

A record of the main speeches given by the

Provost of Trinity College Dublin,

Dr

Patrick J Prendergast

Academic Year 2014 - 2015

Contents Page

Page	Title	Date
1	Welcome Address at the Academic World in the Era of the Great War	14 August 2014
7	Address at the Graduate Reunion Banquet's Reception	22 & 23 August 2014
13	Address at the Rooney Prize for Literature 2014	1 September 2014
19	Welcome Address at the Visit of HRH Princess Maha Chakri Sirindhorn	6 September 2014
21	Address to students of Blackrock College on 'Career Opportunities in the Present Economic Climate'	8 September 2014
29	Address at the 9 th International Conference on Surfaces, Coatings & Nanostructured Materials (NANOSMAT)	9 September 2014
33	Address to new Postgraduate Students	9 September 2014
37	Address to Junior Freshman Students	15 & 17 September 2014
43	Welcome Address at the 9 th International Cancer Conference	17 September 2014
47	Address at the European Society for Paediatric Endocrinology	19 September 2014
51	Address at the Naughton Scholar Awards	27 September 2014
55	Address at the Symposium on The Role and Contribution of Universities	29 September 2014
65	Address at launch of 'Advancing Years, Different Challenges': Wave 2 of ID supplement to TILDA	30 September 2014
69	Address at the opening of the Upgraded Rugby Pitch in College Park	4 October 2014

73	Address at the Sandford Park School Annual Prizegiving Ceremony	8 October 2014
79	Address at the 8x8 Gala Event	9 October 2014
83	Address at the New Fellows Dinner	9 October 2014
89	Address at the Launch of Trinity Postgraduate Certificate in 21 st Century Teaching & Learning	11 October 2014
93	Address at Trinity Knowledge Transfer – Research to Impact	15 October 2014
97	Address at the 13 th Annual IUA HR Conference ‘The Value of HR in the University of the 21 st Century: Thinking from the Outside In’	16 October 2014
101	Address at the Unveiling of the Watts Building	16 October 2014
105	Address at the Opening of Kinsella Hall	16 October 2014
109	Address at the Wexford Rotary Club	20 October 2014
115	Transcript of Provost’s Interview on the Pat Kenny Show	22 October 2014
123	Address at the Launch of the Strategic Plan 2014-2019	22 October 2014
129	Address at the Coimbra Group High-Level Seminar on Research & Innovation	30 October 2014
141	Address at the College for Every Student, ‘One Million More’ Conference	8 November 2014
147	Address at the Hibernian Catch Club	11 November 2014
151	Address at the Reception in Honour of Naughton Scholars	12 November 2014
153	Address at the Trinity Research Staff Association AGM	12 November 2014

157	Address at the Dublin Institute for Advanced Studies Annual Public Lecture on Cosmic Physics	13 November 2014
159	Address at the Trinity Trust commemorated as 'Benefactors Through the Centuries'	14 November 2014
161	Address at the Launch of the 2014/2015 Grattan Scholars Programme	17 November 2014
165	Presentation of School of Distinction to St. Joseph's School, Rush	18 November 2014
169	Address to Trinity Business Alumni in London	19 November 2014
175	Convocation Address at Thapar University	24 November 2014
183	Address to Trinity Alumni and Friends in Dubai	27 November 2014
187	Announcement of New Professor of Music	1 December 2014
191	Address at the Opening of Bridge21's New Flexible Learning Space (B22)	4 December 2014
195	Address at the Honorary Degree Dinner	5 December 2014
201	Address at the Alumni Homecoming 2014	22 December 2014
203	Address at the Launch of €15 Ernest Walton Coin	13 January 2015
205	Address at the Launch of RAG Week 2015	19 January 2015
209	Address at AMBER's Industry Day	20 January 2015
211	Address at the Launch of the CAVE Research Centre for Higher Education	21 January 2015
215	Address at the Innovation Academy Graduation Ceremony	29 January 2015
219	Address at the European Research Council Grant Applicants	29 January 2015
223	Address to Wexford County Council	2 February 2015

231	Address at the Trinity College Dublin World Hijab Day 2015 Event	5 February 2015
237	Address at the Launch of the Online Postgraduate Diploma in Applied Social Studies	10 February 2015
241	Address at the Launch of Green Week	16 February 2015
243	Address at the Farewell Reception for Brian Fitzgerald as CEO for St. James's Hospital	24 February 2015
247	Address to Brazilian Delegates for Brazil-Ireland Science Week	26 February 2015
251	Address to the Society for International Affairs (SOFIA) Inaugural Ambassadors' Ball	3 March 2015
255	Address at the Launch of the Tyndall Correspondence	9 March 2015
257	Address at The Friendly Sons of St Patrick 24th St Patrick's Day Gala	14 March 2015
263	Address at the Washington Ireland Programme 2015 Class Announcement Breakfast	16 March 2015
265	Address at the Alumni Awards	27 March 2015
269	Address at the Launch of "The Correspondence of James Ussher, 1600-1656"	30 March 2015
273	Address at the Business Student of the Year Award 2015	2 April 2015
277	Address at Trinity's College Gallery "The Swing of the Sixties"	10 April 2015
281	Address at the Scholars' Dinner	13 April 2015
287	Address at the Dean of Students' Volunteering Awards	15 April 2015
291	Address at the Centre for Literary Translation Dinner in London	10 April 2015

295	Address at the EUA Annual Conference 2015 'European Universities in Research and Innovation: People, Policies and Partnerships'	17 April 2015
303	Address at the Alumni Reception in San Francisco	22 April 2015
309	Address at the Captains and Presidents of Club and Societies Reception	30 April 2015
313	Address at the Inaugural Trinity Global Engagement Awards	1 May 2015
317	Welcome Address at the Public Address by Mrs Carrie Lam "Hong Kong: Asia's World City"	5 May 2015
321	Address at the CIMA Ireland New Members Graduation	8 May 2015
325	Address at the AGM of the TCD Association of Northern Ireland "Trinity College Dublin: a global community, past and present"	12 May 2015
335	Address at the Launch of Trinity Creative Challenge	14 May 2015
339	Address at the Launch of the Centre for Inclusion & Intellectual Disability	19 May 2015
343	Address at The Launch of 'Villain of Steam, A Life of Dionysius Lardner'	25 May 2015
349	Address at Fusion in Boston	28 May 2015
353	Transcript of Provost's Interview on Boston Herald's Morning Meeting	29 May 2015
365	Address at The European Approach to Universities supporting Innovation	1 June 2015
379	Address at the Innovation Academy Executive Breakout Pitch	4 June 2015
383	Address at the Alumni Reception in Tel Aviv	7 June 2015

389	Address to the Joint Symposium TBSI-Weizmann Institute of Science	9 June 2015
393	Address at the Provost's Teaching Awards 2014	10 June 2015
399	Address at the Launch of Marino Institute of Education's Strategic Plan 2015-2020	12 June 2015
403	Address at the Tutor's Reception	24 June 2015
407	Address at the French-Irish Forum for Doctoral Studies & Internationalisation	25 June 2015
413	Address at the Summer Commencements Dinner	26 June 2015
419	Address at the Vietnam National University in Hanoi	6 July 2015
431	Address at the Public Information Evening for the Trinity Business School	15 July 2015

14 August 2014

The Academic World in the Era of the Great War

Ideas Space, Trinity Long Room Hub

Colleagues, Guests, Ladies and Gentlemen,

You are all very welcome to Trinity College, the University of Dublin, for this important conference, which has been co-organised by Trinity and the University of Montreal.

In organization and design, it's a truly international conference, with speakers coming from Australia, the United States, Germany, Norway, Britain, Canada, France, Belgium and Russia. And that's as it should be since the Great War affected so many countries, and so many university communities around the world.

This centenary year of the war has been remarkable, globally, for the depth and quality of commemoration and scholarship. Countries have been paying tribute to the many who died in the war or were affected by it, and researchers have been looking anew at evidence to determine what happened and why it happened.

The commemorations and research are international, and yet distinctive to each country. If I may take the example of Ireland – our experiences of commemoration are particular because we have come to it later than perhaps any other European country.

Our focus, as a country, was firmly on the nationalist struggle - on the 1916 Rising and the war of independence – because this led to the republic we have today. The 140,000 Irish men who enlisted in the British army during the First World War were not part of the nationalist story, and were written out of history until near the end of the century, when key commentators and researchers performed an important act of excavation and reinserted these men into the narrative of Ireland's history.

In 1991 our then President, Mary Robinson – who is now Chancellor of this university - attended an Armistice Day service in St Patrick's Cathedral, wearing a poppy. And five years later Mary Robinson's successor, President Mary McAleese, joined Queen Elizabeth at the unveiling of a new Flanders monument to the Irish dead.

These important acts prepared the way for the commemorations this centenary year which have been, I am glad to say, full and comprehensive. Two weeks ago a Cross of Sacrifice was unveiled in Glasnevin cemetery, remembering the Irish soldiers who lost their lives in the two world wars. And all year the print and broadcast media have been running features on the war and on Ireland's contribution. All this has a special resonance because it has taken so long to come about.

And it has a very particular resonance for Trinity. This university has a stronger association with the First World War than has any other institution in Ireland. In total, 3,079 Trinity students, staff and alumni served in the war - a third of them were medics serving in the Royal Army Medical Corps. 471 died and are remembered on the walls of the Hall of Honour in Front Square.

Members of Trinity staff were also engaged in important war work. At tomorrow morning's session, Dr Tomás Irish of this university will speak further on Trinity during the First World War.

Trinity has been central to Ireland's centenary commemorations. Last month we hosted, on campus, a World War One Roadshow – the programme included music, poetry, drama, talks and lectures, and families were invited to bring their war memorabilia onto campus to be examined by experts and then photographed for an online European archive.

Even 25 years ago, had Trinity hosted such an event, there might have been barbed comments from some quarters recalling Trinity's support of the British war effort. Fortunately we are now the beneficiaries of what the distinguished historian, and Trinity graduate, Professor Roy Foster has called "a more relaxed and inclusive definition of Irishness."

I know that every country's and every university's experience of war and commemoration is distinctive and unique. I mention Trinity's and Ireland because we are here today, and because the story of this country and university shows how the legacy of the war can evolve. At this conference we are examining the past, but – as is always the case with cataclysmic historical events – we are also looking at our present and to the future.

This conference is crucial to understanding the part that universities played in the war, and the effect of the war on higher education. Even if each country's experience was unique, there was, equally, a shared, communal experience. The experience of academics and universities, even when on opposite sides, is comparable. Over the next few days, we remember and recreate the effect of the war on the academic world from America to Russia, from Canada to Ireland.

The war was all-encompassing in scope. It required the mobilization of entire societies, and it required specialists to apply their expertise to new problems. Such specialists were frequently found at universities - disciplines from History and Law to Chemistry and Medicine proved crucial to war efforts. In Trinity, the Professors of Geology, John Joly, of Botany, Henry Dixon, and of Chemistry, Sydney Young, played particularly crucial roles in the war.

* * *

Over the next two days, papers will address how States sought to mobilize scholarship to help the prosecution of the war, how scholars engaged in war issues, how they sought to frame a future peace, and how the international community of scholars was fractured by the national hostilities brought about by the war.

Other papers will look at the way in which the war changed the world of higher education. Universities were at the heart of the societal and cultural mobilization for the war (through research, the enlistment of staff, students and alumni, and the use of university facilities for hospitals, public meetings and education). Because of the war, new links were forged with government and industry that would alter forever the ways in which universities functioned, and their relationship with the State.

These are large and important themes. The organisers deserve great credit for the depth and variety of the programme – it is rich, stimulating, interdisciplinary and trans-national. I congratulate the organisers, Dr Tomás Irish of our School of History and Humanities, and Dr Marie-Eve Chagnon of the University of Montreal. I thank the funders – including the Canadian Government, and the Irish Federation of University Teachers.

* * *

The war affected each country differently. In the aftermath, the experience for victors and vanquished was very different. But there was parity of experience – a parity of suffering for those who lost sons, brothers and fathers on all sides.

It is, I think, appropriate that the keynote lecture, by Professor Martha Hanna of the University of Colorado, is on a subject that touches all universities. She will speak on “The Mobilization of McGill University's Medical Faculty, 1914 – 1918”, thus reminding us that a hundred years ago, and still today, it is universities’ medical expertise that is particularly mobilized during wars.

Without the expertise and concern of the doctors, nurses and surgeons trained in universities, without their courage in going to battlefields to offer succour, the effect of war, then and now, would be even more grotesque.

It is, as I've said, impossible to look at the Great War, without considering the present and the future. The papers in this conference on international law, the League of Nations, and pacifism – all these are issues that reach right into our own time and remind us that universities must be part of the movement to prevent war. As President Higgins has put it in an Irish Times interview: "I don't invest", he said, "World War One with any heroic tendency in terms of what its purpose was. There isn't a single serious scholar who suggests that this war was initiated to achieve any great purpose or that it was allowed to continue and escalate for any great purpose".

If war is politics or diplomacy by other means, it always represents a failure and breakdown of normal means. To quote the Irish poet and one of our graduates, Michael Longley: "War is the opposite of civilization". Through research, education and international collaborations, universities must contribute to the maintenance of civilization.

* * *

In Trinity, as, I am sure, in all your universities, many of our disciplines and modules are overtly concerned with preventing war. Equality issues, gender identity, immigration, constitutional reform, international development – all these are subjects which gain their urgency from the spectre of what happens when they are ignored or ill-attended to. It's fair to say that many academics, including those here today, have given their careers to producing research that can be used to prevent wars; they have dedicated themselves to educating young people to consider themselves as citizens responsible not only for their own careers and happiness, but for the civilized progress of the world.

But it would be at once unpardonably complacent and ahistorical to make grandiose claims for universities. At this conference, nobody needs reminding that the greatest academic and scientific societies of the era - Germany and Britain - launched the worst war up to that time. Acknowledgement of that is something we must keep close to us.

The poet, W.H. Auden, writing on 1st September 1939, at the start of the second war of his lifetime, wrote:

"All I have is a voice
To undo the folded lie
[...]
Defenceless under the night
Our world in stupor lies;
Yet, dotted everywhere,
Ironical points of light
Flash out wherever the just
Exchange their messages:
May I, composed like them

Of Eros and of dust,
Beleaguered by the same
Negation and despair,
Show an affirming flame”.

It may seem like a modest claim – that all we have is a voice and a small affirming flame feeding into ironic points of light. But it’s not, I think, a bad metaphor – it is a realistic one – of what civilized people and universities can do to protect against descent into darkness and barbarity.

I wish you all a stimulating and successful conference.

Thank you.

* * *

22 & 23 August 2014

Graduates Reunion Banquets' Reception

Marquee, Library Square

Good evening,

Welcome to Trinity – and for many of you, welcome back. This evening is one of the highlights of the year for alumni, for staff and for myself. I look upon the Graduates Reunion Banquet as the start of the new academic year - the event, after the holidays, which marks the return to College.

[22nd] Gathered here tonight are over 130 Trinity graduates spanning over fifty years from 1954 to 2004. Many of you have travelled some distance to be here – from Canada, New Zealand and Norway. Over the weekend we will welcome graduates from the full spectrum of Trinity disciplines but here tonight are alumni from the Health Sciences I want to extend a special welcome all those ‘of the decade’ – 1954, ‘64, ‘74’ up to 2004 – I know these years are particularly well represented. And I welcome our two earliest graduates here tonight – David Hogan and Evan Kostick. Also here this evening is my mother's GP Dr Val Lawlor, and I am under orders to be extra nice to him!

[23rd] Gathered here tonight are over 200 Trinity graduates, and you span over fifty years of conferrals, from 1954 to 1994. Many of you have travelled some distance to be here – from the Czech Republic, Australia and Dubai. There are graduates from the full spectrum of Trinity disciplines here tonight – History, Arts, Natural Science and Legal Science, and many more. I want to extend a special welcome to all those ‘on the decade’ – 1954, ‘64, ‘74’ up to 1994 – I know these years are particularly well represented. And I welcome one of our earliest graduates here tonight – Ron Cox who graduated BAI in 1954.

I don't have time to mention everyone, but please be assured that you are all very welcome and I hope you've been enjoying the Alumni weekend. Your enjoyment and your support is important to us. Indeed the good running of this College depends on it.

We regard our relationship with our alumni as life-long and, I hope, mutually beneficial. We now have over 100,000 alumni living in 130 countries. On all my missions abroad, I try and meet with our graduates – frequently at dinners and receptions organised by the excellent alumni branches; most recently in Melbourne and Sydney, and next week I will meet with alumni in Turkey. We count on you for support, ideas, and experience. Trinity could

not operate in the way it does without the great support so many of you so freely give.

And so tonight I want to take this opportunity to tell you a bit about what's going on in your university. And I want to talk about the different ways in which you can personally engage with the College.

For those of you whom I haven't yet met, I'm a BAI graduate of 1987. It was my delight in being a student here that persuaded me to make my career in this institution. I count myself blessed to work in Trinity, but I know that if I didn't then I would still, as a graduate, remain strongly connected and strongly concerned about Trinity's future direction.

