collaborator, a formidable organiser, a man of ideas, and an entrepreneur – and he has put all his skills at the service of the university. He's also a winner of the Provost's teaching Award.

He has been pivotal in developing immunology as one of our key interdisciplinary research themes. He was also instrumental in the creation of the Trinity Biomedical Sciences Institute, and served as its first Academic Director, and was the first Head of the newly formed School of Biochemistry and Immunology in 2008.

In order to commercialise his research in immunology, he founded the company, Opsona Therapeutics, in 2004, together with his Trinity colleagues, Kingston Mills and Dermot Kelleher. Opsona is an award-winning drug development company, targeting inflammatory and autoimmune diseases and cancers. It is profiled today in an article in Silicon Republic on exciting spin-outs†. Luke serves as a non-executive director and CSO.

He is currently on sabbatical at GSK as part of their Immunology Catalyst programme, which is focused on bringing in academic scientists to work on the frontiers of knowledge in inflammation. Luke is one of just six global

* www.siliconrepublic.com/discovery/luke-o-neill-trinity-college-dublin-immunology

† www.siliconrepublic.com/start-ups/research-commercialisation-spin-out-ireland

immunology experts from round the world chosen to participate in the GSK network.

We are delighted to share him with GSK and with the Royal Society. We are proud that as a Trinity graduate he has chosen to build his career here. He has done so much to create the innovation university which is extolled just today in a Reuters article, which reports (I quote) that:

'Trinity is notable for holding a higher percentage of cited patents in its portfolio than any other university in Europe's top 100 —more evidence of Ireland's outsized impact on global research and development.'*

That is a wonderful endorsement.

And now I look forward to raising a glass to Trinity's newest FRS, but first to tell us a bit more about the Royal Society and about Luke's pioneering science, we welcome the Dean of Research and Kingston Mills.

* * *



(L to R): Provost Patrick Prendergast; Professor Kingston Mills; Professor Luke O'Neill, FRS; Professor John Boland

* <http://uk.reuters.com/article/uk-innovative-stories-europe-idUKKCN0Z00F9>

14 June 2016

11th International Conference on Open Repositories

Dining Hall

Good evening,

On behalf of the university, I'm delighted to welcome you all to the Dining Hall in Trinity College Dublin. I hope you've been enjoying a great conference thus far – I know you have a very full programme.

This is the eleventh international conference on Open Repositories and the first time, I believe, that it has come to Trinity. We're honoured to be hosting such an important global conference – I think every continent except Antarctica is represented here this week.

OR2016 takes place at a timely moment. With its theme of 'Illuminating the World' and a focus on opening up research, disciplines and collections, this conference comes just three weeks after EU member states agreed the target of making freely available all scientific papers by 2020 – in what was termed a 'life-changing move' by Carlos Moedas, European Commissioner for Research and Innovation*.

It's an ambitious target which the Competitiveness Council has said is no easy task. If it is achieved, it will be thanks to the kind of research, technology and innovation being discussed and showcased here at this conference. The EU announcement is recognition of the vital importance of the work you do, which is so essential for academic and scientific advancement, and hence for economic growth and improved quality of life.

Next year Trinity celebrates its 425th anniversary. In some parts of the university, like this Dining Hall, heritage and tradition are strongly felt – most strongly of all perhaps in the Long Room in the Old Library, which I hope you will visit during your time here, if you haven't already.

In the Long Room, one feels very intimately Trinity's mission – which is the mission of all research universities: to preserve knowledge and make it available. Universities are about discovery, sharing, and preservation – doing the research, disseminating it, and storing it.

That mission hasn't changed in 425 years. But the means have. There has been a revolution – it's not too strong a word – in the means of dissemination and storage. For the first time in human history we can talk about the possibility of unlimited 'open access' – of everyone in the world

* www.sciencemag.org/news/2016/05/dramatic-statement-european-leaders-call-immediate-open-access-all-scientific-papers

being able to access knowledge and discovery as soon as it is released, and of that knowledge being preserved for future generations for ever.

The potential is there. Releasing that potential depends on researchers, librarians, IT professionals – all of you at this conference – as well as legal experts and policy-makers. It's an interdisciplinary field bringing together many stakeholders to work collaboratively.

It's tremendously exciting but also demanding. The importance of a conference such as this, enabling exchanges of best practice, is evident.

In Trinity we are fully committed to enabling access and ensuring storage and preservation. We have a tradition of this going back to the 17th century when one of the world's most valuable books, the Book of Kells, was placed here for safekeeping. We have done our best to honour the trust placed in us. 'Safekeeping' means not just preservation but elucidation, a word which incorporates 'lux' or 'light' – as in 'illuminating the word' which is the theme of this conference. Through the centuries, our librarians and scholars have done magnificent work elucidating the Book of Kells, most recently through online resources.

In other pioneering initiatives, our institutional repository TARA, built using DSPACE, was the first to be made publically available in Ireland, and the Library's digital collections were the first Fedora Commons repository deployed in Ireland. Trinity is the technical lead on the Digital Repository of Ireland, the first Hydra based repository in the country.

Last October we launched our Library Strategy which sets out priorities for the next five years. These include:

- supporting users in navigating the rich, complex world of digital content;
- leveraging technology to enhance services on-site and online;
- developing appropriate storage of physical collections;
- and enabling different, changing styles of teaching and research, and catalysing collaborations.

To deliver on its Strategy, the Library is working with researchers and professionals across the university.

In the College's overall Strategic Plan, we recognise that the Library's work, including of course open repository, is horizontal and at the heart of the university's mission, fundamental to all our Schools, institutes, and centres.

In conclusion, on behalf of the university may I thank the Open Repositories steering committee, chaired by William Nixon and Elin Stangeland, for choosing Trinity as 2016 host. And the local organising

committee, for putting together this great programme and for all their work making this week a success – from Trinity: Dermot Frost, Tim Keefe, Owen Conlan, and Geoff Bradley; from the RIA: Natalie Harrower, and from UCD: John Howard.

And I thank also Science Foundation Ireland, Failte Ireland and the other sponsors and exhibitors for their support.

I wish you all a great conference, and I look forward to the outcomes from which we will all benefit.

Thank you.

* * *

15 June 2016

Provost's Professional Staff Awards

Garden of the Provost's House

Good afternoon, and welcome to the Provost's garden for the Provost's Professional Staff Awards.

These awards are our opportunity to celebrate staff whose creativity and dedication are key to the continuing success of the college.

The prestige of these awards reflect the value that Trinity places on encouraging professional staff to enrich Trinity's environment for students, staff and visitors.

Achieving the goals in our current Strategic Plan – Strengthen Community, Activate Talents, Engage Wider Society, Demonstrate Institutional Leadership – is dependent on excellent Professional Staff. The Strategic Plan states (I quote) that 'Trinity's position as a university of global consequence will only continue to be secured by academic, administrative, and support staff capable of delivering our mission'.

This is our position, so it's right that we reward exceptional endeavour in delivering that mission.

With these awards, we capture and promote enhancement initiatives that are on-going at local level, but may not be known by the wider college community.

In this, our inaugural year, we have created three categories of award:

- Enhancing the Trinity Experience Award
- Individual Leadership Award
- Outstanding Colleague Award

As you know, the nomination process was lengthy and rigorous, involving forms and letters of support, which then went to a selection committee, representatives of students and staff, and an external reviewer.

It's necessary to have a rigorous and comprehensive process, but it involves further commitment in an already full workload, so I'm delighted at the response: we received 118 nominations from across the university.

Such enthusiasm validates my belief that these awards are really necessary, and will serve, like the Provost Teaching Awards, to highlight and provide impetus for the important work on which the success of the university depends.

Allow me to take this opportunity to warmly thank those involved in organising these awards, particularly:

- Declan Treanor, Director of the Disability Service;
- Kate Malone, director of HR;
- the Steering Committee, and
- the Selection Committee, which it has been my pleasure to chair.

And I thank all who have taken the trouble to nominate colleagues. It was an exacting task.

We in the Selection Committee found it most rewarding and inspiring to be apprised of the many initiatives on-going in the university. It has been very difficult to select winners from such outstanding nominations. We have had to choose just five winners. So many others deserve commendation.

To be nominated by colleagues is a mark of recognition in itself. I hope – as happens with the Provost's Teaching Awards – that there will be re-nominations next year.

It's now my pleasure to announce the winners.

* * *

The first award we present today is 'Enhancing the Trinity Experience'. This is presented to an individual or team demonstrating exceptional service and commitment to the University and our visitors. The 2016 award goes to Kathleen O'Toole-Brennan.

Kathleen has been working full-time in the Trinity Access Programme since 2000 and has played a central role in building TAP from a small six-school project into a suite of internationally recognised educational outreach programmes.

Her passion and commitment 'to making life-changing educational experiences happen' is evidenced by her establishment of the now national College Awareness Week. This was driven by her belief in the power of education to transform. Each year Kathleen plans, delivers and evaluates outreach activities for over 4,000 stakeholders.

She builds strong professional relationships across the college community and this has helped to copper-fasten the success of outreach activities which ensure that access, equality and diversity are embedded within the Trinity community.

Recently she organised a Céilí Mór to bring staff and students together for fun and laughter – always key elements of her work. Kathleen works with

dedication, imagination, creativity and persistence to bring the very best of Trinity to a wider national and international audience.

I have great pleasure in presenting her with the Enhancing the Trinity Experience Award.

* * *

Our next award is the Individual Leadership Award which is presented to an individual who demonstrates outstanding leadership skills that have a positive impact on a team. This award goes to Noel McCann.

Noel is our Campus Services Manager and has responsibility for managing teams that provide environmental, electrical, mechanical security and campus maintenance services. Noel's team ensures that our grounds and landscaped areas are presented in first class condition. His appreciation of protocol and his calm professionalism have been called on many times, most notably perhaps during the visit of the Queen of England in 2011 and President Obama's family visit in 2013, and his Presidential address in College Green which necessitated major security operations. Noel's professionalism was recognised and appreciated by the multiple security officials and agencies involved.

In the recent 1916 commemorations in Trinity, Noel and his staff again raised Trinity's profile as an inclusive and open organisation with the people of Dublin and Ireland. Noel's dedication and consistently good advice have been enormously helpful to the Grounds and Gardens Advisory Committee. He passionately wants visitors and colleagues to appreciate the campus at its best. He is a problem solver and a real hands-on manager who communicates well with the wider college community. He is a worthy winner of the Individual Leadership Award.

* * *

Finally we present the Outstanding Colleague Award. This is presented to individuals who deliver outstanding service to the Trinity Community. This year we have decided to award three individuals.

Joe McCauley is the Senior Experimental Officer in the School of Physics. He consistently delivers exceptional support, providing assistance beyond his formal job description. He has earned the respect of colleagues and students alike.

Joe's positive attitude and willingness to assist bolsters colleagues. His knowledge and expertise are regularly called upon. He has been instrumental in installing complex scientific equipment at Trinity's observatory at Birr Castle. And when, in March 2015, a team from Trinity flew on board an Irish Air Corps plane to observe a solar eclipse, Joe's

technical insight and commitment were key to the project's success. I have great pleasure in presenting him with the Outstanding Colleague Award.

* * *

Anthony O'Rourke is an area executive craftsman, with responsibility for the Arts Building. He makes his job seem effortless, despite a huge and at times unpredictable workload. He delivers seamless, invisible and excellent service, going above and beyond the call of duty.

Tony strives to retain the integrity, character and architecture of the Arts Building, integrating the changing needs and office requirements with the history of the building. His talent and exemplary attitude are visible both in the smallest repair task or a large renovation project, which are all completed with a smile despite pressing constraints, the challenges of managing multiple tradespersons, and working on-site surrounded by staff and students. He is always available to staff and will never leave a job unfinished. Tony's incredible attention to detail, accompanied always by his positive attitude brings a collegial spirit to our corridors. He too is a worthy winner.

* * *

Helen Thornbury brings diligence, calmness, unimpeachable knowledge of the college regulations and institutional practice to the benefit of graduate students in her role as Administrative Officer in the Graduate Student Office. She provides crucial support for students and for the School, and is a problem solver who facilitates solutions.

She creates a sense of community and camaraderie, which, combined with her empathy, wit and verve, inspires confidence. Her job is to ensure that regulations are followed: where she exceeds expectations is the enormous effort she puts in to ensure that the reading of those regulations benefits the student, the supervisor, and the College. The time she commits to each case is simply astonishing, given her commitments across the College. She regularly exceeds expectations and evinces persistent good cheer in the face of extremely complex and often sensitive cases.

Her professionalism and human empathy are exemplary, and I have great pleasure in presenting her with this award.

* * *

It has been a pleasure presenting these awards. Marking each winner's contribution gives a sense of the scope of activity and initiatives and of the invaluable work going on in Trinity.

I congratulate all the nominees, and I invite you now to raise a glass to the 2016 winners.

* * *

21 June 2016

Challenge Up IoT Accelerator

Innovation Academy, Foster Place

Good evening,

And welcome, all, to the Innovation Academy (which is an accelerator for PhD students), jointly run by Queen's University Belfast, University College Dublin, and Trinity College Dublin.

Trinity is delighted to be associated with the 'Challenge Up IoT Accelerator' and to be hosting participants on campus. I hope you're enjoying your stay with us, and that you found yesterday's meeting with our LaunchBox cohort both useful and stimulating.

Trinity's connection with Challenge Up is the latest in our long, fruitful association with Intel. Six months ago we signed a strategic MOU with Intel focussing on three areas of mutual importance – Talent, Research and Policy.

The MOU built on a relationship going back many years. Intel has been a major manufacturer and employer in Ireland since 1989, and over the decades, Intel has, of course, recruited many Trinity graduates. But more than this: Intel has collaborated and funded research here and has seconded staff to Trinity. In fact, Intel is a partner in all four of the national interdisciplinary centres which are run from Trinity.

Furthermore, in keeping with a core commitment to supporting education, Intel has funded studentships, accommodated interns, acted on advisory boards, and mentored our students through LaunchBox and other initiatives.

In addition, Intel acquired two of Trinity's most successful campus companies, Havok and Kore Virtual Machines.

So ours has been a most enriching relationship on many levels. Collaborating with Intel has boosted Trinity's mission in education, research, and innovation.

In Trinity, we've made a horizontal commitment to developing multifaceted relationships with industry because we know that in the 21st century, universities and industry must support each other to grow together. If you look at the innovation centres of the world – Silicon Valley, Seoul, Boston, Hong Kong – what you invariably find is strong industry-academic link-ups. This is what we seek to develop in Dublin and Ireland.

As you probably know, Ireland suffered badly after the global crash of 2008. Recession was painful, but recovery has been impressive: we currently enjoy the highest growth rate in the EU.

The World Bank now lists Dublin as one of the top 10 places in the world to do business. Ireland is European headquarters to nine of the top ten global software companies, and nine of the top ten US technology companies.

In Trinity, we've played our part in this success story. According to an evaluation published in October by private equity and venture capital research firm, PitchBook, Trinity has produced more entrepreneurs than any other university in Europe over the last five years. This is based on the number of undergraduate alumni who go on to create companies that secure first-round venture capital funding.