* * *

This year was my third year as a Provost and it was, like the others, a momentous one. Significantly, it was a year in which our engagement with alumni reached a new level. In November last we held our first ever Trinity Global Graduate Forum, to which we invited a few hundred graduates, who have achieved particular success in their fields.

The Forum was about harnessing the potential of our graduates to influence the direction of this college – through their ideas, experience, investment, mentoring, and support. We realised that in areas like online education, reputation management, global relations and funding, many graduates have extraordinary professional competence and expertise that we should draw on.

The forum was hugely successful, and invaluable in terms of advice and commitment. We were delighted at the level of support which these hard-pressed, high-flying graduates were ready to offer.

In a month's time we will be launching the new five year Strategic Plan which suggestions raised at the Forum have found their way into this Plan, thus proving that our engagement with alumni is real and active.

We will be holding further Graduate Forums and if anyone here is interested in being involved, make yourself known to Nick or any of his team. We are always looking for ways to engage graduates.

One such way is the 'Trinity Angels', a network of Trinity alumni and friends who have invested in, and mentored, student entrepreneurs. The 'Trinity Angels' are behind LaunchBox, a business incubation programme aimed at cultivating the next generation of entrepreneurs. It involves students pitching for investment in their business ventures, the best getting support. So far, products incubated under LaunchBox include Light-House, an intelligent, automatic lighting system which senses when lights are required at home and which should see 60% savings on bills, and SpecTec, an enterprise

which aims to use injection moulding technology to produce children's glasses frames at significantly reduced prices.

Trinity Angels are graduates with particular business and entrepreneurial talents. But whatever your expertise and interests, there are ways for you to contribute to Trinity and to improve the student experience. And we are, of course, open to your suggestions to how you might like to get involved.

* * *

Let me tell you now about this past year's activities – or some of them at least; there are too many to mention all.

In November last we launched our Innovation and Entrepreneurship Strategy, which embeds innovation and entrepreneurship across all Trinity's 24 Schools: from our undergraduate business mentoring schemes, to multidisciplinary research institutes, and on to our collaborations with ICT and medical device companies, as well as our high-performing spin-out companies.

As well as producing students who graduate with a set of skills that enable them to pursue meaningful careers, universities have a crucial role to play in the cities and regions where they are located. Such universities produce the research that fuels economic and social development, and they're nodes for attracting talented people, enabling a flourishing innovation ecosystem.

One particularly exciting initiative supporting this Strategy is that will start shortly on our new €70 million building project: the Trinity School of Business, co-located with an Innovation and Entrepreneurship Hub. The project, spanning 13,000 square metres, will include a 600-seat auditorium; a public space for students to meet and exchange ideas; 'smart' classrooms with the latest technology; space for prototyping and company incubation projects; and a rooftop conference room.

Our Business School will be one of two major building projects planned for the next five years. It will be on the main campus, replacing Luce Hall and the Perry Building - so it will not take from the playing fields or green spaces, but will revitalize the east side of the College.

The other major capital development planned is a new student residences located between the Printing House and Pearse Street. We will create up to 350 new student rooms on campus, and will establish further our commitment to a residential college.

Also in planning is the Engineering, Energy and Environment Institute, which we're calling E3. E3 will be a major engagement between the Schools of Engineering and Natural Sciences. Collaborative approaches from

scientists and engineers are needed to address the challenges of energy security and sustainability of natural resources.

E3 will set radical agendas at the place where technology and nature meet, and ensure Ireland is at the vanguard internationally in addressing the great emerging challenges and opportunities for this technological planet, and in securing the welfare of all life on Earth.

The new sustainable E3 building is planned for the southeast corner of the campus – by the Lincoln Gate entrance. Plans are ambitious – for a building with about 22,000 square metres of usable space, costing in the region of €70 million. Construction will commence in 2015.

Like all institutions, Trinity must build on its strengths and must be innovative and adventurous if it is to continue to develop. We cannot, and will not, rest on our laurels.

The new Business School and E3 link into the wider College Strategy which is about taking Trinity to the next level as a global university for the 21st century. Our Global Relations Initiative is about strengthening our worldwide research and education collaborations, and it's about developing an international campus, and further connecting with our global alumni.

* * *

Essential to our future success is to have a strong, cohesive and resonant identity. Trinity has great recognition in Ireland, Britain and Europe, but as I know from my trips abroad, we're less well known in Asia, South America and Australia.

Even within Ireland, there are gaps and inconsistencies around our identity. For instance, we know, from consultations and surveys that, in the public mind, Trinity is associated strongly with heritage and tradition, but much less so with Business, with Science and Engineering and Entrepreneurship.

The message about our strengths in emerging disciplines like Nanotechnology, Immunology and Neuroscience, and our success with spin-out companies isn't always getting out as strongly it should.

So last year we took a look at our identity to see if there were ways to make it clearer, stronger and in line not only with our past, but also our future.

Well this caused quite a furore, as many of you will know, since it hit the papers and the broadcast media!

The huge public interest certainly indicated the importance of Trinity to the Irish people. And that was positive. But unfortunately much of the press coverage gave the impression that the College Board had already taken a decision on Trinity's visual identity and was pressing ahead.

The idea that the Board would impose something so important on the College without consultation goes against everything we stand for – everything the Board stands for, and everything the College stands for.

I bring this up to reassure you that the Board is not so high-handed. We have consulted with the Trinity community. We have heard the views of many. And we have listened.

We have understood that the Trinity community feels an incredible connection to the name and the shield of this university.

At the same time, many have agreed that there is a need for greater consistency across College in how we present ourselves. It may not seem immediately significant that this university is called, variously, Trinity, TCD, Trinity College Dublin, and the University of Dublin. And – what's in a name? Well it does matter when you are trying to impress your name upon people who might never have heard of it and are liable to confusion.

So identity is important. But we will consult widely before taking further steps. I have faith in the Trinity community to tackle this issue – and to find the right solution.

And if anyone should ask you, you can reassure them that we remain Trinity College, the University of Dublin, and that our crest depicts a lion, a book – being a closed bible – , a harp and a castle, and that is not going to change – although the size of the lion's claws does vary from crest to crest...

* * *

I've spoken, at some length, about Trinity's achievements, and controversies, this year, and also about our strategic plans for the future, because I know that this university's development is important to you.

It now simply remains for me to thank you most sincerely for being here tonight, and to ask you to remain connected.

Sign up for the Alumni Office's bi-monthly e-zine; join us on social media; use Front Gate Online, which allows graduates to connect with former classmates; keep an eye on the alumni programme of events which will be on-going on campus all year. We want to see as many of you as possible!

Trinity is a community of 17,000 students, 3,000 staff and over 100,000 alumni. Our strategic plan makes a commitment to strengthen that

community – it's a commitment I make to you here as alumni this evening, to strengthen this community that keeps growing but remains distinct, cohesive, and proud. A community which looks back to 1592 as much as it looks forward to 2092. It's a community which has been a household name in these islands for over 400 years and which we look forward to making a household name all around the world.

Thank you.

* * *

01 September 2014

Rooney Prize for Literature 2014

Saloon, Provost's House

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

This year the award is taking place a little earlier than usual; it is for me, and I imagine for many of you, the first public engagement after the summer holidays. I'm delighted that we're returning with this event, which is so important and inspiring, and such a privilege for Trinity to be involved with.

This is the 38th year of the Rooney Prize, which has been awarded to an emerging writer every year since 1976. This year, as in previous years, we are delighted to welcome here this evening the founders of the prize, Dr Dan Rooney and his wife Patricia.

Dan Rooney was of course United States Ambassador to Ireland from 2009 to 2012. Since resigning this position and returning to Pittsburgh, where he is Chairman of the Steelers, Dr Rooney has succeeded, with Patricia, in being present at the prize-giving every year.

Their commitment to what is now one of the world's most significant prizes for emerging authors is shown by their presence here, as well as by the Prize's sheer longevity. 38 years is a long time for a literary prize to keep going and unlike say the distinguished Costa, Bailey, or Man Booker prizes, the Rooney prize has never changed its name or its sponsorship.

For almost four decades now the Rooney Prize has been a bright star in the firmament, an endorsement each year of a new spectacular talent – for readers, a sign that here is someone to watch, and for the prize-winner, a significant boost to his or her career.

I am amazed afresh each year at the Prize's uncanny ability to spot great emerging talent. Among the former recipients of this prize are Neil Jordan, Frank McGuinness, Anne Enright, Claire Keegan, Colum McCann, Hugo Hamilton, Claire Kilroy, Nick Laird, and Kevin Barry. That list alone includes authors who went on to win the Booker Prize, the IMPAC prize, the US National Book Award, a Tony and an Oscar.

Whether the Committee has an unusual ability to spot talent, or whether the Prize helps young authors build their career – and obviously, it's both – the track record is remarkable. And this prize, unlike other literary awards, does not limit itself: it doesn't particularize novels, short stories, poetry, or plays.

It throws the net wide. That the Committee has been able to identify ability in such different fields is testimony to the openness, flexibility and literary discrimination of the individual judges.

Professor Terence Brown has been an outstanding chairman of the committee. He has now retired after many years as chair and panel member. I'd like to take this opportunity to thank him for all he has done. He brought to the Committee the same gifts of energy, discernment and motivation which have inspired generations of students of English literature in this college.

This year's chairman, replacing Terence Brown, is Professor Gerald Dawe, director of Trinity's Oscar Wilde Centre for Irish Writing and himself a distinguished poet. He is joined on the Committee by:

- Eiléan Ní Chuilleanáin, poet, critic and Fellow Emeritus of Trinity;
- Éilís Ní Dhuibhne, novelist, dramatist and lecturer in creative writing in UCD;
- Carlo Gébler, novelist and playwright;
- Riana O'Dwyer, critic and lecturer in English at NUI Galway;
- And this year we welcome a new committee member, Jonathan Williams, who is a literary agent and editor.
- And not forgetting Lilian Foley, administrator in the Oscar Wilde Centre. Her contribution this year, as previous years, was much appreciated by all committee members.

I thank all involved for the time and work they have put in. Since 2006, the Rooney Prize has been administered by the Oscar Wilde Centre for Irish Literature, of the School of English, here in Trinity. This is a great privilege for the College. We do not take for granted our association with this remarkable award.

It is not, I think, coincidence that in the time we have been associated with the Rooney Prize, the College has put increased emphasis on nurturing creativity in our students. Our comprehensive creative arts strategy has included, in recent years, the establishment of the Lir Academy for Dramatic Arts, and the Centre for Music Composition, and the founding of the new Masters in Creative and Cultural Entrepreneurship, which we are running jointly with Goldsmiths University of London.

Next month we launch the College's new five-year Strategy, from 2014 to 2019. This Strategy includes an explicit reference to Trinity as a 'creative arts catalyst' and it affirms our commitment to "inspiring creative talent and enabling entrepreneurial mindsets, while contributing to the sustainability of culture and creative enterprise in the capital."

The stewardship of the Rooney Prize is, of course, key to Trinity acting as a creative arts catalyst and promoting works of original creation.

It's not my place, in this speech, to give an appraisal of this year's winner, Colin Barrett. Jonathan Williams will shortly give a citation of his work. I will just say that Colin Barrett is quite unusual among Rooney prize-winners in that while he is a nascent writer, with just one book of short stories published, his rise has been meteoric: this year he became only the second Irish author to win the Frank O'Connor Short Story award. The only other Irish winner was Edna O'Brien – so his achievement speaks for itself.

He therefore accepts this award as, paradoxically, an emerging and an established talent. Over the past few days, I've had the pleasure of reading his stories and have been struck, like so many readers, by the force, intensity, restraint and humour of his writing. I look forward to following his development.

Colin Barrett was originally published by Stinging Fly here in Dublin, before being snapped up by Jonathan Cape in the UK and Grove Atlantic in the US. I congratulate the founder and editor of Stinging Fly, Declan Meade, who discovered Colin Barrett, as he has discovered so much Irish talent in the past decade. Another of the authors whom Declan discovered, Kevin Barry, is also a former winner of the Rooney Prize. And indeed, Colin Barrett has spoken in interviews about the influence of Kevin Barry on his work.

We know that literature doesn't get produced in a vacuum. It is nurtured through small presses like the Stinging Fly and Lilliput; through editors like Declan Meade; through teachers like Gerald Dawe and Terence Brown; and through Prizes like the Rooney. Collectively these initiatives create a literary ecosystem, a fertile environment where talent inspires fresh talent. Trinity is proud to play its part within the ecosystem – to use our education, research, and resources to nourish this country's, and this city's, exceptional literary talent.

I am heading into my fourth year as Provost. I took office in the middle of a dire recession. Thankfully we are now seeing light at the end of the tunnel. In Ireland, growth next year is predicted at 3 percent – one of the strongest growth predictions in the EU, which when you remember the dark bailout years seems astonishing. It's great to feel the return of confidence and ambition – particularly for our students. We want them to come to intellectual maturity in a climate that encourages them to believe they can realise their potential and be recognised for their skills and hard work.

Of course, as we all know, seeds germinate in the dark – the reason why things are now looking up on the economic front is because of the work and commitment put in by so many during the difficult years. This country has shown resilience and we must hope we have learned from the downturn.

Dr Rooney's remarkable commitment to this country goes back many decades and goes beyond this prize. He is one of the founders of the American Ireland Funds, which are dedicated to building bridges of peace,

culture, and charity in Ireland and Northern Ireland. These Funds were founded in 1976 and they have supported this country through many years of difficulty and prosperity.

Through these four decades Dan and Patricia Rooney have supported one of this country's great and traditional strengths: literature. Through their commitment, they have been key players in the literary ecosystem. Their continued support is a mark of faith in Ireland, in Trinity, and in creativity.

Since 1976, they have created a chain of 39 winners – writers who have, through their work, sustained this country and the world. Thinking of this 'human chain' of 39 writers, most of whom are still alive and writing, I am reminded of Seamus Heaney's late great poem of that title, 'Human Chain', where he writes of 'seeing the bags of meal passed hand to hand' to feed people.

This poem – by coincidence or something more – is dedicated to Terence Brown. Its images of continuity, circularity, linking, and sustenance seem so appropriate for what Dan and Patricia Rooney have created with this annual and generous award to creative writers. So let me end with the last lines:

"The eye-to-eye, one-two, one-two upswing
Onto the trailer, then the stoop and drag and drain
Of the next lift. Nothing surpassed

That quick unburdening, backbreak's truest payback,
A letting go which will not come again.
Or it will, once. And for all."

Thank you.

* * *



(L to R) Provost Patrick Prendergast, Patricia Rooney, winner Colin Barrett and former US ambassador to Ireland Dan Rooney

06 September 2014

Visit of HRH Princess Maha Chakri Sirindhorn

New Botany Garden, Trinity College

We are honoured to welcome Her Royal Highness, Princess Maha Chakri Sirindhorn, to Trinity College. We're particularly honoured because Trinity is the focus of the Princess' Irish visit – honoured that she has made the journey to our shores specifically to view the College's Botany department, and particularly our Flora of Thailand collection.

Thailand is one of the world's most biodiverse countries. It's estimated to enjoy between 10 and 12 thousand native plant species. To put this in context: the whole continent of Europe has only slightly more plant species, yet Thailand is not much larger than France.

Thailand's biodiversity can be considered a world heritage possession. Fifty years ago, in 1963, the 'Flora of Thailand' project was initiated under Thai-Danish collaboration. The aim was to produce a complete account of all the native vascular plants of Thailand. In 1985, Trinity joined this project. Since then the plant systematics research group in Trinity's herbarium has made major contributions to the project with the discovery and publication of very many species new to science.

One of these new shrubs has recently been named *Buxus sirindhorniana*, in honour of Her Royal Highness. Professor John Parnell of Trinity's Botany Department will shortly show us what it looks like. The naming of this shrub is particularly appropriate because Her Royal Highness has a life-long interest in the natural world and in the conservation and study of biodiversity. And she is a long-term advocate of sustainable development.

We have taken the great opportunity of Her Royal Highness' visit to ask her to open this new garden in the College, in this newly developed square just outside the Botany Department. I must thank, most sincerely, all the gardeners and designers and builders involved in making this garden happen. I know you put in significant work to have it ready in time for Her Royal Highness' visit.

It is my pleasure, as Provost, to open many buildings on campus. It is part of the work of a university that we design buildings to house our teaching and research. But no less important in its own way, but unfortunately far less frequent, is the opening of gardens.

We enjoy, in the middle of this busy capital city, an unrivalled space of fine squares, of lawns – and of tranquillity. Trinity without its gardens and its trees would not be the same place and would not be so inspiring to work in.

It is imperative that we protect and cherish not just our buildings but the spaces between the buildings. Last year, Trinity won a Green Flag award from the Copenhagen-based Foundation for Environmental Education in recognition of our commitment to sustainability.

We were extremely proud of that recognition, as we are proud that Her Royal Highness, a significant activist and advocate of sustainability, is here today acknowledging the important work of Trinity botanists, and officially opening this Garden. I now invite her Royal Highness to plant the Thai Rhododendron. May it flourish here for generations, reminding all of the beautiful botanic link between this College and the glorious biodiversity of Thailand.

Thank you.

* * *



(L to R) Professor John Parnell, Provost Patrick Prendergast, HRH Princess Maha Chaki Sirindhorn

08 September 2014

Career Opportunities in the Present Economic Climate

Blackrock College, Co Dublin

Good evening,

Thank you for inviting me here this evening. It's a privilege to have this opportunity of meeting parents to talk about our common goal: supporting young people to make the decisions that will help them achieve personal and professional success in their adult lives.

I understand that I'm the first sitting Provost to ever visit Blackrock College! One of my predecessors, John Pentland Mahaffy, did come on an inspection visit here in 1880, but that was when he was a junior fellow in Classics – he wasn't Provost until 1915, when he was 75 years old. Mahaffy was notorious as a diehard unionist who wanted Irish removed from the school syllabus, on the basis that the language contained no literature that was not either "religious, immoral or indecent". He was also the man who told his then student, Oscar Wilde, to go to Oxford because "we are all too clever for you over here". I can't imagine what Blackrock made of him – but I imagine he admired the quality of the classics teaching here.

Anyway it is a signal honour to be the first sitting Provost of Trinity to visit this great school. An average of 40 new Blackrock boys come to Trinity every year, which is a fairly sizeable proportion of the Leaving Cert class, so this visit is certainly timely.

I've been invited to speak about 'career opportunities in the present economic climate'. I will, if I may, re-frame that to talk instead about educating for a successful life. I'm not an economist, and even if I were, it would be a *brave* economist who would confidently predict what the economic climate or career prospects will be like when your sons are facing the job market in four or five or six years' time - or more, depending how much further study they embark on.

Famously, Gordon Brown, as UK Chancellor, boasted that he 'had ended the boom and bust cycle'. He said this frequently, the last time as recently as 2007. Talk about words coming back to haunt you!

From my point of view, as an educator and head of a university, I know that my priorities cannot be too reliant on, or overly determined by, the immediate economic climate or jobs market. Yes, universities must be aware of the needs of the economy and they should engage with industry and employers, in ways that I'll explain shortly.

Universities are not ivory towers. We prepare young people to enter the workforce and we produce the research that fuels the knowledge economy.

However, Trinity is not a vocational college – to focus too narrowly on what students need to get their first job, or on particular skills’ gaps, would be to divert us from our primary mission as educators.

In Trinity - and I think it’s true of all high-ranking universities - we are not just educating for a first job, but for a successful career – for life-long personal and professional fulfilment and for civic engagement.

We are not just educating workers, but citizens and entrepreneurs. We don’t want our graduates to wait for jobs to come to them. We want them to spot opportunities, and be ready to travel or re-train as required. And we want them to create opportunities. We hope our graduates, as they mature, will engage with their communities, enjoy wide and varied networks, and use their positions to help others and to promote activities like culture, sport and charities.

Citizens who engage like this are, in general, happier and more successful than those who don’t. And of course society also benefits.

We cannot just educate our students in particular skills for particular jobs. Because if there’s one thing we can be confident about, it’s that the skills and jobs sought after today will soon change.....and then change again.

Against Gordon’s Brown’s “end of boom and bust” cry, is a much more realistic observation, which has been ascribed to Albert Reynolds. He said: “When business is down, you paint the shop”. He didn’t need to add that doing up – or re-thinking – the shop is useful. A downturn isn’t wasted time – it’s a time that calls for different skills.

In my inaugural address as Provost three years ago, I said that we had to “deliver an education that readies our graduates for the volatile nature of the contemporary job-market and the diversity of modern life”.

That still stands.

Let me tell you a bit, now, about how we deliver that kind of education in Trinity.

*** * *Core Principles* * ***

The core of the Trinity education rests on strong, flexible principles which have stood the test of time – over 400 years - and have proved equal to booms, to busts, to regime changes and revolutions.

These principles are:

- Academic Freedom;
- Critical and independent thinking; and
- Original research – that is, all students, from their sophister years on, undertake original research alongside their professors.

These principles have been embedded in the College from the start. When I became the 44th Provost of Trinity, I made a declaration to protect them. Other universities round the world have similar principles. They can be considered universal.

The beauty of these principles is their flexibility – they allow for expansion and resist contraction. All that is distinctive today about the Trinity Education – such as our emphasis on extracurricular activities in clubs and societies, our strength in debating, volunteering and fund-raising, our focus on innovation and entrepreneurship, our internationalism and cosmopolitanism – all this has grown naturally and organically from our core principles.

This gives continuity, constancy and confidence to the Trinity Education. We know our education works – it has been stress-tested, if you like, over 400 years, and in conditions even more confounding than the Troika bailout. Whatever the variants of the economy at the time, we produced students like Edmund Burke, William Rowan Hamilton, Oscar Wilde, Ernest Walton, Samuel Beckett, and Mary Robinson - politicians as diverse as Leo Varadkar and Mary Lou McDonald, and champions of industry like airline CEOs Micheal O'Leary, Willie Walsh, and Alan Joyce of Qantas - all students who went on to change the economy and society.

* * *

In-built to the Trinity Education is the flexibility to adapt and respond to new conditions. Our children will face a working environment significantly more entrepreneurial, global, and technological than the one we faced as graduates.

What is our education doing to prepare students for such an environment?

Next month Trinity will launch its Strategic Plan 2014 to 2019. Let me tell you about some of the initiatives in this Plan.

In terms of corporate and employer engagement, we have pledged:

- to continue to expand our engagement with employers to ensure that curricula address contemporary work practices;
- to further embed employability and career-development opportunities in the undergraduate curriculum;
- to promote corporate engagement by establishing a high-level university/employer forum; and

- to develop partnerships with national and global employers that will advance internship programmes, placements and exchanges.

All this is building on existing strengths. Dialogue with employers is, of course, two-way: it's not just them telling us what skills and practices they need from our graduates. Employers also look at the curricula we have designed and realise that their businesses can be enhanced by taking on more graduates skilled in creativity and risk-taking.

In terms of internationalism and global relations, we promote the practice of global citizenship in all our activities, and create an international and cosmopolitan academic community for students and staff.

We do this by:

- encouraging our students to spend semesters studying abroad.
- We recruit our staff from round the world, and encourage them to set up international research collaborations – 40% of Trinity's academic staff are from outside Ireland;
- we create valuable partnerships – academic, corporate and philanthropic – with institutions round the world;
- and we create a diverse student body on campus.

We prefer to lead by example rather than by preaching. If we want global citizens who are ready to travel with work, take an interest in other cultures and learn from other ways of doing things, then we have to provide a diverse university, where professors and students hail from many cultures. And we have to give students the opportunity to take up study, research and work placements abroad.

Our innovation and entrepreneurship strategy is what's called a 'horizontal' strategy - it's applied across all of Trinity's academic disciplines. Our position is that all disciplines and research projects in the university can be the subject of innovation.

Whether our students are studying history, medicine, engineering or sociology, they are trained to think about innovating and commercialising their ideas and their research. We know that what characterises great entrepreneurs and innovators is the ability to be unorthodox and disruptive, to do things in new and different ways. We seek to encourage creative disruption in our students.

As a result, students of ours, some of them still undergraduates, have won entrepreneurship awards - you might have heard of FoodCloud which hooks restaurants and catering companies up with charities, to bridge the gap between food waste and food poverty.

Through a new programme, LaunchBox, supported by the 'Trinity Angels' (a group of successful Trinity alumni and friends) students are provided with seed funding, office space, master classes and mentoring for three months while they incubate their business ideas. Projects already incubated under LaunchBox include a household wifi which detects home intruders, and a bicycle lock which immobilises the bike in an attempted theft.

Students are strongly motivated by the example of their professors, many of whom are involved in successful spin-outs. Last year, for instance, our biotechnology spin-out, Opona Therapeutics, secured €33 million to develop preventative approaches to auto-immune and inflammatory diseases.

The centrepiece of our Innovation and Entrepreneurship is a new School of Business, which will be co-located with an Innovation and Entrepreneurship Hub. The new €70 million building will span 13,000 square metres, and will include a 600-seat auditorium; a public space for students to exchange ideas; 'smart' classrooms with the latest digital technology; space for prototyping and company incubation projects; and a rooftop conference room.

This School of Business will be distinctively Trinity, drawing on our strengths in multidisciplinary and global relations. It will complement the other excellent business schools on this island.

*** * *Conclusion* * ***

These are just some of the initiatives laid out in the new strategy. Unfortunately I don't have time to go into all the other initiatives we're putting in place: on admissions, creative arts, civic engagement, and online education, for example.

But I hope I've got across that our education is absolutely focused on career development, but also on personal development, and that we think globally and in terms of the individual's whole life and of what benefits society.

The education Trinity delivers equates to the education your sons are lucky enough to receive already in school. Blackrock College encourages independent and critical thinking, initiative and leadership. It recognises the benefit of extra-curricular activities for personal and professional advancement. Blackrock rugby is the wonder of the world – and in Trinity, we have benefitted from it. The current president of Trinity Rugby, Alan Dargan, is a Blackrock alumnus.

As well as sport, Blackrock is known for its orchestra and choirs, its drama and digital arts centre, its many fund-raising events for charity.

Hugo McNeill, a Blackrock and Trinity alumnus, got his start in rugby and his interest in charity, here in this school. A former rugby international, he

now runs the Ireland Funds, and does important work supporting the Institute of Intellectual Disability in Trinity.

As parents you have chosen this school for your sons - so obviously you share its values and ethos.

Blackrock College is not a vocational college preparing pupils for particular jobs. The goal is to give them a comprehensive, wide-ranging education, to expose them to different disciplines, so that they can explore their potential. The goal is not to be overly prescriptive or exclusionary. As a result Blackrock College students are found in all walks of life.

As your sons now face the next stage, they are starting to recognise what their particular strengths are, what they'd like to study, what areas they'd like to work in. They are beginning to focus.

But as university students, they will still have some growing up to do. They may embark on one course and decide it's not for them. They may, through extra-curricular activities, discover a new skill which will set them on a new direction. And they will certainly meet people who will challenge and excite them as never before.

As parents and educators, we want them to keep their horizons open, to use the precious few College years to develop and expand who they are.

Because the truth is, of course, that we cannot design or create their careers. Only they can do that. They are going to surprise us. They are going to have job descriptions which we have never heard of, and never even imagined. They may dismay us. That's their prerogative. Because they, not us, are creating the new world. What we can do is support them and give them the benefit of an education which will encourage them to be flexible, creative, disciplined, and opportunistic in the best sense, and unafraid of failure.

Interestingly, three of Trinity's most famous students had similar things to say about failure – I think unbeknownst to each other. The 18th century playwright, Oliver Goldsmith said: 'Our greatest glory consists *not* in never failing, but in rising every time we fall.'

The 19th century author of *Dracula*, Bram Stoker said: 'We learn from failure, not from success'.

And the 20th century Nobel Laureate Samuel Beckett said: 'Fail again, fail better'.

I am waiting for one of our 21st century students to give us their take on this particular Trinity motif...

Thank you very much.



(L to R) Mr Alan MacGinty Principal; Dr Patrick Prendergast, Provost TCD; Ms Caroline Dobbyn, Dean 5th Year; Ms Carleen McGee, Head of the Career Guidance and Counselling; Mr Brian O'Neill, PPU; and Mr Shane Murphy S.C. at 5th Year Parents' Career Seminar

09 September 2014

9th International Conference on Surfaces, Coatings & Nanostructured Materials (NANOSMAT)

Edmund Burke Theatre, Arts Building, Trinity College

Good morning,

It's my pleasure to welcome you all to Trinity College Dublin for the 9th International NANOSMAT conference.

Some of you were here yesterday for the workshop on Nanocoatings. Others start this morning on what will be an exceptionally packed three days of lectures, talks and poster sessions.

This is the 9th NANOSMAT. It's an important annual event – a truly international conference which brings together experts from round the world.

It's an honour for Trinity and for Dublin to be your hosts. I thank the conference office who have done the bulk of the organisational work, especially the chairman, Dr Nasar Ali. And I thank the committee here in Dublin, led by Professor Werner Blau. Not forgetting all the generous sponsors, who like the delegates, hail from many countries.

You will have seen from the programme that the range of subjects covered is hugely varied and comprehensive, and that this is one of the most international conferences in any discipline anywhere.

This year the organisers received around 500 abstracts from people in over 50 countries. And for these three days we welcome delegates from all over the world – from India, Thailand, China, Korea; from Spain, France, Italy, Belgium; from the USA, Mexico, Brazil; from Iran, Israel, Turkey, Saudi Arabia; from Russia, Ukraine, Kazakhstan and from many more countries.

The delegates are not only international, but of outstanding quality. Immediately after this opening, we will enjoy a lecture by a Nobel Laureate, Professor Albert Fert, who is one of the discoverers of giant magnetoresistance which brought about a breakthrough in gigabyte hard disks. We also look forward to the presentation of the NANOSMAT Outstanding Young Scientist Award, and to the NANOSMAT Prize Lecture, delivered this year by Professor Zhong Lin Wang of Georgia Tech in the USA.

It is tremendous to welcome so many remarkable international scientists and engineers to Trinity and to Dublin. Some of you were here last year for the Euro Nano Forum, when 1,500 'nanotechnologists' descended on Dublin. I don't know the collective noun for nanoscientists. There is an amusing

Twitter feed which suggests collective nouns for scientists – including ‘a string of theoretical physicists’, ‘a colony of microbiologists’, and ‘a residue of chemists’ but no-one seems to have come up with one for nanoscientists. There’s a job for the wordsmiths among you. A divisibility of nanoscientists?

For those visiting Dublin and Trinity for the first time, I hope that you get an opportunity to walk round our beautiful campus and city, and to perhaps visit two of Trinity’s greatest attractions, the Book of Kells and the Science Gallery. The Book of Kells is twelve centuries old, but the intricacy of its design could, I think, be termed ‘nano’.

The Science Gallery is a Trinity-pioneered concept, where science and art collide. Last year, during EuroNanoForum, the Science Gallery hosted an exhibition called ‘Magical Materials’. The exhibition currently running is called ‘Strange Weather’. Unfortunately there’s probably no-one here, from any country, who hasn’t experienced some strange weather in the past decade...

* * *

This campus is an appropriate place to host NANOSMAT 2014 because Nanoscience is one of Trinity’s core strengths. It’s an area we have invested strongly in from the start, and today Trinity is ranked one of the top institutes worldwide for nano research, thanks to our two centres, CRANN and AMBER.

CRANN, the Centre for Research on Adaptive Nanostructures and Nanodevices) was established just over a decade ago and is now Trinity’s largest research institute. CRANN brings together over 300 researchers, including 37 leading Investigators, based across multiple disciplines including Trinity’s Schools of Physics, Chemistry, Medicine, Engineering and Pharmacology. These researchers work with over 100 companies, including Intel, Hewlett-Packard, Johnson & Johnson, Medtronic, Merck Millipore, and Thomas Swan, who have been important investors in Trinity’s research into the industrial production of graphene.

In October 2013, a new research centre was launched. AMBER stands for Advanced Materials and BioEngineering Research and it is jointly hosted in Trinity by CRANN and the Trinity Centre for Bioengineering, and works in collaboration with the Royal College of Surgeons in Ireland and UCC.

AMBER provides a partnership between leading researchers and industry to develop new materials and devices for a range of sectors, particularly ICT, medical devices and industrial technology.

A 2010 Thomson Reuters report ranked Ireland sixth globally for nanotechnology and eighth for material science research. Trinity researchers

are responsible for more than 70% of the outputs leading to this national ranking.

Nanotechnology is a priority area for Trinity and for Ireland, which is why we are so delighted to be hosting this conference. Our role includes spreading the word about nanotechnology and getting young people excited about it. Earlier this year AMBER launched the 'Invent Nano!' schools competition, in which they challenged school children to come up with designs for the future, using nanotechnology.

The winning design went to a car which has the ability to change colour, boasts a solar and hydrogen powered engine, is self-cleaning and has Gecko tyres made from graphene to give them extra grip.

There were two runners up: a water meter powered by solar energy with a tough, self-cleaning outer construction made with graphene; and a blind person's cane and ear piece. The cane is super strong yet light with carbon nanotube construction, and contains a sensor that feeds information to an ear piece to help guide a person through unknown terrain.

Interestingly, all three winners were girls, which was particularly encouraging and bodes well for the future, since in Ireland, as in many countries, we need to attract more girls to study science and engineering.

It's not surprising that the 'Invent Nano!' competition had such an enthusiastic response and that the competing designs were so ingenious. Nanoscience is an exhilarating branch of science. With the promise it offers for innovation, it seizes the imagination. It is fresh and unexpected. When we think of its potential, we can all feel a child-like awe.

CRANN is lucky enough to have on its advisory board, Professor Jim Heath who was named by Forbes magazine as one of the world's top seven innovators, and was on the team that won the 1996 Nobel Prize for Chemistry. Professor Heath was in Dublin two years ago, when this country was in the middle of a bad recession which thankfully, we are beginning to emerge from.

He said then: "Do the science that supports the economy but also the science that is able to surprise."

That was a strong message for a recessionary country – not to focus too narrowly or too exclusively on addressing immediate anxieties. To retain what F. Scott Fitzgerald called: "something commensurate with our capacity for wonder".