The Trinity-Intel partnership is an example of the kind of academic-industry collaboration which has enabled Ireland to return to growth and to nurture talent and entrepreneurship.

This 'Challenge Up IoT Accelerator' by Intel, Cisco and Deutsche Telecom is intrinsically innovative, forward-looking, and talent-boosting:

- It focuses on the next big phase of the Internet – the Internet of Things – and it's the convergence point of several related big trends, including mobility, cloud, Big Data, and security.
- It is international – showcasing twelve start-ups from nine countries; and
- It is interdisciplinary, with start-ups in areas as diverse as cyber security, cleaner air, better parking, energy storage systems and visual recognition.

These are exciting and vital fields of huge potential. Participation in the Challenge Up IoT Accelerator will indeed accelerate these start-ups' success.

I congratulate Intel, Cisco and Deutsche Telecom for the ambition and commitment of this Challenge. I thank Brian Quinn, director of European innovation at Intel Labs Europe, for building the relationship between Challenge Up and Trinity.

And I congratulate all participants on getting this far, and wish you the very best of luck with the Challenge. What you do may help determine the future – which is a wonderful, if sometimes daunting, position to be in.

Thank you

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22 June 2016

International Interdisciplinary Conference: 'The Role of Church in a Pluralist Society: Good Riddance or Good Influence?'

Edmund Burke Theatre,

Good morning,

Welcome to Trinity College Dublin and to this interdisciplinary conference on the role of the Church in a pluralist society, which has, as its provocative questioning title: 'Good riddance or good influence?'

This is a most significant conference – for the breadth of debate and the calibre of speakers. And because it's the first major public event hosted by the Loyola Institute.

The Loyola Institute was established in 2012 as a new department within Trinity's Confederal School of Religions, Peace Studies and Theology. It came about as the result of discussions between the college and representatives of eight Catholic congregations associated with the Milltown Institute of Catholic Theology. These Congregations established the Loyola Trust as an independent body, which works with Trinity to support the new Institute. The Loyola Trust is a key sponsor of this conference.

The launch of the Loyola Institute was a historic occasion. Theology is, together with Philosophy, the oldest School in Trinity, dating back to the foundation of the college in 1592. Originally called Divinity, theology was initially concerned with the education of clergy of the Church of Ireland.

But in the past half century, the study of Theology was greatly extended, and this is reflected in our nomenclature: after 1978 the School of Divinity became the 'non-denominational School of Hebrew, Biblical and Theological Studies'. And subsequently this School joined forces with the Irish School of Ecumenics to become, what we now call, the 'School of Religions, Peace Studies, and Theology'. It now provides teaching in the third monotheistic religion, Islam.

With the arrival of the Loyola Institute, which is devoted to the study of theology in the Catholic tradition, the School is further developing its ambition to be the only centre in Ireland where distinctive theological and religious traditions are studied in an ecumenical, inter-religious and humanities setting.

The Loyola Institute is proud to work at the creative intersection of theology, society and culture. This conference is an excellent expression of its academic mission.

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The Conference is open to the public, and welcomes speakers and participants from all around the world – from Warsaw to Melbourne, from Brussels to Chicago, from Berlin to Asia Pacific. Many of these speakers are particularly distinguished – I regret there isn't time to name each one.

So let me just say how impressed I am at the breadth of speakers, who range from leading academics in leading universities, including Harvard and the University of Chicago; to editors and journalists of major international publications; to directors of religious and cultural centres; to church leaders.

We're honoured to welcome his Eminence, Cardinal Reinhold Marx, Archbishop of Munich and Freising, who will address us on 'The Church and the Challenge of Freedom', and we're delighted that the most Reverend Michael Jackson, Archbishop of Dublin and Bishop of Glendalough, Primate of Ireland, is chairing a session.

Tomorrow's After Dinner speaker is Baroness Nuala O'Loan, Northern Ireland's first Police Ombudsman, and afterwards Roving Ambassador and Special Envoy for Conflict, focusing initially on East Timor.

Papers over the next few days will range from hegemonic liberalism to digital religious experiences to the British Government's domestic policies. On the day that's in it – the eve of the referendum – this paper, given by Catherine Pepinster, editor of the Tablet, may be of particular interest.

In keeping with the mission of the Loyola Institute, this conference looks at religion in the context of social justice and contemporary culture. It's particularly appropriate, I think, that it's being held in the Edmund Burke Theatre.

Burke, the founder of modern conservatism – with a small 'c' – is arguably Trinity's greatest graduate. Born of a Protestant father and Catholic mother in the Penal era, he believed that religion and religious tolerance were the foundation of civil society – indeed for him 'toleration was a part of religion'. A great champion of liberty, who famously defended the right of the American Colonies to self-government, he also said that 'liberty without wisdom and without virtue is the greatest of all possible evils: it is folly, vice and madness, without tuition or restraint'.

The issues this conference raises – pluralism, choice in a consumer society, challenges to freedom – are Burkean issues. It is right to evoke his spirit.

Just a fortnight ago, the Catholic Archbishop of Dublin, Diarmuid Martin, in remarks cited in the Irish Times, said (I quote): 'If the place of the Church in the current social and political discussion in Ireland risks becoming increasingly marginal, this is not just due to some sort of external exclusion; it is also because the Church in Ireland is very lacking in keen intellects and prolific pens addressing the pressing subjects of the day.'^{*}

The Loyola Institute exists precisely to educate 'keen intellects and prolific pens' and 'to address the pressing subjects of the day'. This Conference enables the Institute to put its mission into practice.

I congratulate the organisers – Dr Cornelius Casey and Dr Fáinche Ryan – and the committee – Dr Pat Hannon, Dr Gerry O'Hanlon, and Dr Maria Duffy – for putting together what promises to be an extraordinary, wide-ranging and illuminating conference. I thank the sponsors: the Loyola Trust and private sponsors. And I wish all of you a most enjoyable, useful and compelling two days.

Thank you.

* * *



Prof. William T. Cavanaugh, De Paul University, Chicago; Prof. Fáinche Ryan, Loyola Institute, Trinity College Dublin; Prof. Hans Joas, Humboldt-Universität, Berlin; & Provost Patrick Prendergast
(photo courtesy Dr Con Casey, Loyola Institute)

* www.irishtimes.com/news/social-affairs/religion-and-beliefs/archbishop-diarmuid-martin-bemoans-lack-of-catholic-intellectuals-in-ireland-1.2674331

24 June 2016

Speech at the Summer Commencements Dinner

Dining Hall

Chancellor, Pro-Chancellor, Visitor, Distinguished Guests, Honorary Graduates;

Welcome all to the Dining Hall in Trinity College Dublin. Tonight we pay tribute to six exceptional individuals by bestowing on them our highest honours.

Since the Middle Ages, universities have had the right to grant degrees 'honoris causa' on individuals who are judged of merit. 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 to improve our way of being in the world.

The six individuals whom we honour today represent a range of talents. Between them, our honorees have illuminated the fields of literature, science, law, politics, sport, and human rights. Each is a educator in the true sense of the word – seeking to spread knowledge and to lead by example.

Before sharing with you some of the achievements of our new honorees, I'd like to take this opportunity to pay tribute to two members of staff significantly involved in award ceremonies and the conferring of degrees, who both retire this year: the Registrar, Shane Allwright and the Junior Proctor, Terence Barry.

A Professor in Epidemiology, Shane Allwright has served as Registrar since 2011. In this role she has statutory responsibility for the records of both Trinity College Dublin and the University of Dublin. She is custodian of the Statutes and is responsible for all graduation ceremonies, as well as overseeing the College's inter-institutional relationships within Ireland.

A Professor in Medieval History, Terence Barry came to Trinity in 1978, and has served as Junior Proctor for the term of a year. Proctors exercise responsibilities with regard to supplicating the Senate for degrees.