Nanoscience is the science that is able to surprise. The science that is commensurate with our capacity for wonder.

I am proud that Trinity has prioritised it. And I'm delighted that you're all here this week. I wish you a most successful conference.

Thank you.

* * *

09 September 2014

Address to New Postgraduate Students

Tercentenary Hall, Trinity Biomedical Sciences Institute

Welcome, all, to Trinity College.

Some of you are returning – you were undergraduates here - and some are coming to Trinity and Dublin for the first time. You are all now part of Trinity's postgrad community, represented on Board and Council by your GSU officers; Megan as GSU President and Adam as GSU Vice-President, and also by Professor Aideen Long as Dean of Graduate Studies.

You form under a third of the student body. In terms of research capability and of innovation and entrepreneurship potential, you are indispensable to this university, a key part of what makes us great.

You have all proved yourself as undergraduates. You have shown your capacity for study, research, writing, experimenting, and critical and independent thinking. You have shown intellectual discipline and focus. Because of this you are moving onto the next phase: you are preparing to become experts – indeed world experts – in your particular field.

On the subject of your Masters or Dissertation, you will eventually know more than anyone else in the world. You will know more than the professor overseeing you. That is a wonderful, rather awesome thought, or at least I felt it so when I was beginning my postgraduate research, here in this university, in 1987. I was researching for a PhD in biomechanics in the School of Engineering.

Being a postgrad is very different to being an undergraduate, and some people struggle with it. Particularly if you are doing pure research, with few taught courses, you can feel thrown in at the deep end. As an undergraduate, your days were structured by lectures, tutorials and exams. You had a curriculum and course work. To go from this to having to create the terms of your research is to feel the cold shock of academic responsibilities.

Of course professors are absolutely committed to helping you in any way they can. But they cannot tell you what to research – they can give you pointers – but only you can discover your own path.

The title of your dissertation will be unique. It may be a long, involved title – one that makes people outside the university amazed because it seems ludicrously specific. But it has to be specific because it's unique. The title encapsulates your journey towards carving out your unique area of research.

If I may extend the metaphor: first you choose the terrain, which is your discipline, then you find a particular field within the terrain; then you hone in on the patch of field which interests you – often the bit that is overgrown, wild, and unkempt; then you spend some time thinking about how to put order, and your own stamp, on it – what methods will you use? What tools might you need? What is it about this particular patch that excites you? What are you trying to uncover from it? Finally, when you have some answers, you start work. That's the moment when you have your title. It's a title that you have hewn out from the terrain of your discipline.

Once you start work, you're off on another journey as you discover that maybe you need to change tools and method, or that you're uncovering something you really weren't expecting. Possibly another patch of the field will start to look a lot more alluring. If that happens, consult your academic mentor. They have lots of experience about re-thinking research, and when it's good to keep going with what you've started, and when it's time to admit that your first title wasn't quite you. It's fine to change your terms of research, although of course it's better to do so near the start.

The more you immerse yourself in your subject, the more you will find your way. There is a moment, I promise, when you will own that research; when everything will fall into place; when all the separate pieces of research and experimentation you've done will suddenly slot into each other and make a wonderful pattern. That's a great moment, which you will have richly deserved, because what you are doing now – embarking on a long immersion in a small area of study is not easy. It's something only a small proportion of the population has the aptitude, energy, and discipline for.

You have already proved your aptitude by being granted a postgraduate place here. I'm sure you will now go on to prove your energy and discipline. Postgraduate is when you become fully adult. It's not unlike starting a first job – it's about developing responsibility, and taking control over your research, and over your life.

The university supports you in this. The Dean of Graduate Studies has told you about the supports and structures in place for you, as well as other important practical things you need to know.

You are being welcomed into the academic community of this college. Use this community. Consult – and be generous yourself about sharing knowledge – make friends. The research life can get lonely. Connect with others in your position. They will have similar concerns and challenges to your own. They are like work colleagues. A big part of getting ahead in an office is building relationships, and it's similar in a university.

If you do go on to become an academic, you will not just be engaged in research, you will be teaching, administrating, organising events and conferences, leading teams, collaborating. It is a multi-faceted career. You

can start here and now, learning about the importance of relationships for your personal and professional advancement; and the importance of taking on responsibilities. As postgrads, you will probably be asked to help out organising events and conferences, entertaining visiting professors, teaching, even strategizing on department matters. Don't shirk these responsibilities. You will have a better, more enriched, and supported time if you enter fully into college life.

You should build relationships not just within your own discipline but across the university. One of the great distinctions of Trinity is our interdisciplinarity. 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, attend lectures on subjects you know little about, open yourself out to different influences.

I was lucky enough to be doing postdoctoral work when the 'medical devices revolution', if I may so name it, was starting up. This involved people in my discipline, Engineering, linking up with people in the School of Medicine to pool expertise to help solve problems affecting society.

Medical devices is now a key industry in Ireland – and the products have enhanced the lives of millions. It's a wonderful example of interdisciplinarity, which should inspire all researchers, whatever their area.

Medical Devices was revolutionised not just by interdisciplinarity but by the commercialisation of research. Academics realised that by hooking up with industry, and by starting their own spin-out companies, they could raise investment and bring their research to market much more rapidly. We have never looked back. All research – whether arts, humanities, science, medicine – can make an impact on society. Research-for-impact 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 introduce it to the world.

Many of you will have heard of the Innovation Academy, which Trinity runs jointly with UCD and Queen's University Belfast. The Academy educates postgrads to develop opportunities for innovation arising from their research. It provides a range of modules, including creative thinking, protecting your idea, and planning and financing your venture. And it gets you to work in groups to solve real-world problems identified by industry and partner organisations. Crucially, it is interdisciplinary because ideas fuse into existence at the point where disciplines connect. I hope that during your time here you will take advantage of the fantastic resource which is the Innovation Academy.

In future years, your dissertations will be consulted by generations of scholars needing to know about your unique area. And, for some of you, your research will feed into spin-outs and products that enhance people's lives.

You will feel proud of yourselves and I cannot stress enough how proud and grateful the college will feel. Trinity was ranked 61st in the world and 18th in Europe in the recent world rankings. That's out of eight hundred universities worldwide so it's a remarkable achievement, particularly when you consider that Trinity is nowhere near the 61st best funded university in the world!

But in terms of research performance, we do even better. On this criterion, we are ranked 42nd in the world. That's because of our excellent staff, and because of you.

You've chosen Trinity as the place where you will add to the sum of human knowledge. I think you have made an excellent decision. I know you will be supported here in your intellectual and career development, and I know that you will form diverse and dynamic friendships and connections that will enrich your personal and professional lives.

I thank you, I congratulate you, and I wish you all the best.

* * *

15 & 17 September 2014

Address to Junior Freshmen Students

Edmund Burke Theatre, Arts Building

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

I'm delighted to be here with you, at the start of this great adventure. It's one of the delights and privileges of being Provost, or Head, of Trinity that I get to welcome new students each year. You are well named "freshers" because you stimulate and ignite the university with your enthusiasm, energy, and freshness.

A great university is like a huge engine, or a hive. You are probably thinking of university in terms of lectures and tutorials, and of clubs, societies, and socialising. These are indeed essential activities. But as you'll find out, a university is also an enormous research centre which is continually releasing remarkable research into the world which changes people's lives – cures and medicines, new materials and new products, new literary and historical narratives, campus companies, books and apps. All of these are spilling out of the university all the time.

A university is also a kind of huge event location, a place where conferences and book launches, science exhibitions and culture shows, theatre festivals and charity events are constantly being hosted. A place where famous and brilliant people visit. This is particularly true of a university like Trinity which has such a beautiful campus and is in the centre of a capital city.

The energy coming out of Trinity can be explosive. You've probably already felt it. But with all its different roles and activities, what makes a university unique and different to any other institution, is that each year it is renewed and refreshed by new talents, new skills, new perspectives, new students.

Each year, the freshers are always just a little different to the last. Anyone who teaches in a university knows this. Each year brings its own particular style to campus. You will take much from Trinity, but you will also bring much.

The next four years will be transformative for each of you, as individuals, but also transformative for the university. By being here, you help create Trinity's future.

I feel proud and fortunate that you have chosen to come to Trinity. I want you to make the most of your time here. For your own sake and for Trinity's.

Sometimes I meet people in later life who feel they wasted their college years. They feel they didn't study hard enough, or they didn't meet enough new people, or they didn't go to enough debates or plays, or do enough sports, or volunteer for exciting things.

I don't want any of you to feel such regrets. I want you to feel you gave it your all. University, in the beginning, can feel huge and overwhelming. Most people find their feet. But like anything, if you want to get the most out of it, you have to throw yourself in. Immerse yourself. Whatever your particular interests, you can develop them in Trinity.

You will all have worked hard to be admitted here. You deserve to be here. But you have won for yourself a privileged position. And in return much is expected of you.

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

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

Each of you will find your own path through college. Today I'll tell you a little about what you can expect – in the lecture room and outside. The more you familiarise yourself with our way of doing things, and the more you avail of our resources, the more rewarding you will find this experience.

The Trinity Experience – 1. Education

What can you expect from the education? Most of you will have come through one of the toughest pre-university systems in the world – the Leaving Cert. Congratulations for getting through it so well! But the kind of learning the Leaving Cert promotes is exam-focused – whereas a Trinity education is about learning to think for yourself.

As a Trinity student, your education is research-led, which means that by your final years as undergraduates, you will be engaged in original research. You will be discovering and writing up something that no-one else has ever looked into. You will be conducting unique research - in the lab, in archives, or through field work.

The distance between you and your professors will reduce – you'll be scholars together, engaged on a common enterprise of discovery. From today you should start thinking of yourselves not as pupils, but as scholars. Start thinking not what you can remember, but what you can discover for yourself. Your lecturers don't want you to regurgitate what they say. They want you to come up with your own interpretation.

Trinity is now in its fifth century of intellectual endeavor, and our research record is stronger than it has ever been.

Last week Trinity research made headlines all round the world when our geologists revealed that oxygen-producing life forms were present on Earth some 3 billion years ago – a full 60 million years earlier than previously thought. So Trinity is rewriting evolutionary history.

You might also 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 times thinner than human hair, and potentially it can be used to make lighter cars, engines which use less fuel and computer screens that fold into your pocket.

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

Our academic mission looks to engage our students in intellectual rigour and participatory citizenship. We want you to be alert and active citizens, who will help drive the economy and contribute to a just, equal, and sustainable society.

The Trinity Experience – 2. Extracurricular

Of course, when it comes to being active citizens with interesting jobs, it's not just what happens in the lecture-room or laboratory. It's the entire Trinity experience.

In this university, we place strong emphasis on extracurricular activities. 'Extracurricular' means getting involved in clubs and societies. It means writing and editing articles for college magazines; or volunteering and fund-raising for charity; or debating or organising events. Some students even start their own businesses.

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

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

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

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

Dr Kevin O'Kelly is Dean of Students. His job is to develop and co-ordinate 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. She will tell you about your tutor's special pastoral role.

The Trinity Community

You are now a member of the Trinity community. This is a community of almost 17,000 undergraduates and postgraduates, more than 3,000 staff, and almost 100,000 past students, or alumni, living in 130 countries.

It's a world-famous community and it's over 420 years old. Trinity was founded in 1592 when a group of Dublin citizens petitioned Queen Elizabeth the First for a charter to open a university in their city. Dublin Corporation donated lands and, from all around Ireland, wealthy citizens gave generously, including Gaelic chieftains.

If you go to the Dining Hall, you will see a frieze in the grand entrance – this is the Benefactors Roll, which commemorates the founding benefactors, and all the major philanthropists who have donated since.

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

Many of our former students are household names – people like Oscar Wilde, Samuel Beckett, Wolfe Tone, Mary Robinson, Michael O'Leary of Ryanair and Susan Denham, our current Chief Justice. Former students like Leo Varadkar, Alex White and Mary Lou McDonald are now helping to run the country, while in arts and entertainment we have film maker Lenny Abrahamson, who made *What Richard Did*, and Dominic West whom you may know from *The Wire*.

And the two scriptwriters behind the Game of Thrones, Dan Weiss and David Benioff, met as postgraduate students in Trinity. They described themselves then as “two American Jews in Dublin, with no Irish roots at all, obsessed with Irish literature” – Weiss did his thesis on Joyce, and Benioff on Beckett – and then they decided to write together on dragons... Which just goes to show that your research can take you in unexpected directions. So keep engaged but keep an open mind!

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. The rest is up to you.

I wish you all 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.

* * *

17 September 2014

9th International Cancer Conference

Stanley Quek Theatre, Trinity Biomedical Sciences Institute

Distinguished Guests, Colleagues, Ladies and Gentlemen,

As Provost, or Head, of this university, it's my pleasure to welcome you all to the Biomedical Sciences Institute in Trinity College Dublin for the ninth international cancer conference.

I welcome particularly our international speakers and participants who have travelled to be here. You have come from far afield – from Canada, the United States, the UK, Germany, France, Malta, Malaysia and Ghana.

I welcome also our national participants, from universities and hospitals around Ireland. The programme for this conference is particularly full and the speakers come from various disciplines within health science, including paediatrics, dermatology, physiotherapy, pharmacy, nursing, and of course pathology and oncology. Speakers also come from pure research backgrounds or are practising clinicians.

So this is a wide, varied, multidisciplinary conference, which brings many related approaches to bear on the theme of 'Living with Cancer in the 21st century'.

It is, I think apt, that the conference is taking place in the Trinity Biomedical Sciences Institute - TBSI. This Institute has been open less than two years. It brings together researchers from the Schools of Biochemistry and Immunology, Medicine, Chemistry, Pharmacy and Bioengineering. This combination of disciplines in one building is unique internationally. The aim is to foster highly innovative research, crossing disciplinary boundaries, to lead to discoveries that will give rise to better patient care, and attract significant research collaborations. It's the right place to host this multi-disciplinary conference.

The International Cancer Conference was established through a tripartite agreement, developed in 1999, by the Departments of Health in Ireland and Northern Ireland together with the US Administration. This year's conference is special because it's coinciding with Ireland's first ever Cancer Week, which is being organised by the Irish Cancer Society and by this university, Trinity College Dublin. The aim of the week is to highlight the increasing rates of cancer survivorship, and how more people are living well with, and beyond, cancer.

And today, 17th September, is Mouth, Head, and Neck Cancer Awareness Day nationwide. Colleagues from our Dental Hospital have an information desk here and are running a project to evaluate our awareness about this cancer, and I would urge you to participate.

Today, we will also hear the Denis Burkitt lecture, and this evening, at the conference dinner, the Burkitt Medal will be awarded. Inaugurated last year, the Burkitt Medal honours the achievements of world leaders in cancer care and research. With it we recognise people with the integrity, compassion and dedication matching that of Denis Burkitt, a graduate of the Trinity School of Medicine known for his discovery, in the 1950s, of Burkitt's lymphoma.

We are delighted that the Burkitt medallist this year is Dr John L. Ziegler, founding director of the Global Health Sciences Graduate Program at the University of California. We look forward to his lecture at 5pm on "Burkitt's Lymphoma: From a Small Path to a Superhighway".

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

While the challenges remain, cancer treatment is also a global success story, as treatments have improved vastly over the past few decades and people are living longer and more comfortably with the disease. This is due to the remarkable advances in medical research, but also to the public campaigns which have made people more aware of the contributing causes to cancer, and of the importance of early diagnosis. And of course public fund-raising has made more money available for research.

It is not so long ago that there was stigma attached to cancer. People didn't talk about it. In obituaries when a famous person died there was a euphemistic phrase: "he died of a lingering illness" which meant cancer. That we are now able to discuss it frankly and openly is thanks to the courage and determination of the medical profession, of cancer survivors themselves, and of people in the media who have made it their business to broadcast and raise awareness.

So I am delighted to introduce now one of Ireland's most admired and experienced broadcasters, Áine Lawlor. Áine presents Morning Ireland, which is the country's most listened-to radio programme.

As an interviewer and broadcaster, she is known for her astuteness and fearlessness and when she was herself diagnosed with cancer in 2011, she brought these qualities to bear on her illness and treatment. Her two-part documentary on national television last year, 'Facing Cancer', brought many of the issues we'll be discussing today into people's homes.

In Trinity, we're very proud of Áine, who is one of our graduates and was distinguished during her time here in college, when she was President of the Students' Union. We're delighted she could be with us today to open this conference.

Ladies and Gentlemen, Áine Lawlor.

* * *

[Áine speaks]

* * *

Thank you, Áine, for those strong and inspiring words and for taking the time to be here today.

Now I'd like to thank the organising committee, in particular Professor John Reynolds, Professor Owen Smith, Professor Orla Sheils, Dr Jacintha O'Sullivan, Dr Joanne Lysaght and Dr Lorraine O'Driscoll.

I wish the conference every success.

* * *

19 September 2014

European Society for Paediatric Endocrinology

Dining Hall, Trinity College

Good evening,

And welcome to the Dining Hall in Trinity College Dublin for this very special occasion: the first time in its 53-year history that the ESPE annual meeting and president's dinner has been held in Ireland.