Professor Allwright and Professor Barry have been exemplary in their roles. We appreciate very much their services, and wish them well in the future.

It's now my pleasure to introduce our new honorary graduates:

* * *

Doctor in Literature (LL.D.)

James Patrick, or **J.P., Donleavy** is a novelist, playwright, poet, and author of one of the 20th century's most famous novels, which also happens to be the definitive Trinity novel. I'm referring of course to *The Ginger Man* – which has allegedly brought more Americans to campus than the Book of Kells. We might ask why it has taken the College so long to honour the author of this iconic book?

Well, like many another great novel, it was greeted with initial shock: rejected by 50 publishers and, when finally published in 1955, banned outright in the US and Ireland. If the instinct of Trinity Fellows then was to distance themselves, that is not so surprising. As I recall, the Ginger Man – Sebastian Dangerfield – enters College just three times in the course of the novel – and never to attend a lecture or a tutorial...

If it has taken Trinity a while to recognise J.P. Donleavy, that is a back-handed compliment: genius is not absorbed in a day. But I'm delighted that we do so now, and in June, exactly 61 years after the publication of *The Ginger Man*.

J.P. Donleavy is an Irish-American, from Brooklyn, who arrived to study natural sciences in Trinity in 1946, and has since made his home in Ireland. He is also an artist, and author of more than twenty other works, one of which: *A Fairytale of New York*, gave its title to a song rivalling *The Ginger Man* in fame...

He left Trinity without taking his degree. We are more than proud to honour him today as a Doctor in Letters.

Ladies and Gentlemen Dr J.P. Donleavy.

* * *

Lia Mills is a name you will recognise since her novel, *Fallen*, set during the Easter Rising, was selected as Dublin's 'One City One Book' choice for 2016. It's a particularly apt choice for the centenary of the Rising, being at once contemporary and historical, and coming from the pen of a Dubliner who knows how to evoke her city. It has resonated strongly with readers. For the first time this year, Dublin teamed up with Belfast for a 'Two Cities, One Book' festival, and Lia's book has helped bring the Rising to life for readers in Northern Ireland.

Fallen is Lia's fourth book. In 2006 she was diagnosed with, and treated, for an advanced carcinoma in her cheek and gums. She published a memoir of the experience, *In Your Face*. Subsequently, she joined forces with professionals and cancer survivors to co-found the Mouth, Head & Neck Cancer Awareness Ireland Group, which initiated a campaign to raise public awareness. Trinity was involved in this through our Dental School, and one of our associate professors, Dr Denise MacCarthy co-edited with Lia: *Word of Mouth: Coping With and Surviving Mouth, Head and Neck Cancers*, a collection of stories and articles written by patients and professionals.

Lia Mills is a creative writer, who, when faced with adversity, used her great gifts to communicate. Her campaign has helped saved lives; her novels have brought understanding of what it means to be alive; we are honoured to award her a doctorate in laws.

Ladies and Gentlemen Dr Lia Mills.

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Doctor in Law (LL.D.)

Hina Jilani is an advocate of the Supreme Court of Pakistan and is internationally recognised for human rights activism. With her sister she co-founded Pakistan's first all-female legal aid practice in 1980, and she set up the Women's Action Forum to campaign for women's rights and challenge discriminatory laws. In 1986 she was one of the founders of the Human Rights Commission of Pakistan. She has conducted many landmark cases, setting new standards for human rights in Pakistan. Her battle for the rights of children, especially the protection of child labourers engaged in hazardous work, led to the promulgation act regulating the employment of children in 1991.

In 2000 she became the first Special Representative of the UN Secretary General on Human Rights Defenders. In 2013 she joined The Elders, a group of statesmen, peace activists and human rights advocates, brought together by Nelson Mandela, and was also was elected to join the International Commission of Jurists. Dr Jilani spoke at the Dublin Platform for Human Rights Defenders at Risk in 2003 and is a member of the Leadership Council of Front Line, the International Foundation for the Protection of Human Rights Defenders.

Ladies and Gentlemen Dr Hina Jilani.

* * *

Joseph Robinette – or Joe – Biden is the 47th Vice President of the United States of America, jointly elected twice with President Barack

Obama.

As Vice President, he was tasked with implementing and overseeing the stimulus package in the American Recovery and Reinvestment Act, which has helped to lay the foundation for a sustainable economic future. He also leads the Ready to Work Initiative to improve skills and training systems, and he is the Administration's point person for diplomacy within the Western Hemisphere.

He was elected to the US Senate for Delaware in 1972 becoming the sixth-youngest senator in US history. He has been at the forefront of issues and legislation related to terrorism, weapons of mass destruction, post-Cold War Europe, the Middle East, and Southwest Asia.

A tireless campaigner, who connects strongly with voters, Vice President Biden is appreciated for his integrity, his commitment to social justice, and the dignity with which he has borne personal tragedies which might have embittered a lesser man.

This visit to Ireland, his first, is the fulfilment of a lifelong ambition. He has said that he is five eighths Irish and regards this trip as 'coming home'. We are delighted, in Trinity, to have the opportunity of honouring him with a doctorate in law.

We regret that his timetable – like J.P. Donleavy's – did not allow him to attend this dinner.

Ladies and Gentlemen Vice President Joe Biden.

* * *

Doctor in Science (Sc.D.)

Peter Higgs is among the select group of scientists who have given their name to a discovery. In the 1960s he predicted the existence of a new particle, the detection of which became one of the great goals of physics. In March 2013, the so-called 'Higgs boson' was confirmed at the Large Hadron Collider, making it the first known fundamental scalar particle to be discovered in nature. Peter Higgs was awarded the Nobel Prize for Physics that year.

Formerly Professor of Physics in the School of Physics and Astrophysics, University of Edinburgh, he has been honoured and awarded by institutions around the world. His is an important and revered voice in support of funding basic research.

He is a friend to Ireland, having given public and academic lectures here and served on a review committee for the School of Theoretical Physics at Dublin Institute for Advanced Studies. He recently delivered a sell-out public lecture co-organised by staff in the School of Mathematics and the Royal Irish Academy.

For his services to promoting science education and research in Ireland, and for his eminence as a physicist, we are honoured to award him with this Doctor in Science.

Ladies and Gentlemen Dr Peter Higgs.

* * *

M.A.

At 97, Josef, or **Joe, Veselsky** is Trinity's oldest student – he has taken extra-mural courses in the School of Histories and Humanities every year since 2010. A sportsman, who captained the Irish Table Tennis team, his interest in history was perhaps sparked by his personal experiences. Born in Bratislava, he was twenty when Hitler invaded Czechoslovakia. He joined the Czechoslovakian underground resistance movement, living and working in the Carpathian mountains. His parents and elder brother were killed in Auschwitz. For his wartime bravery, he was later decorated with the Order of the Slovak National Uprising.

Post-war, his passion was table tennis in which he ranked 7th nationally and captained the Czechoslovak team. With his wife, Katarina, he escaped the Prague coup of 1948 and came to Ireland in 1949 where he established his own jewellery business, which is now run by his family.

In 2007 he was made a Commander of the Slovak Order of the White Double Cross for outstanding achievement in sport and for his contribution to the development and maintenance of diplomatic relations between Slovakia and Ireland.

We are delighted in Trinity, to honour him for his sporting prowess, his contribution to Irish life, and his remarkable courage combating fascism.

Ladies and Gentlemen Joe Veselsky.

* * *

These six men and women are an inspiration – in terms of their specific fields, and of serving the greater good.

It is – we can't ignore – a difficult day for Europe, and for those of us who believe in the European project. Ireland has made no secret of its wish that our neighbour would stay in the EU. And universities have been vocal on the benefits of EU membership. I note that within the UK, the university cities – Norwich, Bristol, Oxford, Cambridge, Cardiff, Newcastle, Leeds, Cardiff, Edinburgh – voted to remain. We are now in uncharted territory – and for once this phrase, used so frequently and casually in political discourse, is entirely accurate.

We must remain strong and flexible as we come to terms with this new situation. Now more than ever, we need role models – people of transcendent intelligence and integrity whom we can trust and who can give us confidence in the future.

I congratulate each and every one of our distinguished new honorary graduates.

Before I call on Dr Jilani to respond on behalf of the new graduates, I would ask you all to rise to toast the new Honorary Graduates.

* * *

TOAST

The Honorary Graduates

* * *

And now Dr Jilani

TOAST

Trinity College

* * *

Final TOAST

Ireland

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Back row (L to R) Peter Higgs, Provost Patrick Prendergast, Joseph Veselsky; J.P. Donleavy
Front row (L to R) Lia Lills, Chancellor Mary Robinson, Hina Jilani

29 June 2016

Provost speech at the End-of-Term of Professor Linda Hogan as Vice-Provost & Chief Academic Officer

Senior Common Room

Good afternoon,

Thank you all for coming. The presence of so many is tribute to the Vice Provost, whose great contribution and commitment to the College we celebrate today.

When I took office as Provost – five years ago now – I was, of course, very gung-ho to get going. After the excitement of the campaign, the enormity of the responsibilities soon became clear. In those early days and months it was the Vice Provost who steadied us all in the face of the challenges.

It will come as no surprise to anyone here that in the face of all the work attendant on setting up a new administration, Linda remained unflappable – her calm intelligence and intuition ever unfettered by anxiety or tension. Of course I knew Linda from having worked with her previously in her role as Professor of Ecumenics, so I knew I could count on her composure and good sense.

But we never really know, until it's tested, how someone will react under fire. This was Linda's first major management role and first Board role. As I recall, she was not at first familiar with the brute language of deliverables, milestones, and cost plannings. She did not use PowerPoint. When it came to contemporary management styles, she was thrown in at the deep end.

But she was unfazed. She gracefully set aside her preferred method of communication, the erudite essay, and instead mastered Powerpoint. And on the essentials of diplomacy, leadership, and team direction, she needed no guidance. Time again, whatever the situation, she would come in with the right suggestion, the right word, and the right action. All of us on the board benefited so much and are immensely grateful. We could not have asked for anyone better, and that is not an overstatement.

As Vice Provost and Chief Academic Officer, the Vice Provost deputises for the Provost, as required. She has also had overall responsibility for academic activities in education and research, which involves coordinating strategic planning undergraduate and postgraduate education, research, and the student experience.

This is, it goes without saying, a very large and significant role. She has been a member of the Science Gallery Board and the Marino Institute of Education Board and has served as Chair of:

- the Planning Group,
- the Heads of Schools Committee,
- the Quality Committee,
- the Library and College Archive Users' Committee
- the Junior Academic Progressions Committee
- the Indirect Cost Planning Group; and
- the Strategic Staffing Sub-Group.

She has sponsored the Trinity Education Project and strengthened Talent Acquisition and Development in the university, particularly through her work on the Ussher Professorships and on tenure-track. She has also been instrumental in seeing through the Mid-Term Review of the Strategic Plan, as well as the development of both the new Strategic Plan and the Library Strategy.

She has reviewed the Long Room Hub, and did the Social Sciences Review, and has had input into the national policy agenda, through her contribution to the HEA Strategic Dialogue, the IUA Registrars Group, and the Institute of Teacher Education.

And she has seen through all these multiple initiatives, as impeccably dressed and elegant as we see her today! She has – single-handedly – raised the sartorial elegance of the Board by a significant factor. Her ability to negotiate Trinity's cobbles in the highest of heels is a source of wonder.

On this matter – but only on this – she is unyielding: I once planned a team building exercise hiking through the Wicklow Hills – Linda explained that since this would necessitate the wearing of flats, she would be unable to attend... On reflection, it wasn't a good idea of mine: the team would not, I think, have recovered from seeing Linda in hiking boots.

Unfortunately I don't have time to go into more depth on Linda's role in College initiatives, but just naming them has given, I hope, some sense of her immense contribution to the university over the past five years. These have, of course, been difficult years due to austerity, cutbacks, and budgetary constraints. That Trinity has been able to perform as well as it has is thanks, in great part, to Linda.

Many of you here have worked with her. The breadth of her responsibilities, and the level of her engagement mean that her role has been a cross-cutting one across the university. You will know, as well as I, the skill, talent, diplomacy and vision she brings to initiatives and projects. She combines commitment and clarity of purpose with discretion and understatedness.

Many with Linda's talents and vision might go in with guns blazing, determined to use their charisma to get their way. But that is not how

Linda operates. Coercion, bombast, aggression are alien to her. Truly, she listens, considers issues from all angles, and employs the Socratic technique so that decisions feel like group decisions, and the best possible outcome to a given situation.

I'm sure that Linda's training in theology and ethics have nurtured her instinct for consensus, pragmatism, and logic. These innate qualities have been honed by her research and teaching. She is valued and honoured by the wider international academic community.

During these exceptionally busy five years, Linda has found time to publish a book on human rights with Georgetown University Press; to edit a book on Feminist Catholic Theological Ethics, and to contribute a chapter to another book on religion and law. The discipline and drive required to continue with her research while carrying out her role as Vice Provost is remarkable.

It cannot be doubted that Linda will continue to enjoy a remarkable career. To her considerable research and teaching ability, she now brings management and leadership experience. She will be in high demand.

The only role I cannot foresee her taking on is one involving navigation: she has, I believe, ended up in Limerick on the road to Cork, and in Glasnevin when driving back from Marino...

* * *

Linda, on behalf of the whole university, I thank you for the wisdom, diplomacy and quiet authority which you have brought to your role over the past five years. I have learnt much from working with you. On behalf of us all, I wish you all the best in a future which I know you will illuminate through research and leadership.

* * *



Professor Linda Hogan, Vice-Provost/Chief Academic Officer & Provost
Patrick Prendergast in Front Square.

30 June 2016

Reception for Retirement of Registrar

The Saloon in the Provost's House

Good afternoon,

And thank you all for coming. Today we celebrate the great contribution and commitment to the College of Shane Allwright, who has served as Registrar these past five years.

On Friday last we held our summer honorary degree commencements, where we conferred degrees on six individuals – including the author J.P. Donleavy, the physicist Peter Higgs, and the Vice President of the United States, Joe Biden. It was Shane's last ceremony in office and, as ever, it went off impeccably, in the highest Trinity tradition. It was a great occasion on which to recall her dedication and service in the role of Registrar.

The Registrar has statutory responsibility for the records of both Trinity College Dublin and the University of Dublin. She is custodian of the Statutes and responsible for all graduation ceremonies – bachelor degrees, masters, doctorates, and honorary. This is an ever more demanding role as the College continues to expand. In Trinity we are proud of the tradition of our commencements ceremonies; Shane has maintained and strengthened this excellence.

The Registrar also sits on Board and Council, and takes on a management and leadership role within the College. The Registrar has an extensive and also an adaptable portfolio. In Shane's case, she has concentrated on those areas which benefit most from her firm and direct style of leadership, her vast experience of Trinity College, and her ability to form good relationships with colleagues, and to listen to their concerns.

In her five years in office, Shane has:

- Chaired the Academic Appeals Committee, the Student Disciplinary Committee, and the Advisory Board of Irish School of Ecumenics/TCD;
- She has overseen the College's inter-institutional relationships within Ireland;
- She helped develop the current Strategic Plan, particularly with regard to a sustainable campus and the university of the 3rd Age;
- She took on the management of the Identity project;
- And she has furthered civic engagement in the College – this has included launching a Volunteer Student Management Database, and editing a volume of case studies on Leading and Managing the 'Civic University' to provide a framework for institutional change and

development.