It's a pleasure and a privilege to be welcoming so many speakers and participants from so far afield – from all five continents. I understand that the number of delegates this year is the largest number ever attending an ESPE annual meeting. And, perhaps even more significantly, all the past Andrea Prader prize winners of the past twenty-five years have been invited to this dinner tonight. They will be honoured at an award ceremony tomorrow.

The room we're now in, the Dining Hall, was built for the College in the 18th Century. Around me are portraits of judges, politicians, an archbishop, and a Prince of Wales – but, I'm afraid, no portraits of doctors.

This is a pity because Trinity College has a long, distinguished history in the study of medicine. A fellowship in medicine was filled here as early as 1611, when Statutes of the University established the conditions to be fulfilled for a doctorate in medicine. Apparently, these early candidates were required “to attend at least three dissections, cure at least four diseases, and have a thorough knowledge of drugs, whether simple or compound”.

It may be deduced that it was a bit easier to get a doctorate in medicine in the 17th Century than it is today! But of course medicine didn't really emerge as a proper academic discipline until the 18th Century, even if Trinity established a Regius Professor of Physic in 1637, and Trinity College was one of the first universities in the world to establish a School of Medicine, in 1711.

This School became justly celebrated, in particular for two 19th Century professors – William Stokes and Robert Graves; both men were pioneers in clinical instruction and research, and in the provision of health care for the poor. Because they were so famous, portraits, sculptures and busts were done of both men, but unfortunately they're not held in this dining hall, or even in Trinity. You'd have to go to the Royal College of Physicians in Ireland and to the National Gallery to see them. I know from looking at your very full programme that you are unlikely to have time for this...

Though, I should point out, that tonight is Culture Night in Dublin, which means that many buildings, public and private, are open for viewing until midnight. Last year, as I recall, an orderly queue formed to get into the Royal College of Physicians, round the corner from here, and to the National Gallery. So anyone who finds these judges and politicians becoming too much, may go in search of images of Dublin's great doctors...

There is also a frieze at the entrance to this Dining Hall which you might have noticed coming in. It's known as the 'Benefactors Wall' because it commemorates those individuals, trusts, and corporations who have donated generously to the university through the ages. Many of these donated specifically to medical research and teaching in Trinity – names like Sir Patrick Dun, the Mercer's Hospital Foundation, the Wellcome Trust, and Dr Stanley Quek.

It is thanks to these donors, and to State funding, that our Faculty of Health Sciences goes from strength to strength. Our School of Medicine now has twenty departments, including anatomy, immunology, obstetrics, surgery and of course paediatrics. And continuing a long tradition, the School works interdependently with hospitals in the city – the Tallaght Hospital and St James's Hospital, which is the site for the new children's hospital, on which work has now started.

Trinity is a multidisciplinary university with Schools of Engineering, Law, Social Sciences, Natural Sciences, Chemistry, Psychology, Business and many more. We have established a number of multidisciplinary research institutes and centres in order to confront common challenges by pooling expertise.

These centres and institutes go 'across' the university and include the Biomedical Sciences Institute, the Trinity International Development Initiative, the Centre for Cancer Research, and the Institute for Molecular Medicine. The Children's Research Centre is sponsored by the Schools of Psychology and of Social Work & Social Policy, but the work of this Centre has obvious applications for the Department of Paediatrics.

It's in this framework of multidisciplinary medical and paediatric research that we're so delighted to be hosting the ESPE annual meeting and president's dinner. The areas with which paediatric endocrinology is most concerned – growth disorders, pubertal development, diabetes, and obesity – are priority research areas in Trinity. Our Faculty of Health Science provides research and advice to taskforces on prevention of childhood obesity, which is a priority for our government, as for all governments in the developed world.

Trinity has a long interest in growth disorders. In the library is the skeleton of Cornelius Magrath, the Irish giant who died in 1760. He measured seven foot three. The reason we have his skeleton is a fairly shocking one: on the

behest of their professor, Trinity students stole his body from the wake. On dissection, they discovered a pituitary tumour, so their action, if illegal, wasn't redundant. Their 'body snatching' may have inspired another Trinity student, 130 years later, when he came to write about grave snatching in his masterpiece, Dracula.

One could tell Trinity medicine stories all night, but I won't keep you any longer from dinner. I know you've had an exceptionally demanding programme yesterday and today, and will have again tomorrow. I congratulate you on your stamina. And I'm delighted that as reward for such a full programme, you get to enjoy this wonderful evening, complete with serenading by a quartet from the Royal Irish Academy of Music.

I'd like to thank and congratulate the key organisers: current ESPE president, Professor Hilary Hoey, Fellow of Trinity and Dean of the Faculty of Paediatrics in the Royal College of Physicians of Ireland, and ESPE secretary general, Professor Lars Sävendahl, professor of Paediatrics at the Karolinska Institute in Sweden.

The excellent conception and organisation have made this first visit of the ESPE to Ireland particularly memorable.

I wish everyone an enjoyable evening and a rewarding end of conference.

Thank you.

* * *

27 September 2014

Naughton Scholar Awards

Stanley Quek Theatre, Trinity Biomedical Sciences Institute

Minister, Naughton family, Naughton scholars!

Good afternoon,

It's an honour and pleasure to welcome you here - to the Trinity Biomedical Sciences Institute – on this great occasion: the presentation of awards to the new Naughton scholars. Today we recognise the ambition and talent of students in science, engineering, technology, and mathematics. We celebrate the increased focus, across the country, on these disciplines, which are so important to innovation and to driving the economy. And we celebrate the generosity and vision of the Naughton family, who have been so critical in enabling this increased focus.

Today twenty-five new students from around the country will be awarded for their ability in, and dedication to, the so-called STEM subjects. This is a great achievement for them personally - it's also a great achievement for the schools which nurtured their ability. And it's wonderful for the universities that are enrolling them. And finally, it's great for the whole country to be incubating such talent. In just a few years these students will be in a position to contribute to society through research, working, entrepreneurship – or indeed all three.

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

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

In the midst of such concerns, the Naughton family stepped in, bringing action. They wanted to help the country and they hated to see the potential of talented school-leavers going to waste. They came up with a solution: 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, simple, and disinterested in the sense that, by not tying the scholarships to a particular institution, the Naughtons declined to favour any particular region or university.

So I think it's particularly appropriate that the whole Naughton family is involved in this initiative, and we are delighted to see all of you here today. That this is so much a family initiative gives special heart and value to these scholarships.

In the same year that the Naughton scholarships were launched, 2008, the Science Gallery was opened here in Trinity, thanks, in great part, to the Naughtons, who have been generous supporters from the start. These two initiatives – the Gallery and the Scholarships – are linked in that both are about encouraging and enabling young people's passion for science and technology.

The Scholarships are about showing school-leavers that they can, and should, have a future in science, technology, engineering and maths. So it's very right that we began this awards reception in the Science Gallery.

In Ireland, traditionally our strengths have been in the Arts rather than Science – as proof, we have four Nobel prize winners for Literature and just one for science – Ernest Walton for Physics. But this is now changing – to our continued strength in the arts, we are adding significant strengths in science, technology and innovation. In areas like nanoscience and medical devices, we are globally recognised.

The Naughton family have been instrumental in this revolution. The Science Gallery stands as a monument to their commitment, as do these Naughton scholars.

In Trinity, as well as the fifteen new Naughton freshers entering this year, we have 22 other Naughton undergraduates and three graduates, now pursuing PhDs. These PhD students were among the first Naughton scholars. Now they are contributing original research and providing important support to our Schools of Chemistry, Genetics and Nanoscience respectively. In just a few short years, we can point to this palpable achievement.

To the new Naughton scholars, let me say that 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. All of you will have a dream for your career and your life – whether it's to work in industry, or in universities, or to stimulate social change. Having been given such a start, it's now your responsibility to hold on to that dream and pursue it tenaciously.

We will help all we can – already you have proved that you are worth helping. In your turn, during what I hope will be long successful careers, I can wish you nothing better than that you, like the Naughtons, can help others.

Thank you.

* * *

29 September 2014

The Role and Contribution of Universities

Royal College of Physicians in Ireland, Kildare Street, Dublin 2

Colleagues and Distinguished Guests,

It's my honour, as this year's chair of the Irish University Association, to welcome you to this symposium, and to give the opening remarks.

Today, we look at issues of competitiveness, performance, regulation, governance, and financing focused on the Irish higher education sector. We seek a contextualised and informed overview. We want to understand Ireland's position compared to other countries, and we want our thinking about future sustainability to be informed by best international practise. So today we will hear from international experts in the plenary sessions, and from national stakeholders in the afternoon panel session.

To our international speakers, who have come from far afield, I extend a warm welcome, and thanks for your presence here today.

Thanks also to our national leaders – coming from industry; the Union of Students in Ireland; the Department of Education and Skills; the employers' confederation (IBEC); and the Higher Education Authority.

I'd like to thank the IOTI - the Institutes of Technology in Ireland - for their support and help with this symposium. My comments today are on behalf of the whole higher education sector in Ireland, not just the universities, because we have a connected system in this country, so it's not appropriate to speak of the universities in isolation.

My particular thanks to our Minister for Education and Skills, Jan O'Sullivan, who will address us after lunch. By her presence here, she signals how seriously government is taking the issues under discussion today. We see this symposium as an important contribution to the study announced in July on the benefits of higher education and its future funding.

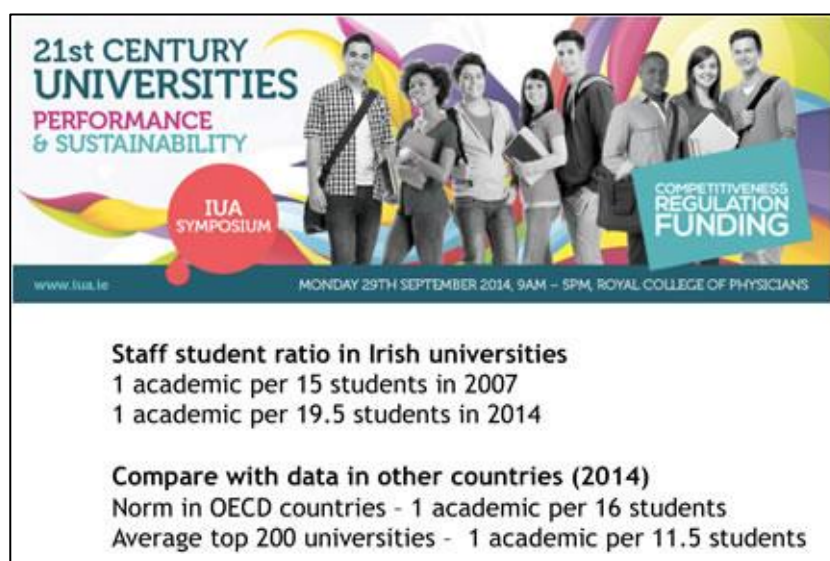
* * *

Successful countries depend on successful universities. The opposite is also true – declining universities lead inexorably to declining economies and job losses. All high-functioning knowledge economies have universities of global reputation. Since Ireland is a knowledge economy, our mission can be stated very simply: we need an excellent, globally competitive higher education system.

When I say ‘need’, this suggests that we don’t currently have an excellent system. So before I proceed, I’d better clarify: I believe we have a strong model of higher education in this country - we don’t need to reinvent our model. In a moment, I’ll talk further about this.

I also believe that, within the system, the individual universities and institutions have performed resiliently, indeed valiantly, in the difficult past years.

But resilience and a good model do not add up to an excellent, high-functioning system. Two findings recently published by the Higher Education Authority should prevent any complacency on this question:



First, the staff-student ratio in Irish universities. The HEA notes that, the staff-student ratio has increased from one academic staff to 15 students in 2007, to one to 19 in 2014. The norm in OECD countries is now one to 14. And according to the latest QS rankings, published a fortnight ago, the average for the top 200 ranked universities is 1 to 11.7.

Second, capital infrastructure. The HEA notes that since 2008 there has been virtually no State investment in capital infrastructure, including investment for maintenance. At the same time, the HEA notes that 40 percent of the system’s infrastructure is now below par. This can’t continue. In a knowledge economy, we need highly-trained graduates used to working with the latest equipment and technologies. If we don’t constantly upgrade facilities – labs, libraries, computers - students will not be equipped for the workforce and the country’s competitiveness will suffer.

These sober figures put paid to any claim we might have to an excellent system. If something isn’t done, the staff to student ratio will continue to deteriorate, and our campuses and buildings will fall into disrepair and decay.

We've convened this symposium to work out what we need to do to bring excellence to our higher education system.

*** * *A horizontal issue* * ***

Now is a good time to be considering this: The country is emerging from five difficult years of austerity and cut-backs. During this 'fire-fighting' period there was hardly time to consider the long-term future of higher education, nor the sustainability of the current financing and regulatory models.

Thankfully, things are beginning to change: growth is up, unemployment is down, credit ratings are rising. Most of us are feeling the return to confidence. So now is a good time to be raising the future of higher education, a sector that impacts on all others.

At any time, we face crucial issues like climate change, health care, social protection, communications, transport, energy, competitiveness. All these are priorities. But they are priorities which can be best addressed with the help of the research and graduates coming out of institutions of higher education.

How can we attract multinational companies and foreign direct investment to Ireland, or try to establish industry hubs here, if we can't count on high level research and excellent graduates? It would be a non-starter. Higher education is horizontal to economic growth.

If universities are globally competitive, then it follows that their graduates, their research, will have global impact and value. That's why when that remarkable philanthropist, Chuck Feeney, looked to improve the situation in Ireland and other countries, he invested strongly in universities. He understood the horizontal effect. And he wasn't an academic – he had no vested interest.

For this country to excel, we need a globally competitive higher education system. That's the mission. Now we need to define the steps that will take us there.

*** * *Resilience* * ***

Notwithstanding the last few difficult years, we are coming at this from a position of strength. Ireland is fortunate in the resilience of its universities. Right through the recession, we continued to do world-class research, to attract international staff and students, to partner with industry, and to deliver a strong education.

Still, 'resilience' may seem an odd word to use, when you consider that in the latest QS rankings, published a fortnight ago, Irish universities lost ground again. UCD held its place and NUI Galway climbed slightly. But Ireland still has just one university in the top 100 – Trinity, the university which I'm

proud to lead – and it fell ten places to 71. Other Irish universities fell even more places.

But I think the word ‘resilience’ is apt because, if our universities are sliding, it’s not through laziness or lack of dynamism. In fact a number of universities – including Trinity, UCD and UCC - actually slightly improved their scores in the QS rankings. But this didn’t translate to an improved position. Why? Because with new and far better funded universities in Asia-Pacific storming ahead, it’s no longer enough to slightly improve your score.

Our universities are sliding because we can’t compete on funding. On a per academic basis, Trinity’s annual budget is 45 percent lower than that of the average top 200 university.

If universities were ranked on budgets – Ireland wouldn’t have even one university in the top 300. On that reckoning, the fact that we have four universities in the top 300 is an achievement. We are performing way above our budgets.

This has been going on a long time. Of course, resources became more limited over the past five years, but even before the recession, during the Celtic Tiger years, the total spend on a student in an Irish university was still below the OECD average. So we’re looking at decades of Irish universities performing well on tight budgets. The sector certainly can’t be accused of splurge or wastage.

If the Irish third level sector performs well, it’s because our model for higher education is strong.

*** * *Higher Education Model* * ***

What is this model? Well, I’ve isolated seven characteristics for it. Many of you here will be familiar with the model, but I think it’s worth laying out.

So here are my seven characteristics:

The sector as a whole is diverse. While there may be a tendency to convergence, we do now have a diverse system offering choice to students – choice about what and where to study, and about the outcomes they are looking for in preparing for their careers. Uniformity is not strength, diversity is strength – and we have a model that promotes it, and the system of compacts now in place should promote it further;



**21st CENTURY
UNIVERSITIES**
PERFORMANCE
& SUSTAINABILITY

IUA
SYMPOSIUM

COMMITTIVE
REGULATION
FUNDING

MONDAY 29TH SEPTEMBER 2014, 9AM - 5PM, ROYAL COLLEGE OF PHYSICIANS

7 Characteristics

- Diverse
- Competitive
- Collaborative
- Research and Education-oriented
- Academic freedom
- Responsible governance
- Public and privately funded

The sector is competitive – we compete with each other for staff and research funds – it’s not co-ordinated centrally. This is positive; it keeps us ‘on our mettle’. Ireland’s is an open economy and as higher education is an increasingly borderless activity, so we also need to focus now on being globally competitive.

We are collaborative. We find ever more ways of pooling expertise in research projects and in jointly-run Institutes and Centres. It is now government policy to have ‘clustering’ arrangements between higher education institutions. Our collaborations are also increasingly international.

Our model is research and education-oriented. Some countries separate higher education into research and innovation institutions on one hand and teaching institutions on the other. We haven’t made that mistake, and it is a strength that our institutions focus, to a degree, on both.

The system respects and defends academic freedom, and we academics feel a duty to use this freedom to critique and improve society. We are contributors to civic debate and problem-solving in society. It’s a characteristic of innovation economies to have academics who shape society – and by their example imbue students with the importance of critical thinking.

In keeping with academic freedom, Irish institutions of higher education have strong and responsible governance. We accept the challenges of working in a competitive global environment and the importance of consulting with all stakeholders, and we understand the need for accountability and transparency, but equally we take responsibility for setting our own education and research programmes, and for resourcing our universities accordingly. We know that this is intrinsic to academic excellence and global competitiveness.

Unfortunately the past five years in Ireland has seen much over-riding of academic governance, in the form of employment and budget controls. I believe these regulations were a reaction to specific difficulties, and do not represent an ideological shift towards a more 'dirigiste' style of higher education.

The principle of 'good governance' still stands in this country but in practise we haven't been rigorous enough about defending it. According to Edmund Burke: "The true danger is when liberty is nibbled away, for expedience, and by parts." I'm afraid that 'for expedience and by parts' is a good description of the way in which academic governance has been assailed over the past few years. And as ever, I think we should heed Burke! Particularly since 'nibbled away' is putting it mildly!

Apparently, there were similar reactions to the recession in other EU countries. Later this morning, Thomas Estermann of the European Universities Association, will tell us a bit about the situation across Europe. He will be talking about the 'Autonomy Scorecard' which rates countries on the managerial and operative freedom of their universities. The decision, in itself, to implement such a Scorecard shows how critical is autonomy to academic excellence.

And the final characteristic: higher education in this country is publicly and privately funded. This may seem a controversial statement because our institutions of higher education are properly referred to as public sector - the 1997 Universities Act defined universities as 'public bodies'. But the de facto situation is one of public and private funding.

Irish students now pay €2,750 per annum to go to college and that figure keeps creeping up. This isn't called a 'fee', it's called 'a student contribution'. But that's a euphemism, and like all euphemisms it prevents clarity and straight thinking. We should admit openly that in this country we need students to invest in their own education.

On this question of fees, let me say: like everyone in higher education I understand the imperative to bring greater social mobility into the system, and I know that this was a strong motivation behind the abolition of fees in 1995.

Unfortunately abolishing fees did not bring about greater social mobility. According to a 2009 pan-European study, Ireland has particularly low inter-generational educational mobility, one of the lowest in the OECD. This was confirmed last month with the publication of the HEA's paper on equity of access. The results were shocking: school leavers in Dublin 6 are 99 percent likely to go on to third level; for Dublin 17, the figure is 15 percent.

A study by a UCD sociologist, Kevin Denny, has looked at why the abolition of fees didn't result in more equity of access. He found that prior to the

abolition, many low income students weren't liable to pay fees anyway since they received a means tested grant. In effect, the reform withdrew the one advantage these students had relative to high income students.

Equity of access is a priority for governments and higher education institutions. It shouldn't be confused with the fees question. We need a many-pronged approach including means-tested grants, access programmes, and working with secondary schools. I know that all of us in the sector look forward to working together on this.

When it comes to funding, student fees are only one plank. Our institutions of higher education are increasingly relying on other sources of private funding, such as commercial revenue, research contracts, and philanthropy. In Trinity, half our budget now comes from non-exchequer private sources. People are often surprised to hear this. But it's part of the resilience, the valour, of Irish higher education institutions that in response to pressure on public coffers we have become ever more proactive about sourcing other revenues. For instance we've been very successful in winning EU research contracts – though we're often up against universities in receipt of much higher State funding.

As creators of commercial revenue, Irish higher education institutions have risen to the great challenge of the age: like other globally competitive universities, they are embracing innovation and entrepreneurship.

*** * *Innovation and Entrepreneurship* * ***

Innovation and entrepreneurship have changed life on our campuses. And to an ever-increasing extent, this is contributing to growing the Irish economy and to improving the way we live now.

Some Irish campus companies have been hugely successful. I think of NUI Galway spin out, Orbsen Therapeutics, which is currently leading a €6 million pan-European project to fight liver disease. And I think of Feed Henry, the software spin-out developed in the Waterford Institute of Technology, which ten days ago was acquired by US multinational, Red Hat, for €63 million.

In Irish higher education institutions, we're creating what we call 'innovation pathways', which facilitate staff and student innovation and entrepreneurship. One such pathway is the Innovation Academy for PhD students, which is jointly run by Trinity, UCD and Queen's Belfast.

These innovation pathways are encouraging commercial thinking on campus, and they are reducing barriers for industry seeking to interact with researchers. This is tremendously important for the Irish economy. It's part of higher education's 'return' to society and to the economy.

* * *

Universities have always served the public good, and the new emphasis on innovation and entrepreneurship is about responding to a shift in the way that people work, and in the way that companies operate and grow. More than ever, graduates across all disciplines have to create their own opportunities and to compete in a global environment.

Working closely with industry and employers to refine and improve higher education is vital. We look forward to the presentations this morning of Gerry Collins of Janssen Pharma, and of Professor Stephanie Fahey, who recently joined Ernst and Young in Australia as lead partner in education after thirty years in academia.

By developing international campuses, with globally competitive research, and with staff who create their own commercial opportunities, universities lead by example. We contribute to the economy and society in the here and now, and we prepare students for a 21st century career.

*** * *Conclusion* * ***

So that's our model of higher education: diverse, competitive, collaborative, research and education-oriented, supportive of academic freedom and good governance, and publicly and privately funded, and with increasing strengths in innovation and entrepreneurship. It's an excellent model, which doesn't need radical overhauling and it explains why we've managed to perform above our budgets all these years.

We don't need to fix our model – and that's a great thing. But all the stakeholders do need to get together to remove any constraints that are preventing the model working as well as it should.

I've touched on some of these constraints – we need to bring good governance back into the system and stop 'nibbling away autonomy, by expedience and by parts'. We need to undertake the measures necessary to bring social mobility into the system. And as an absolute priority we have to put in place a plan for sustainable funding.

At the session after lunch, three experts – Patricia Mangeol from the OECD, public policy consultant in Washington Art Hauptman, and Liesl Elder from Oxford university - will look at international funding trends, and funding models, and at the potential of philanthropy. These experts will report on countries which faced the same dilemma as us.

We are certainly not unique in facing a crisis about how to fund higher education. Other countries have faced this and found workable solutions. We can learn from their example - and from their mistakes. The solution we put in place will be one tailored to Irish circumstances and requirements.

We will find a solution. Because we don't have a choice. That's a good thing - it means we don't have to waste time wondering if we should just 'sit tight'. If we do nothing, we'll continue to slip down the rankings until we have no universities in the top 300, and we're no longer recognised globally for the quality of our education. Which means we won't attract international staff, students, or research collaborators. It means we will lose competitiveness – our society will be poorer, employers round the world will be less interested in hiring our graduates, and industry will be less interested in investing in our research.

Once we slip into this vicious circle it will be extremely difficult to get out of it, so let's act now, while we still have reputation, and pride, and achievement to trade on.

Thank you.

* * *



Minister for Education and Skills Jan O'Sullivan TD with (L to R) Patrick Prendergast; Dan Barry (UL); Philip Nolan (Maynooth); Andrew Deeks (UCD); and Michael Murphy (UCC)

30 September 2014

'Advancing Years, Different Challenges': Wave 2 of ID supplement to TILDA

School of Nursing & Midwifery, Trinity College

Minister, Colleagues, Ladies and Gentlemen,

Welcome to Trinity's School of Nursing and Midwifery for this significant launch. We're delighted that the Minister for Primary Care, Social Care, and Mental Health, Kathleen Lynch, T.D., is here this morning. Your presence, Minister, signals the importance of this study, which is indeed unique, the first of its kind in Europe or internationally. And it signals the importance the government attaches to ensuring the inclusion of people with Intellectual Disability in all areas of planning for ageing.

Today we launch the second wave of Trinity's ongoing study into ageing and intellectual disability. The study is, as I've said, unique – the only study with the potential of comparing the ageing of people with intellectual disability directly with the general ageing population.

This study is the result of collaboration between two core research areas in Trinity: ageing and intellectual disability.

The World Health Organisation estimates that by 2050 the number of people in the world over 60 will have more than doubled to reach two billion, most of them in the developed world. We are in a period of profound demographic change which is already affecting a wide range of policies, including health, social care, and transport.

Until quite recently, ageing was under-researched, which meant that stereotypes and assumptions about older people could go unchecked.

To replace such assumptions with hard data and concrete findings, the ground-breaking Irish Longitudinal Study on Ageing, or TILDA, was established in 2006.

TILDA showcases multidisciplinary collaboration across departments and between institutions of higher education. Most of the major academic institutions in this country have collaborated with TILDA, and researchers hail from an ever wider range of disciplines including epidemiology, geriatric medicine, demography, social policy, psychology, economics, and nursing – and soon to include physiotherapy, occupational therapy and technology-related sciences.

Trinity prides itself on multidisciplinary research, and TILDA is a leader and indeed a groundbreaker in this.

Starting with just ten people in 2003, Trinity now has about 140 academics actively engaged in research across all ageing-related domains. These researchers are co-ordinated through Trinity EngAGE, which is our recently established Centre for Research in Ageing.

TILDA and EngAGE have made Trinity a first port of call for researchers all over the world seeking information on ageing. Our research findings are influencing ageing-related policies and practices on a daily basis.

Among the issues engaging policy-makers is ageing of people with intellectual disability.

For almost two decades now, Trinity has been at the forefront of promoting social inclusion for people with intellectual disability. We do this through the National Institute for Intellectual Disability, or NIID, which was established in 1998 to promote inclusion through education, research, and advocacy.

Through the NIID, we launched, in 2004, the ground-breaking 'Certificate in Contemporary Living' which pioneered the rights of people with intellectual disability to a third level education.

Today's increased life expectancy of people with intellectual disability is a success story of this and the last century. But it presents a challenge: we know little about the effect of ageing on this population group, in Ireland or in any country.

Do people with intellectual disability suffer particular consequences to their health when ageing?

Are they at greater risk of suffering dementia?

How does ageing affect their ability to manage their day-to-day lives?

What are their dietary and exercise requirements and how are these being met?

Do they engage with their communities?

Do they avail of social media to remain connected with family and friends?

The issues facing people with intellectual disability are similar to those facing the general ageing population, but their responses and needs may be different. And so, this study was set up to answer these and other questions.

* * *

Very many people contributed to today's study: the TILDA researchers in Trinity and in other higher education institutions, and the staff and researchers of the National Institute of Intellectual Disability. The strength of this study is its multidisciplinary.

But I must single out for particular congratulations, and thanks, Professor Rose Anne Kenny and Professor Mary McCarron.

Professor Kenny is the principal investigator and founder of TILDA, and she is the recently appointed 'theme champion' for the core research area, Ageing. She leads the 140 researchers into ageing in this university.

Professor McCarron leads the study which we are launching today, and as Dean of the Faculty of Health Sciences, she has encouraged focus on the building of interdisciplinary research teams. As recognition for her research into intellectual disability and as affirmation of the College's commitment to building understanding in this field, Professor McCarron was recently awarded a Personal chair in Ageing and Intellectual Disability.

I congratulate her on her significant achievement, and on behalf of the College I thank her and Professor Kenny and their teams for keeping Trinity and Ireland at the forefront of ageing research internationally.

And I thank the Health Research Board and the Department of Health for funding, without which this study would not have been possible.

* * *

Today we will hear some significant findings, which will deepen our understanding. As is the nature of research, the findings go beyond the original remit. For instance, I understand that one of the findings is that people with intellectual disability are five times less likely to suffer a heart attack than the general population, and their blood pressure is 50 percent lower than in the general population. We don't know why yet, but it's fascinating and provides an interesting opportunity to better understand what is driving these conditions in the general population.

The important thing is that policy-makers and practitioners use these findings to better plan for ageing in this section of society. When I say policy-makers and practitioners, this includes universities. One of the findings you'll hear today is that adults with an intellectual disability wish to participate more fully in life-long learning. This has obvious implications for the third level sector. In Trinity, we will certainly look to the School of Nursing and Midwifery and to the Centre in Disability Studies to assist College in crafting its response to this challenge.

* * *

It's particularly appropriate that we launch this study at the start of Positive Ageing Week. For the next nine days events promoting and celebrating positive ageing will take place all over the country - educational, recreational, sporting and social events.

Today's study which brings light and knowledge and understanding into an area where there was ignorance - and indeed fear - is very much part of positive ageing.

I look forward to Trinity continuing to be a leader in this crucial area and to university research continuing to enlighten and lead to a better society.

Thank you.

* * *

04 October 2014

Opening of the Upgraded Rugby Pitch in College Park

Dining Hall, Trinity College

Thank you, John, and welcome everyone to the Dining Hall for this auspicious occasion: the opening of the upgraded rugby pitch and the return of Trinity's rugby teams from 'exile' in Monkstown back to the home pitch.

I welcome in particular the president of the IRFU, Louis Magee. We're delighted you're able to be with us this afternoon.

As you all know the rugby pitch has been closed for over a year now, since June 2013, because it was in need of a major upgrade. In the last year we've been deprived of one of the iconic sights in Trinity – the rugby teams training and playing by the Pavilion bar. This is a sight that has been continuous in College for over a century and a half, since 1854.

It is one of our boasts in Trinity that we have the oldest rugby club in the world in continuous existence. We're very proud of that. We might be less proud if we didn't also play to a high standard – but rugby is taken seriously here. We have seven teams, covering different ages and abilities, and they are among the most competitive and high-achieving teams in the College.

Over the years we have had the privilege of international, or future international, players on the team, most recently Jamie Heaslip, who remains a strong supporter of College sport.

The history of the Club is a rich one – it was written by Trevor West in his book *The Bold Collegians*. Trevor was a professor in the mathematics department, senator, junior dean and active promoter of sport in Trinity, and of course the brother of John West who introduced me earlier.

Rugby is so much part of the fabric of Trinity life. We are truly delighted to welcome the teams back to home ground to the upgraded pitch. I understand that the new surface is "sand carpet natural grass" and that this provides a more robust quality of playing surface. New floodlights are due to be installed in January 2015.

I thank all involved in the upgrade, particularly Brendan Leahy, from the Director of Buildings' Office, who was project manager; and also the Treasurer of the College, Ian Mathews, who chairs the Outdoor Sports Working Group which oversaw the project.

* * *

We will soon be launching our new Strategy for Sport, which will create a pathway for participation and performance in sport. It will deliver more opportunities for students to get involved in a diverse range of sporting and recreational activities and will further strengthen the College's ability to attract high-performing student athletes.

Central to our strategy is the provision of high-class sports facilities like this upgraded pitch. Also key is the provision of top class coaching, fitness instruction, scholarships, and medical and other support services. We want to support all our students to participate in sport in College, whether competitively or recreationally.

We understand the importance of sport to student development. This has been recognised and fore-fronted by employers as much as by educationalists, and what is called 'learning outside the classroom' is now seen as a vital component of higher education. Everyone should have sport in their life, all their life. We want university to be a time when people lay down, or consolidate, the habits of a lifetime.

There are many people to thank for the promotion of sport in College but let me single out Michelle Tanner and Cathy Gallagher. They are a great combination. Michelle has been Head of Sport here for a decade. Her achievements, including the Trinity Olympians, led to her being elected this year as President of ENAS, the European Network of Academic Sports Services. This was a landmark appointment in lots of ways – it was the first Irish appointment to this important European position, the first Trinity appointment – and the first woman appointed. It's a wonderful endorsement of Michelle, and of Trinity's sports programmes which Michelle has managed and developed so well.

I'd also like to pay thanks to our Alumni who are so supportive of College sport, and particularly today the alumni of the rugby club, who are characterised by their fervour and dedication. Much of our rugby club's success can be credited to the energy and commitment of these alumni, who put in time mentoring, training, strategizing and fund-raising. I thank you all, and in particular the Club president, Alan Dargan; the Club chairperson, John Boyd; former club Chairperson, Gerry Kelly; and Kay Bowen also a former President and current Administrator of DUFC. Alumni embody the DUFC's aspiration to be 'a club for life'. I am sure by your example that you're inspiring today's student players to remain connected to the Club in their turn after they embark on their careers.

I won't keep you all any longer from your lunch, since we're on a tight schedule here: we have a pitch to open and a match to watch.

Thank you all for being here today. And now let's raise a glass to 160 years and counting of the Trinity rugby club.



Provost, Patrick Prendergast and DUFC Club Captain, Patrick Lavelle

08 October 2014

Sandford Park School Annual Prizegiving

Sandford Park, Ranelagh

Good evening,

It's an honour and a pleasure to be here. Thank you for inviting me and giving me this chance to talk to you in my capacity as Provost, or head, of Trinity College Dublin.

I'm honoured to be part of this awards ceremony. This is my first time visiting your beautiful school, but my predecessor as Provost, Dr John Hegarty, visited a decade ago, and of course I know of Sandford through its long association with Trinity. Many Sandford pupils went on to Trinity, and some of them joined the staff as lecturers.

People like Conor Cruise O'Brien and Owen Sheehy Skeffington, who were cousins – one was a noted senator (for the University of Dublin seat) and spoke out to defend liberal values; the other was a famous public man and writer, and biographer of Edmund Burke. And people like John Neill, who recently served as Church of Ireland Archbishop of Dublin. And not forgetting David McConnell, the geneticist and a former Vice-Provost of Trinity - a remarkable speaker with a great breadth of interests and a prominent public profile who only recently retired as a Senior Fellow of the College. I'm in debt to Professor McConnell for the work he does on behalf of Trinity.