So hers has been a highly active and effective term. Her combination of practicality and diplomacy has stood the College in good stead. Some of you may recall, for instance, the fraught relations which threatened to develop with teacher training colleges, and how Shane helped to smooth things over.

I'm particularly grateful to her for her management of the Identity Project. This threatened to rend the College, because staff, students and alumni feel a deep connection to Trinity, and initial moves to contemporize the Trinity identity stirred deep feelings. I was so thankful at that time to be able to turn to Shane. I knew she had the experience, the dedication to the university and its traditions, the warm relations with colleagues, and the pragmatism and good sense to see us through this difficult period. And so it proved.

She brought calmness and clarity to the debate, reminding us by her direct approach that we are all on the same side. In the process she has become an expert on the College crest and how it has changed through the ages – an expertise which, if she wrote it up, will be most instructive for future generations, as it is to us now.

Certainly Shane has had a lasting impact on College life. As Professor in Epidemiology, she took a leading role nationally in providing the science that enabled the introduction of the ban on smoking in the workplace. Building on this, she has now sought to create a tobacco-free campus. We will, in the near future have a tobacco-free campus, and this will be one of Shane's legacies.

Another legacy is the restoration of the organ in the Public Theatre. This has been Shane's initiative. The organ is an essential part of ceremonies in the Public Theatre. I am sure that Shane's successor, Paula Murphy, will have many an occasion to thank her predecessor as the sonorous, melodious notes sound forth in the way they should be heard.

As I've said, the Registrar's is an adaptable portfolio, shaped in part by the incumbent. Shane, you have expanded the role and filled it. You have taken on responsibilities and identified needs, and you have, I think, understood your role in the fullest sense as working to the benefit of the university to the utmost of your capacity.

We are most sorry to lose you. As a Fellow, Professor, and Head of Department, you have served the university; as a pioneer in public health, you have served the country and indeed the world. I am delighted that for your final years here you chose to serve as Registrar. We wish you the very best in the future. I am sure you will remain fully active in many spheres. All who benefit from your energy and commitment are fortunate.

On behalf of the College, I am delighted to present you with this memento
and with the most heartfelt thanks and admiration.

* * *

7 July 2016

Signing MoU with National Agency for Administrative City Construction (NAACC)

Sejong City, South Korea

Administrator Dr. Lee; Deputy Head of Mission of Ireland in Korea, Mr David Murphy; distinguished guests; Good afternoon.

It's an honour to be here in Sejong City, signing this memorandum of understanding with the NAACC.

I arrived in Korea from Dublin yesterday and today I've enjoyed a wonderful visit round Sejong City – visiting the Korean Development Institute Campus, and the Ministry of Trade, Industry, and Energy. I'm an engineer, and the President of a university, and I have a strong interest in universities and change – so today's programme was particularly enjoyable and informative for me.

This is Trinity's third visit to Korea in the past year, and my colleague, Professor Juliette Hussey, the Vice-President for Global Relations, has also visited frequently herself in the past few years. These visits underline the importance that my university, Trinity College Dublin, invests in our relationship with Korea.

We have many links with Korean universities – when we counted them there are over twenty research collaborations with different institutions. Joint projects are in the areas of chemistry, nanotechnology and computer science graphics research.

The Memorandum that we're about to sign could potentially take collaboration to a new level. We look forward to partnering with Korean academic institutions and with industry in far reaching projects such as jointly developing Bio-IT, in both Europe and Korea.

We've also discussed the potential for delivery of programmes at undergraduate and postgraduate level. We're most excited about the potential of developing a joint campus with Korean universities in the Science and Education Park here in Sejong City.

Today is just the beginning of a journey which we hope will lead to new innovations in education and research between Dublin and Sejong and between Trinity College Dublin and Korean universities.

Ireland is, like so many countries, fascinated by, and admiring of, the great South Korean success story – the vibrancy of your economy, the focus on innovation and openness, the commitment to low carbon growth.

I'm delighted that our two countries share many of the same perspectives and policies on international issues and global challenges, and that we work closely together in the UN and other international organisations. We should also note that the level of trade between our two countries, particularly in the services sector, has grown strongly in recent years.

As you are probably aware, Ireland has come out of a difficult few years of recession to enjoy, currently, the highest growth rate in the EU.

The World Bank now lists Dublin as one of the top 10 places in the world to do business. Ireland is European headquarters to 9 of the top 10 global software companies, and 9 of the top 10 US technology companies.

Trinity is a great driver of growth and innovation in Dublin and Ireland. We are recognised as one of the world's leading research-intensive universities:

- We rank in the world's top 1% of research institutions in 18 STEM fields, including immunology, materials science, and molecular biology and genetics;
- We collaborate with eight of the world's largest ICT companies and 11 of the world's largest Pharma companies;
- A fifth of all Irish spin-out companies stem from Trinity;
- And last October the private equity and venture capital-focused research firm, PitchBook, announced that Trinity has produced more entrepreneurs than any other university in Europe over the last five years. This was confirmation that our initiatives to encourage entrepreneurship in staff and students are having strong results.

So Trinity and Dublin are well positioned to collaborate with universities and industry in Sejong and Korea. I hope you are excited as we are by our ever-increasing partnership, and by the wonderful potential for growth which it promises to professors, students and industry in our two countries.

Thank you.

* * *

8 July 2016

Seoul Drinks with Alumni and Friends

Four Points by Sheraton, Seoul, Korea

Good evening,

It's great to be here and thank you all for coming. Some of you I met recently, when I last visited. I enjoy coming to Seoul for the enthusiasm and dynamism of this country, its people, and its great educational institutions.

My colleague, Professor Juliette Hussey, the Vice-President for Global Relations, has also visited frequently – she was here just a few months ago. These visits underline the importance that Trinity invests in our relationship with Korea.

When I became Provost in August 2011, I set Global Relations as one of Trinity's core priorities. Through our Global Relations strategy, we commit to:

- an internationalization of the academic community on campus;
- developing strategic partnerships and joint degree programmes with peer institutions globally;
- providing a stimulating learning environment for students from diverse cultural backgrounds and instilling an awareness of global responsibilities among staff and students;
- and the pursuit of opportunities to create campuses abroad.

We've enjoyed great success with these initiatives. For instance we currently have over 4,500 students from outside the island of Ireland – they hail from 122 countries. Of these, 40 percent are non-EU students – and that has doubled since 2012.

I know some of you were Trinity students in earlier years. If you came back to campus now, you would certainly see a change as global becomes part of our DNA.

And we now have 35 college-wide student exchange partner universities outside the EU – of these eight new universities were added this academic year alone. That gets across the accelerating pace.

We're delighted at the global extension of our education and research. Among the countries very much on our radar for partnering with is South Korea.

It's not hard to see why. South Korea is one of the great success stories of the past half century, and the relationship with Ireland is strong and

positive, both in trade and international affairs. That's signalled by the growing presence of both the Irish Embassy and Enterprise Ireland here in Seoul.

In Trinity we recognise our responsibility, as Ireland's highest-ranked university, to contribute to growth and innovation. We're delighted to enjoy over twenty research collaborations with institutes of higher education in South Korea. These collaborations are diverse, reflecting Trinity's multidisciplinary.

Here in Seoul, for instance we have collaborations with leading edge graphics researchers in SNU and in Disney Research, and we're also working with SNU in the areas of chemistry and nanotechnology and materials – we have recently submitted a bid to set up a joint SNU-Trinity CRANN BioNano Centre.