What distinguishes all these I've mentioned is their sense of civic duty and, I would say, their cosmopolitanism. All were key figures in protecting and advancing the tradition in Ireland of learning, public service, and progressive thinking. This tradition is nurtured in Sandford and Trinity.

* * *

Let me say a word about education in Ireland. Anyone following the news last week will have noted the furore over Irish universities' slippage in the rankings. I'm glad there was consternation. It helps to bring urgency around the issue of sustainable funding for our universities, which we need to prioritise.

But I'm also glad that commentators pointed out that Irish education remains a success story. Irish universities are all in the top 3% of world universities, and Trinity ranks in the top 25 in Europe – higher education is one of Ireland's highest performing sectors; if not the highest.

At primary and secondary level Irish pupils are getting an excellent education, and when they leave school they can remain in this country to get a world-class education. In any EU countries, students have to leave to go to a high-ranked university. So we're very fortunate. We need to do everything we can to protect this asset.

* * *

Now let me tell you a bit about Trinity to help you decide whether it's the right place for you to continue your education.

A Trinity education is geared towards creating independent, critical thinkers, with fresh, innovative ways of looking at things. It was said of one of Trinity's legendary professors, R.B. McDowell, who died three years ago, that:

"In Socratic fashion, he sought to imbue his students' minds with the desire to know, rather than with knowledge itself."

In Trinity we are not just educating for a first job, but for life-long personal and professional fulfilment, and for civic engagement as active and informed citizens.

We know that in the world today we have to prepare our graduates to create their own opportunities. We want graduates who will engage with their communities, enjoy wide and varied networks, and use their positions to help others and to promote activities like culture, sport, and charity, and to promote democratic values.

Citizens who engage like this are, in general, happier and more successful than those who don't. And of course society also benefits.

When you graduate, you will face a working environment significantly more entrepreneurial, global, and technological than the one my generation faced.

What does a Trinity education do to prepare you for such an environment?

Well, it's a broad education that emphasises four aspects:

- Research-based Learning;
- Co-curricular Activities in clubs and societies – Trinity has over 150 of them;
- Innovation and Entrepreneurship, and, fourth, an
- International Experience;

Trinity has always been a diverse and welcoming place. I know this from personal experience because when I came to Trinity to study engineering in 1980, I was coming from a county – rural Wexford - and a school – St Peter's – which didn't have a Trinity tradition. So I knew no-one when I arrived as a

very nervous undergraduate. I had never even been inside the walls of Trinity. I don't know what I was expecting when I went in through Front Arch but it certainly wasn't the great expanse of Front Square. It blew my mind. I have since come to think of that walk, through darkness and out to a beautiful expanse, as a metaphor for what a great university education can do – it opens the mind out.

Though I started knowing no-one, I soon found my feet. There was so much variety – people from all over Ireland and the world, studying all kinds of things. That was an education in itself, just absorbing their experiences and cultures.

What was true then is even more true now. In Trinity, we promote the international experience by:

encouraging our students to spend semesters studying abroad;

creating an international campus – almost half our academic staff are from outside Ireland, and a quarter of our students;

and creating valuable partnerships – academic, corporate and philanthropic – with institutions around the world;

Within this international environment, we promote learning, inside and outside the classroom. Our students benefit from small seminars and tutorials, and in their final years, they undertake original research alongside their professors. The research may be in a laboratory or library or it may be field work, but it's original research which makes a contribution to the discipline.

Outside the classroom, students learn responsibility through holding positions in our many clubs and societies. Through volunteering, fundraising and community engagement, they get a wider perspective on the world and on social issues. This, in turn, helps with innovation and entrepreneurship.

Like all great universities, Trinity is a hotbed of discovery, new ideas and research breakthroughs.

For instance you may have seen in the news recently that Trinity scientists are the first, globally, to scale up graphene, and produce it in large, industrial quantities. Graphene is a non-porous material which is 200 times stronger than steel, but a hundred thousand times thinner than human hair. It will be used to make lighter cars, engines that use less fuel, and computer screens that fold into your pocket.

Or you may have read about Trinity researchers, who, together with the Dundalk instrumentation firm, Eurolec Instruments, have developed a device

called Cool Brain, which works to cool the brain following a stroke or heart attack or brain trauma.

Graphene and Cool Brain are the result of targeted research at postgraduate and staff level. But also at undergraduate level students are encouraged to develop and market their ideas.

Whatever discipline our students are studying, whether in the arts, humanities, or sciences, they are trained to think about innovating, and to think of the societal impact of their research. We know that what characterises great entrepreneurs and innovators is the ability to be unorthodox and disruptive. We seek to encourage creative disruption.

Students of ours, some still undergraduates, have won entrepreneurship awards - you might have heard of FoodCloud which hooks restaurants and catering companies up with charities, to bridge the gap between food waste and food poverty.

And through a new programme, LaunchBox, students are provided with seed funding, office space, and mentoring for three months while they incubate their business ideas. Products incubated under LaunchBox this year include Light-House, an intelligent, automatic lighting system which senses when lights are required at home and which should see 60 percent savings on bills.

* * *

With all Trinity activities, the emphasis is on encouraging endeavour and initiative, and overcoming fear. One of the most debilitating things in life is fear of failure. As a Trinity graduate, Samuel Beckett, famously put it: 'Fail again, fail better'.

As you face the next stage of your education, you're starting to recognise your strengths and to think about what fields you'd like to work in. You are beginning to focus.

But the most important thing, when you're leaving school, is to keep your horizons open. This is not a time to close down or narrow your options. You may well embark on one third-level course and decide it's not for you. Through extra-curricular activities, you may discover a skill which sets you on a new direction. And you will certainly meet people who will challenge you as never before.

Use the precious few College years to develop and expand who you are.

I don't know any of you individually and if I did, I wouldn't be presumptuous enough to say what will happen to you or what direction you'll take. The only thing I do know is that your life will not turn out how you expect it to - and often you will be glad that it doesn't!

You are fortunate to attend a school which is preparing you so well for a life of opportunity and expansion. I hope that, with such a start, you can continue to develop right through your lives – and be brave enough to risk failure by aiming high.

Thank you for having me here today.

* * *

09 October 2014

8x8 Festival Gala Event

Global Room, Trinity College

Thank you Martina.

Trinity is honoured that this festival, which is touring the country, is starting here on our campus. All this week, students, staff and visitors can admire the photos, watch the documentaries, take part in discussions – and be engaged by the issues raised.

With the on-going news of the Syrian conflict, the spread of the Ebola virus, and the pressure which countries like Sierra Leone are under for even rudimentary medical supplies, it seems an appropriate week to start this festival. But of course, probably any week this festival were held would seem appropriate because global development and justice issues are on-going, and in constant need of our attention.

This festival is at once grim, challenging, and inspiring. Grim because it documents the ever-increasing social inequality in the world. Climate change, energy and water resourcing, geopolitical shifts – these affect the poor and vulnerable disproportionately. Globally, the world is getting more unequal, which is something very hard to deal with, or even to contemplate.

“You cannot look for long at death or the sun”, said the French writer, Francois de La Rochefoucauld. And this festival does not look away. It brings together students and professionals to put the lens on issues of human rights, social justice, and global development. The photojournalists and filmmakers featured here have delved deep into these issues. They have documented challenges and brought important issues to light, providing a platform for the voiceless and unseen communities living in poverty. This is what’s inspiring, and gives us hope.

The organisers of the festival, SUAS Educational Development, have taken as their motto the words of the anthropologist Margaret Mead:

“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

The aim of SUAS is to realise social change and address social inequality, in Ireland and globally. To do this, they seek to engage people, in particular students. SUAS works closely with Trinity’s International Development Initiative, or TIDI – as we call it.

TIDI co-ordinates the College's approach to Development. More than a hundred Trinity staff members across eighteen Schools identify as having a research interest in Development, including researchers in biodiversity, environment, IT, human rights, economics, and health. We currently have over seventy research projects on development, and over forty courses with development content on offer at undergraduate and postgraduate level.

This indicates the level of student engagement with development issues. This engagement was confirmed two years ago, when SUAS conducted a national survey of Third Level Students on Global Development. The findings showed that three quarters of Irish students are concerned about poverty and inequality and 85 percent think it's important for individuals to take action personally to combat this. However only a third of students feel confident to influence decisions affecting their local area, and only 20 percent to influence other parts of the world.

SUAS set out to combat this, to show that individuals can make a difference. They have been remarkably successful - in the academic year 2012/2013, a hundred Trinity students were directly involved in SUAS awareness-raising activities, and part-time evening courses, local literacy support projects and overseas education placements. In just one year the level of activity had increased tenfold – with 1,000 Trinity students now involved.

These students who have taken the time and trouble to get involved are making a difference, are setting an example of civic engagement. And I'm sure that this festival will do much, nationally, to raise awareness and increase student involvement.

SUAS takes as its starting point the belief in the power of education to create real and lasting positive social change, at both individual and community level. This is a powerful stance, which underpins not only research in Development, but I would contend, academic research in general. Last week, at the Irish Universities Association symposium on higher education, I said that higher education was a 'horizontal issue' – it impacts all others. In order to address crucial issues like health care, climate change, the environment, societal integration, the role of the arts, energy, and transport, countries look to high-level research and excellent graduates.

* * *

This month is the bicentenary of the birth of Thomas Davis, the Young Irelander who died tragically young, aged 31, but not before he had a significant impact. I value Thomas Davis particularly among our Trinity alumni, because of the emphasis he put on education and on acting for the public good. "Educate that you may be free" he famously said. We should recall Davis, in his bicentenary year, and at this important SUAS event.

This festival is illustrative of SUAS's educative mission. It is a powerful festival, and it will have a powerful effect. On behalf of the College, I'd like to thank SUAS, TIDI and the Student's Union for organizing, and I'd like to thank the funders, Irish Aid and the European Union. I also thank the professional photojournalists and documentary makers. We have three of them here today –

- James Brabazon,
- Ronan Kelly, and
- Anthony Haughey

– and we look forward to hearing from them shortly.

It's now my pleasure to announce and present the student winner of the 8x8 photo competition.

The winner is Chloe Desjonqueres, BESS student, for the photo "Boy Walking Home" taken in August 2014 in Cambodia.

Congratulations to Chloe and to all our student participants who have helped make this such a significant festival.

* * *

09 October 2014

New Fellows Dinner

Dining Hall, Trinity College

Good evening, and welcome. We have arrived again at this important time, early in the new academic year, when we welcome in our new Fellows to the Trinity community.

The names of the new Fellows are read out from the steps of the Public Theatre, in traditionally dramatic fashion on Trinity Monday. At this dinner tonight we welcome each new Fellow by name and research specialisation. It's our opportunity to welcome them collectively and to get a sense of the different expertises they are bringing to the College.

As you know, Trinity was founded as a corporation consisting of the Provost, Fellows and Scholars. The singular distinction of Fellowship is as old as the College. Fellows are elected by other Fellows on the basis of serious scholarly work of international standing, and once elected, they have an important 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.

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

Tonight we recognise fourteen new Fellows. Between them, they represent thirteen disciplines, and they hail from many different countries. They are a microcosm of the College at large. From the small, distinctive 17th century college of celibate male theologians, all graduates of Cambridge, Trinity is now a large, global, multidisciplinary university.

It's wonderful that every year we get to celebrate the expansion of our college, not just in numbers but in research interests, specialisation, and expertise, and indeed interdisciplinarity.

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

FELLOWS

Agnes Higgins

Dr Higgins is head of the School of Nursing and Midwifery. A registered mental health nurse and general nurse, she holds an MSc from DCU, and a PhD from Trinity.

Her research focuses on increasing understanding of recovery from mental health problems and promotes a culture of partnership and inclusiveness with service-users and family members. She is currently leading a research team exploring the impact of peer and clinician-led recovery education for family members and people with a diagnosis of severe mental health problems.

Kumlesh Kumar Dev

Dr Dev is Professor in Neuroscience in the Department of Physiology, a Principal Investigator in the School of Medicine and Director of the MSc Neuroscience Programme.

He holds an MBA from Warwick Business School and a PhD from the University of Bristol. He leads the Drug Development Group at Trinity, whose research focuses on investigating mechanisms regulating receptor trafficking, astrocyte biology and neuro-inflammatory and degenerative disorders. His group aims to engineer novel drugs that alter glial cell function in diseases of the central nervous system.

Georg Duesberg

Dr Duesberg is Professor and Director of Research in the School of Chemistry. He graduated at the University of Kassel in Germany and became a researcher at the Max-Planck-Institute for Solid State Research in Stuttgart, before working in Infineon AG, Munich and then in the Thin Films Department of Qimonda AG in Dresden. He has co-authored more than 130 publications with more than 6,000 citations and filed more than 25 patents.

Christine Morris

Dr Morris is the Andrew A. David Associate Professor in Greek Archaeology and History. A graduate of the University of Cambridge, she received her PhD from University College London. Her research focuses on the Aegean Bronze Age, with projects on ceramics, art and religion, gender in archaeology, historiography, and digital technologies. She has taken a leading role in the intercollegiate Irish Institute of Hellenic Studies in Athens.

Cathal Walsh

Dr Walsh is Associate Professor in the Department of Statistics, a HRB Research Leader in Health Decision Science, and an advisor to the National Centre for Pharmacoeconomics. He has held visiting appointments in Bayesian groups in Australia and the United States. His research interests are in disease modelling and evidence synthesis.

Dmitri Zaitsev

Dr Zaitsev is Associate Professor in the School of Mathematics. He received his bachelor degree from Lomonosov Moscow State University and his PhD at Ruhr-University in Germany. His research comprises contributions to geometry and analysis of several complex variables as well as connected areas of Mathematics, such as Lie Groups, Differential Geometry, Real and Complex Algebraic Geometry, and Dynamical Systems.

Frank Wellmer

Dr Wellmer is Associate Professor in Genetics. He obtained his PhD from the University of Freiburg. His research aims at elucidating the genetic mechanisms underlying plant development, specifically the structure and composition of the gene regulatory networks controlling the formation of flowers. His research group employs a range of experimental approaches, from classic genetics to genomic technologies.

Caitríona Leahy

Dr Leahy is an Assistant Professor in Germanic Studies. She received her bachelor and doctorate from UCD. Her main research area is contemporary Austrian literature, with particular focus on the writer Ingeborg Bachmann, on whom she has published widely, and on modernism and intersections between philosophy, literature and the visual arts.

Gavin Doherty

Dr Doherty is an Assistant Professor in Computer Science. A Trinity graduate, he obtained his doctorate from the University of York. He researches in the area of Human-Computer Interaction, investigating the use of technology in real-world environments, particularly in healthcare and mental health. He was instrumental in developing the spin-out company, SilverCloud Health.

Diarmuid Rossa Phelan

Dr Phelan is an Assistant Professor in the School of Law. He received his doctorate from the European University Institute in Florence. A senior counsel at the Bar of Ireland, and admitted to the Bars of New York, England and Wales, and Northern Ireland, he lectures in European Union law,

competition law, jurisprudence, and legal techniques, and has published internationally in these areas.

Anthony Robinson

Dr Robinson is Assistant Professor in Mechanical and Manufacturing Engineering. He received his Bachelor and Doctorate from McMaster University in Canada. He leads a team of researchers in the Fluids and Heat Transfer Research Laboratory. His research spans the fundamental physics of nucleate and convective boiling to off-grid electricity generation in developing countries.

Paula Colavita

Dr Colavita is Assistant Professor in Chemistry. A graduate of the University of Trieste, she received her PhD from the University of South Carolina. Her work on interfacial chemical processes at disordered carbon and oxide surfaces is relevant for a range of applications, including assessing the environmental and health impact of carbon particulate matter, developing biocompatible coatings, and the rational design of metal/carbon composites.

Anne Dolan

Dr Dolan lectures in the School of Histories and Humanities and is Deputy Director of the Centre for Contemporary Irish History. A graduate of UCD, she obtained her doctorate from the University of Cambridge. Her research focuses on the nature of violence in modern Ireland. Her publications include *Commemorating the Irish civil war: history and memory 1923-2000*.

Hongzhou Zhang

Dr Zhang is Assistant Professor in Physics. A graduate of Peking University, he received his PhD at Rice University and has held a government postdoctoral fellowship at Peking University, China. His recent research is primarily focused on developing and applying new electron/ion beam methodologies for nanoscale characterization and modification, especially helium ion microscopy and in-situ experiments.

And tonight we also welcome three honorary fellows: Moira Wallace, Provost of Oriel College Oxford. Brought up in Northern Ireland, Ms Wallace is a graduate of Emmanuel College, Cambridge, and a distinguished scholar in modern languages and comparative literature, with twenty years' experience in as a civil servant in London. She served as the first director of the Social Exclusion Unit and, in the Home Office, as director general of criminal justice. She was elected the first woman Provost of Oriel in 2013.