And yesterday in Sejong, as you may have heard, I signed a memorandum of understanding with the city authorities, which commits us to exploring partnerships with Korean universities and with Korean industry in projects including Bio-IT; as well as exploring the potential for delivery of programmes at undergraduate and postgraduate level in the Science and Education Park in Sejong City.

Within Arts and Humanities, Trinity last year opened our Centre for Asian Studies, which brings together Trinity's capacities in Korean, Japanese, and Chinese Studies in a multi-disciplinary structure. The Centre focuses on contemporary society and culture, language learning, diaspora studies, and comparative studies. At present we offer nine Mandarin courses, and five Korean and Japanese courses – all these are fully subscribed by students back in Dublin. The Korean Studies programme is coordinated by adjunct professor Do Eunjee.

The Irish Government awards an annual Master's scholarship to Trinity for a student from Korea. This year the award is attached to the M.Phil. in Creative Writing at the Trinity Oscar Wilde Centre for Irish Writing. Just last month this was awarded to Ms. Dasom Yang who starts the Masters in September.

These are just some of the high-profile, exciting collaborations between Trinity and Korean universities and students. Through research programmes, student exchanges, and industry projects, we aim to build up real, lasting partnerships between our two countries. This is hugely exciting.

Everyone here today has helped build relations between Ireland and Korea, Dublin and Seoul, and Trinity, SNU and other Korean universities. I thank you all.

Strong partnerships and networks allow us to build and plan for the future. In Trinity, there are so many initiatives where partnership with Korean institutes could have real, lasting value. I don't have time to go into all these, so let me close by mentioning two initiatives we're really excited by, where there's strong potential for collaboration.

We are currently planning a new interdisciplinary institute, the Engineering, Environment and Energy Institute, which we're calling E3.

With E3 we're trying something radical – to alter the way we, as humans, interact with the planet. Instead of exploiting nature, as we have done for centuries, we want to direct our technologies to sustain our natural capital.

E3 will provide coherence through co-location of researchers and shared facilities, and by providing space for industry-academia collaboration. We have secured significant funding and look forward to launching over the next few years.

It goes without saying that we hope to collaborate with Korea on E3-related projects. Korea is a leader in technological solutions and in low carbon green energy.

Emerging challenges cannot be solved by a single discipline, a single institute, a single country, or a single continent.

E3 represents a phenomenal opportunity. I look forward to telling you how it's progressing on subsequent visits.

Another initiative I'd like to mention is our new Centre for Literary Translation, which is opening this year in a magnificent Georgian house in Fenian Street – by the Lincoln Gate.

This Centre is the first of its kind in Ireland, and only the second within Britain and Ireland.

Through this Centre, we will strengthen Trinity's already formidable reputation in the study of literature and modern languages. In these disciplines, the university is ranked in the world's top 50 – something we're naturally proud of, and want to build on.

I look forward to this Centre collaborating with our Centre for Asian Studies and with Korean translators. Indeed this has already happened.

This year is the centenary of 1916 and the Proclamation of Irish Independence. In Trinity we've been involved in numerous commemorative events. One of the most compelling was our decision to translate the Proclamation into the seventeen languages taught at Trinity, including Korean. It was a simple idea but it caught on.

The lay-out and font of the Proclamation are iconic. They adorned the classrooms of many a national school, including my own as a pupil on a rural National School in Wexford. Everyone in Ireland recognises the Proclamation at a glance. Seeing the text in a different language, and indeed different alphabet, is arresting.

It's my pleasure now to present David Murphy, deputy head of mission in the Irish Embassy in Seoul, with a commemorative copy of the Korean translation. Perhaps someone will teach me how to pronounce the famous opening salvo in Korean: 'In the name of God and of the dead generations...'

Thank you all for coming, and I look forward to meeting you again soon, to continue discussion of this great on-going project: Trinity, Dublin, and South Korea.

Thank you.

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With Trinity Alumni in Seoul, South Korea. Deputy Head of Mission Irish Embassy in Seoul, Mr David Murphy being presented with a 1916 Proclamation in Korean by Provost Patrick Prendergast. Also in the picture, Eilis Prendergast, Juliette Hussey, Sinead Ryan and Simon Williams

11 July 2016

**Address to alumni and friends at the Ambassador of
Ireland's Residence in Tokyo**

*Embassy of Ireland Residence, Moto-Azabu Hills, Forest Terrace East,
Tokyo 106-0046, Japan*

Good evening,

It's a great pleasure to be here. This is my first visit to Japan as Provost – the first of many visits, I hope, because developing Trinity's relations with Japanese universities, industries, and cultural institutions – as well of course as with our alumni here – has become a key goal for my university, Trinity College Dublin.

On my first visit, to be able to come like this to the Residence of the Irish Ambassador and meet so many high-ranking academics, representatives of Government and cultural agencies, together with Trinity graduates – well, I could not have asked for more.

So allow me to start, please, by thanking Her Excellency, Anne Barrington for hosting this great event. She and the Embassy staff have been wonderful in helping with the whole organisation of my trip; I'm most appreciative for their expertise and support – similarly Enterprise Ireland have been exceptionally valuable and constructive. I'd like also to acknowledge the advice and counsel of Her Excellency, the Japanese Ambassador to Ireland, Ambassador Mari Miyoshi and her team.

And, of course, heartfelt thanks to you all of you for coming. It's wonderful to see so many here from different universities, ministries, companies, and institutions.

Japan and Ireland have enjoyed exceptionally positive relations for many decades now. Indeed Ireland's first ambassador to Japan, Robin Fogarty, was a Trinity graduate who helped expand trade relations in the 1970s.

Currently, Trinity enjoys significant research and education collaborations with Japan in diverse areas – crossing science, health sciences, engineering, and arts and humanities. Such diversity reflects Trinity's multidisciplinary, and bodes excellently for the future because the more collaborations, and the more cultural affinities developed, the closer our ties.

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Last September I had the pleasure of welcoming to the Provost's House seven of Japan's top biomedical science researchers from the Universities of

Tokyo, Tsukuba, Kumamoto and Osaka. They were in Trinity for an international conference in the research area of Gene Editing Transgenics and Stem Cells.

This Conference was developed within the framework of Science Foundation Ireland's International Strategic Cooperation Award* with Japan – which is a high-level government programme designed to strengthen relationships between Japanese and Irish universities.

I had a great interaction with these eminent biomedical scientists, talking about Japanese collaborations with Trinity in immunology, biochemistry, nanotechnology and molecular therapeutics.

A few weeks after this, both our countries were celebrating the awarding of the Nobel Prize in Medicine jointly to the Irish-born and Trinity-educated parasitologist, William C. Campbell and the Japanese microbiologist, Satoshi Omura. They were – as we all know – awarded for their work in eradicating river blindness, after they identified the parasitic worms that cause this illness. They shared the Nobel with the Chinese medical scientist, Tu Youyou for her work in producing the anti-malarial drug, artemisinin.

That same week that the Nobel was announced we opened, in Trinity, our new Centre for Asian Studies. This brings together Trinity's existing capacities in Japanese, Korean, and Chinese Studies in a multi-disciplinary structure. The Centre focuses on contemporary society and culture, language learning, and diaspora and comparative studies. At present we offer courses in Mandarin Chinese, Korean, and Japanese – all these are fully subscribed, which is an indication of the popularity of Asian studies in Trinity College Dublin.

We recently appointed a Japanese specialist as a new professor in literary translation and digital humanities, who will work within the School of Languages, Literatures, and Cultural Studies, and also within the new Trinity Centre for Literary Translation.

This Centre will open later this year in a magnificent Georgian house in Fenian Street – by the Lincoln Gate. It's the first centre for literary translation to be established in Ireland, and only the second within Britain and Ireland.

Through this Centre, we will strengthen Trinity's already formidable reputation in the study of literature and modern languages. In these disciplines, the university is ranked in the world's top 50 – something we're naturally proud of, and want to build on.

* <http://irelandjapanresearch.com/>

The Centre made news earlier this year when, for the centenary of 1916, we organized the translation of the Proclamation of Irish Independence into the seventeen languages taught at Trinity, including Japanese.

These are just some of the high-profile, exciting collaborations between Trinity and Japanese universities – not forgetting, of course, student mobility programmes. We look forward to further strengthening all our collaborations.

For their support of education and research in Japanese language and culture in Trinity, I'd like to thank the Japan Foundation, who have been so instrumental in assisting Trinity to deepen mutual understanding.

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Next year, 2017, marks the 60th anniversary of the establishment of diplomatic relations between Japan and Ireland. A series of events is planned in both countries to commemorate this important milestone. Trinity will be participating strongly with a dynamic programme. In addition to a Japanese Manga exhibition in March and a language and culture summer school, we'll be hosting two large international symposia:

The first, 'Eco-Urbanites', to be held in January 2017, brings together experts from Ireland and Japan who will approach the growth of the city through their own particular lens – as architects, urban geographers, sociologists, historians, linguists, policy-makers and engineers.

The second symposium, 'Japanese Studies in a global context: The art of friendship' will close the year, in December. This will open up the field of Japanese studies within a comparative, international perspective. Again it will be strongly interdisciplinary, bringing together researchers from across the arts and humanities and social sciences faculties.

Information on both of these events is available on the leaflet here so please do pick one up, and let your friends in Ireland know.*

Next year is a truly exciting one for Ireland and Japan, and for Trinity and Japanese universities. I'm delighted to be here, heralding it.

An area which I greatly look forward to us developing together is in the field of entrepreneurship and innovation.

Trinity is a great driver of growth and innovation in Dublin and Ireland. We collaborate with eight of the world's largest ICT companies and eleven of the world's largest Pharma companies. A fifth of all Irish spin-out companies originate from Trinity's research – these are in diverse areas including drug

* https://www.tcd.ie/Asian/assets/pdf/JP_anniversary.pdf

discovery, connected health, gaming and telecoms, new materials, and medical devices and therapies.

And last October the private equity and venture capital-focused research firm, PitchBook, announced that Trinity has produced more entrepreneurs than any other university in Europe over the last five years – which was great confirmation that our initiatives to encourage entrepreneurship in staff and students are having strong results.

Japan is, of course, a world leader in innovation. I believe there is huge potential for further collaboration here – in particular there are highly relevant cross-overs between Trinity and Japanese universities and industry in the fields of nanoscience and robotics.

So we can be very optimistic about future relations. That's a great thing to be able to say, particularly in this current era, which is characterised by such political and economic instability around the world.

Peace and prosperity are founded on shared ties – that's shared trade, intellectual and cultural ties, which are all of equal importance. We can rejoice that Japan and Ireland seek to strengthen these ties.

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There's a quote from Cicero in Trinity College's statutes. In Latin, it goes: *Ad percipiendam colendamque virtutem adiuvat.*

It means that in Trinity we 'encourage the cultivation and practice of excellence'. There is huge excellence in so many spheres in this room tonight; it should and will be cultivated. I look forward to talking to you individually about how we can all play our part.

* * *

And now, on behalf of the College, it gives me great pleasure to present to Ambassador Barrington, as a token of our thanks for hosting this memorable occasion, the following gift:
and a commemorative copy of the Proclamation of Irish Independence, translated into Japanese in our Centre for Literary Translation.

And now it falls to me the honour of proposing the toast: Sláinte!

Or as you say here, Kanpai...

* * *



The Provost Patrick Prendergast addressing alumni and friends in Tokyo, with the Irish Ambassador to Japan Her Excellency, Anne Barrington (bottom picture, left)

18 August 2016

LaunchBox Demo Day

Graduates Memorial Building

Good afternoon,

It's a great pleasure to be here and to have this chance of meeting and congratulating this year's LaunchBox-ers.

It's going without saying, I think, that LaunchBox is one of the College initiatives of which we're most proud. It has been so successful, and not just in terms of Trinity initiatives, but of university student accelerators worldwide.

Within a year of being rolled out, LaunchBox was assessed by the University Business Incubator Index as a 'Top Challenger' and placed just outside the world's 'Top 25', from 800 incubators assessed.

In its first three years, LaunchPad supported 24 student companies which went on to raise a total of €1.2 million in venture capital. These companies included, most famously, FoodCloud, which was written up in Time magazine and has impacted the food waste policy of Tesco. Other companies, such as Touchtech, a payment processing and online authentication venture now working with VISA, and Artomatix which develops tools for digital media creation, have also enjoyed significant success.

Every year, around this time, we are full of anticipation, waiting to hear what brilliant, necessary and inspiring products and services our students have come up with.

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

Trinity attaining the number one position is a reflection of our success in developing an innovation and entrepreneurship culture on campus. Initiatives like the Knowledge and Transfer Office and the new Trinity Business School are a part of this culture. We want our students to have the attitude that it's never too soon to start incubating ideas and commercialising knowledge. It seems, from LaunchBox, that we are successful in growing this culture.

LaunchBox came about through the vision of the 'Trinity Angels', the high-achieving Trinity alumni, who first put together this excellent accelerator and supplied funding and mentoring to help release the stupendous potential of our students.

Our students have what it takes. All they require is the opportunity to prove their ability and grow their vision. This is what LaunchBox provides.

This year LaunchBox is larger and more ambitious than ever. It has grown at the punishing pace which it has set itself from the start, progressing last year from a three-month accelerator to a 12-month programme. Starting this year, it is benefitting from association with Blackstone LaunchPad, the campus-based entrepreneurship programme, launched a decade ago in the US and now accessed by over 500,000 students.

And LaunchBox now has new, major sponsors on board. I thank David Tighe, Head of Innovation at the Bank of Ireland, for the Bank's support, which is invaluable and has brought this programme to a new level.

This year over 70 start-ups vied for a place on the programme. That's a very high figure and it shows how competitive places are, since just 14 start-ups are through to this stage to present before the judging panel.

It's a source of great pleasure to me that in this multidisciplinary university, the start-ups are so multidisciplinary. In the pitches today we will hear from software initiatives, and from physical products; about an Internet of Things service and about a social enterprise; about a cloud-based research platform and about alternative means of farming. Students from all disciplines are exploring their interests in, for instance, games, sports and travel; and they are focusing on their concerns around sustainability, personal safety and the refugee crisis.

The initiatives which these students are pitching today are things that the world really needs, or very much wants. I feel most proud of the talent, ingenuity, discipline and dedication displayed by these students in progressing their ideas to this stage.

All students, and staff, can learn from their success. What is particularly striking, I think, is the sense of excitement and sheer sense of fun that emanates from LaunchBox. This comes from exploring creativity and entrepreneurship, and also I think, from working in teams.

The way pedagogy has developed in Europe and the western world, it has tended to focus on individual effort. It has been about students doing essays alone and projects alone, studying alone and sitting exams alone, responsible solely for their own efforts. It seems to me that in the 21st century we are moving towards less a individualistic pedagogy. We understand that we can achieve greater success knocking ideas off each

other, and that through collaboration, we can release potential we never knew we had, and could not have accessed alone.

I believe this is the right direction to be going in. LaunchBox is leading the way to more collaborative and team-based, more fun and individualistic researching and working. In this, as in much else, it is exemplary and stimulating.

And now, thank you all for your attention, and let's hear the pitches for 2016!

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Provost Patrick Prendergast in the GMB