Also Professor Marie Redmond, a trailblazer in the digital and software industries. She founded X Communications in 1994, an award-winning web

agency and as Adjunct Professor in our School of Computer Science, she directed Trinity's MSc in Interactive Digital Media. Most recently she set up the MPhil in Creative and Cultural Entrepreneurship, in partnership with Goldsmiths University of London.

And also Sir William Parsons, 7th Earl of Rosse who continues his family's long connection with Trinity and with science. His ancestor, who was Chancellor of this university, built what was then the biggest telescope in the world in Birr, and Sir William himself recently donated land for the Irish LOFAR radio telescope project. He has also granted Trinity researchers the use of grounds and buildings in the Demesne to site scientific instruments measuring solar activity.

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 continuing and deepening our relationship with you.

* * *

11 October 2014

Launch of Trinity Postgraduate Certificate in 21st Century Teaching & Learning

The Foundry Building, Google

Thank you, David,

Tánaiste, Colleagues, Ladies and Gentlemen,

It's wonderful to be here, in this great building, for this great event.

So many people will benefit from the programme that we launch today – teachers and students in the first instance, and down the line, universities, employers, and our whole society.

It's fitting, and it's not surprising, that a programme with such a strong impact should have come about through the collaboration and contribution of so many partners.

There are many people to thank for today's achievement. Unfortunately I won't have time to thank everyone by name as they deserve, but let me just tell you a bit about why I feel this programme is so significant.

The programme brings together key partners: academia, industry, schools, and partners from wider society. The combination of such powerful forces accounts for the programme's power and reach.

The Certificate in 21st Century Teaching & Learning enables teachers to learn best practise in computer programming and the use of technology in the classroom, as well as leadership and change management, and classroom-based research.

In addition, eleven of the participating schools will implement an ambitious 'widening participation' project which aims to cultivate a strong 'college-going culture'. Adapted from a US model and successfully piloted in St. Joseph's Secondary School in Rush, Co. Dublin, cultural change is achieved through three core practices; 'Pathways to College', 'Leadership through Service' and 'Mentoring'.

Separately and together, the Certificate and the 'widening participation' project will work to empower teachers to impart to students important technology, programming and research skills, as well as leadership, self-belief, and ambition.

Through the Certificate, we look forward to training the scientists, engineers, computer programmers, and technology entrepreneurs of tomorrow, but we know that every student, no matter what field they end up working in, will benefit from this training, which will do so much to develop their brains and their confidence about adopting new technologies.

We live in an increasingly technological world. It is 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.

Technology skills enable students to fully exploit university opportunities, inside and outside the classroom, no matter what the course of study; while leadership ability is essential for career development.

Social mobility is brought about through education. From every point of view – the public and private – we need to bring more dynamic social mobility into our higher education system and into our workforce.

As I've said, both Certificate and project came about through key partners strategizing and offering their expertise.

In this country, we value the importance of a linked-up education system. At each stage - primary, secondary, university, postgrad, internship or first job – students must be prepared with the necessary skills and inspiration to take them through to the next level.

21 years ago we established the Trinity Access Programme, to support students from disadvantaged backgrounds to attend College. And ten years ago we established, with SUAS Educational Development, Bridge 21 which challenges conventional teaching methods by bringing more team work, technology, and mentoring into the classroom.

The programme we launch today joins Trinity's academic faculty with the Trinity Access Programme, Google, the SUAS Educational Development, and secondary schools.

So, as I've said, many thanks are in order:

I must thank Google for its support, its belief, and its civic sense. I thank in particular John Herlihy, who is not here today but who has been a wonderful champion of the project, and the whole Google Education Committee: Sue Duke, Fionnuala Meehan, Dean Magee and Claire Connelly.

I thank Lord David Puttnam, patron of the Trinity Access 21 projects, without whom these initiatives would not be in place. And Cliona Hannon, director of the Access Programme for all her work in putting this together.

I thank the Department of Education and the HEA for their support of the Access Programmes, and the Tánaiste, Joan Burton, for being here today and for her continuing interest. I recall that she spoke at an Access Programme 'Pathways to the Professions' launch in 2012 and made a huge impact on the young students there that evening, as she is such an extraordinary role model in her own educational and family background.

I thank our School of Education and our School of Computer Science and Statistics, together with Bridge 21 and the Access Programme, for developing and delivering the Certificate in 21st Century Teaching & Learning, and for meeting a series of deadlines to ensure that the project got underway this year.

Finally I thank, of course, the partner schools and the teachers who have shown such enthusiasm for the programme and who will be implementing it and reporting back on its success. The 113 teachers who have signed up are the vanguard and early adopters of this Certificate. Within three years we hope to have a thousand signed up.

* * *

It has been a busy and significant fortnight for higher education in Ireland as we absorb the shock of our universities plummet in the rankings. I've been making the point – in speeches, in interviews, in opinion pieces – that higher education is a horizontal issue - one that impacts all others.

In order to address issues such as job creation, health care, the environment, social protection, and communications, countries count on high-level research and excellent graduates. Of course educating successful graduates starts at secondary, indeed primary, level.

The Certificate in 21st Century Teaching & Learning and the 'Widening Participation' project will bring more students from more varied backgrounds, and better trained, more confident, and ambitious students into our colleges and into our workforce.

Thank you very much.

* * *



Tánaiste Joan Burton, Provost Patrick Prendergast and others at the Launch of Trinity Postgraduate Certificate in 21st Century Teaching & Learning

15 October 2014

Trinity Knowledge Transfer - Research to Impact

O'Reilly Institute, Trinity College

Minister, Colleagues, Ladies and Gentlemen,

Welcome to the O'Reilly Institute for this celebration of Trinity's knowledge transfer and research impact.

We've chosen the great occasion of Trinity's 500th Invention Disclosure Form – or IDF – to celebrate our research impact. We're delighted that the Minister is here today, and that next week we will launch Trinity's Strategic Plan, which identifies our mission, goals and activities for the next five years.

Knowledge Transfer is fundamental to this Strategic Plan. The success of our Technology Transfer Office, particularly over the past five years, has enabled us to outline a Strategy which is ambitious, inspirational and realistic, and which will benefit not only Trinity students and staff, but the whole country.

With Professor Simon Wilson's IDF, relating to software for modelling satellite re-entry to earth, Trinity celebrates its 500th IDF. And these 500 inventions have translated into the creation of 42 campus companies and the licensing of 126 technologies to industry. Over the past five years, one in five campus companies have come from Trinity.

These are impressive figures and worth celebrating. What do they mean?

When we celebrate campus companies and licensed technologies, we're celebrating solutions and products which result in improved quality of life, and increased employment. 250 jobs have been created from Trinity campus companies. A few of our entrepreneurs will shortly talk about their solutions and products to give you the stories behind the figures.

Whether in medicine, computer gaming, new materials, agri-food, or social enterprise, these research entrepreneurs are making life better, more entertaining, more equitable, healthier, more dynamic. With the help of industry, they are maximising their research and ideas.

Innovation and knowledge transfer don't just happen. They have to be enabled and facilitated through the right processes and pathways. Trinity went from creating less than one campus company a year between 1986 and 2008, to creating seven a year in the past five years. The impetus came about thanks to the Technology Transfer Office's new revised procedure since 2009 for the approval of campus company formation.

I congratulate our Technology Transfer Office and Dr Margaret Woods, and Dr Diarmuid O'Brien, the Director of Trinity Research and Innovation.

The impetus should now get even stronger, since under the new Strategic Plan, Trinity is establishing a new Office of Corporate Partnership and Knowledge Exchange. This brings under one roof all the functions necessary to support research collaboration and commercialisation. For industry it provides a single interface, removing barriers for companies seeking to interact with Trinity researchers and infrastructure. The new office will ensure that all pathways enabling knowledge transfer to industry are open and supported – allowing us to create even more start-ups than previously.

We are also embedding innovation and entrepreneurship into how we educate Trinity students. Not everyone is going to have a career as an entrepreneur and start a new business, but everyone can benefit from an entrepreneurial mindset whether you are an engineer or a historian, a medic or a musician, in the same way that students are trained in critical thinking and in original research.

Entrepreneurial ability is something employers seek from graduates, because the ability to turn challenges and 'gaps' into ideas and solutions, to spot opportunities, to make research impactful, to work with clients to improve products, to think about funding and sales – all of this has obvious use and benefit, and not only for those starting their own companies.

Through a new programme, LaunchBox, we are now providing undergraduate students with seed funding, office space, and mentoring for three months while they incubate their business ideas. This is funded by a group of Trinity Angels – successful entrepreneurs who are giving back to the upcoming generation. We will shortly hear from a student who has come through LaunchBox to build a successful social enterprise.

Our Innovation and Entrepreneurship Strategy draws from a unified, cohesive vision for Trinity and for higher education in Ireland. The Strategy enables us to fulfil our commitment to students, staff and to the whole country.

We want this country to continue to be a place where international students come and study, academic stars come to teach and research, global industries find research partners, and foreign investors locate their companies because they know they'll find here a skilled, technological workforce.

That is our mission, and I believe it's the mission of other Irish higher education institutions, and of industry, and of the government.

To do this, we will need of course not only a strong innovation and entrepreneurship strategy, but a sustainable funding model for our system of

higher education. A fortnight ago the Irish Universities Association convened a symposium in which we pointed out that our excellent model of higher education in this country was under jeopardy through inadequate funding.

Our symposium coincided with the publication of the Times Higher Education rankings and their bad news for most Irish universities. This at least served to focus attention on the issues raised at our symposium - a country-wide debate is now ongoing about how to bring sustainability into higher education, and avoid further plummeting in the rankings.

Because we all have the same mission – a world-class higher education system strong on entrepreneurship and innovation – I look forward to working with all partners in higher education: that is, with other universities and institutions, with industry, with the government, and with our students – to achieve our mission.

It's now my pleasure to introduce Damien English, Minister of State at the Department of Education and Skills and the Department of Jobs, Enterprise and Innovation, with special responsibility for Skills, Research and Innovation. The Minister was the youngest TD in the 29th Dáil when he was elected in 2002; he was just 24. Today he remains a young Minister, at 36. He exemplifies the dynamism and energy of the 'young guard' in this government. We're honoured that he's here today to mark this Technology Impact Showcase.

* * *



(L to R) Dr Margaret Woods, Technology Transfer Manager; Dean of Research, Professor Vinny Cahill; Minister for Skills Research and Innovation, Damien English; Provost, Dr Patrick Prendergast; Dr Diarmuid O'Brien, Director of Trinity Research & Innovation.

16 October 2014

The 13th Annual IUA HR Conference 'The Value of HR in the University of the 21st Century: Thinking from the Outside in'

Gandon Suite, Davenport Hotel

Good morning,

It's my pleasure to welcome you in my capacity as Provost of Trinity and this year's chair of the Irish Universities Association – the IUA.

It's been a busy month for the IUA and for higher education in Ireland. Our symposium of 29th September coincided with the publication of the Times Higher Education rankings and their bad news for most Irish universities. This at least served to focus attention on the issues raised at our symposium - a country-wide debate is now ongoing about how to bring sustainability into higher education.

This debate has direct bearing on HR. One of the key problems for higher education in Ireland, which everyone references, is poor staff to student ratio.

The staff-student ratio in Irish higher education institutions has increased from 1 academic staff to 15 students in 2007, to 1 to 19 in 2014. The norm in OECD countries is 1 to 14. And according to the QS rankings, the average for the top 200 ranked universities is 1 to 11.7.

So staff in Irish universities are having to work harder, under more pressure, than those in other OECD countries. In the circumstances, they are doing brilliantly – our universities are ranked much higher than our staff-student ratio allows for.

You, as HR, play, of course, a key role in recruiting and supporting staff. You contribute enormously to our universities, having helped maintain standards through the past difficult few years.

The title of this conference is “The Value of HR in the University of the 21st Century”. Well, this value is a given. Strong HR contributes to the strength of our higher education. Part of the sectoral strength of HR in universities can, I'm sure, be attributed to this annual conference, now in its thirteenth year.

The conference gives an occasion for HR practitioners to share experiences, discuss challenges and opportunities, network, hear from experts, and take away personal learning. It's an invaluable two days and the organising team

are to be congratulated, particularly Fidelma Haffey, the recruitment manager here in Trinity, and Tony McMahon, Trinity's Director of Human Resources, who is the Conference chair. And I thank the sponsors - SRI, CORE HR, Arthur Cox Solicitors, and Dublin Bus.

At this year's conference, as at previous ones, you are debating issues crucial to HR and universities, such as

- adapting to a social media society, and
- philanthropy and social entrepreneurship.

The theme for tomorrow's panel is how to attract talent. This is a HR issue and an education and research issue, which has become critical in recent years because universities' ability to attract and engage staff is now constrained by regulations like the Employment Control Framework.

People outside universities are always shocked to hear that we can't offer a competitive salary to a top academic - even if we're funding from private sources, we're still subject to employment and budgetary controls. So the ability to "attract and engage" stellar performers has been taken out of our hands. What can we do about this? We have to keep pressure on, prevent further erosion of our autonomy, and start a public debate, asking if this is how we want higher education to be run in this country.

Your experience and feedback as HR professionals is vital here. We count on you to convey the ways in which constraints and over-regulation may be inhibiting you from carrying out your jobs. As highly-trained, experienced professionals, you have to navigate an environment subject to outside controls but, despite that, remains competitive in a global pool for recruitment of staff – and indeed an environment which do not take into account the particular, and often idiosyncratic, nature of universities.

When I was in discussion with Fidelma Haffey about today's conference, she reminded me of a particular, idiosyncratic Trinity graduate, who was also for a short period a Trinity lecturer, Samuel Beckett.

Beckett was a scholarship student, and the Department of Modern Languages was excited about recruiting him. But he was also a tortured young man. During lectures and tutorials he would lapse into silence and simply stare out the window. The department possibly admonished him on this – we don't know, it's not recorded – but we do know that they remained sensitive and supportive. He left, not because he was asked to, but to become a great writer.

He remained on good terms with people in the department, and when many decades later, the then Provost of Trinity, Bill Watts, travelled to Paris to ask would he put his name to the new theatre, he agreed immediately – and apologized for never having given the keys of his room back to the College...

Today of course we are immensely proud of having educated Beckett, and having retained him, if only briefly, on our staff. And those lucky enough to be lectured by him perhaps had a stronger memory of those intense early 'Beckettian' silences than of other lecturers' words.

What this story illustrates is that with HR in universities, one has to sometimes be creative and unconventional. Because what makes staff 'stellar' can also make them unusual. And because universities, especially older institutions like Trinity, have their own ways of doing things - practises and customs that have built up, and which should be respected, and not 'normalised' and forced into a paradigm as if one model fits all.

Of course anyone working in HR in a university understands this. All of you seek the balance between applying best new practise, and respecting that we have diverse institutions, each with its own mission. It's important that you continue finding this balance and applying your experience, without undue control or interference.

I hope you enjoy the conference dinner tonight in Trinity's Dining Hall, and I wish you a most inspirational two days of debate, discussion and learning.

Thank you.

* * *

16 October 2014

Watts Building Unveiling

Global Room, Trinity College

Welcome, everybody, for this great occasion: the unveiling of the Watts Building in honour of a great Trinity professor and Provost.

There have been 44 Provosts of Trinity, myself included, and only one other has a building named in his honour, the Lloyd Building – actually there were two Provosts Lloyd, father and son, and I'm not sure which is intended - but anyway it's rare, almost unprecedented, to name a building for a Provost. But William Arthur Watts - or Bill Watts, as he's always called in Trinity – was exceptional, as a scholar, researcher, teacher, administrator and leader.

He was identified with Trinity throughout his adult life. He entered in 1948 as a 'sizar' or scholarship student to study modern languages; and, except for a few years in the University of Hull, he made his career here. He was successively Fellow, Professor of Botany, the Senior Lecturer, Dean of Science and Provost for ten years until 1991, after which he had the sense to retire to resume his career in writing and research. He writes in his memoir that it was "statutorily possible" to seek a second term but that "ten years in the modern Provostship is so punishing that I doubt whether anyone will ever seek a second term." I'll have to consider my position on that in due course.

Bill Watts was a most distinguished professor of Botany, and Fraser Mitchell will speak after me on his contribution to that field.

I will just say that when I talk about interdisciplinarity – as I do frequently, it being a hallmark of the Trinity Education – I know there are few as multi-disciplinary as Bill Watts, who graduated with a first in Modern Languages (German and French) in 1952, and the next year graduated with a First in Natural Sciences.

As if there weren't enough, he also during his undergraduate years "began to study law in parallel" as he writes laconically, but didn't persist because he found some lectures too boring, and others too 'Tory'. He was a member as a student of the socialist 'Fabian' society.

His commitment to Science and Arts & Humanities was always evident during his Provostship, and is memorialised in three buildings: the O'Reilly Institute, the Hamilton building, for which he laid the groundwork, and the Samuel Beckett Theatre. He personally visited Beckett in Paris in 1986 to ask if the College might name its new theatre after him. Beckett agreed

immediately. One imagines that these two former scholars in modern languages had something in common.

As Provost, I feel inspired by Bill Watts' privileging of both science and arts. I would never like to see us go in the direction of rationalisation. But I cannot claim to have both an arts and a science degree! Few can!

As an undergraduate in the 1980s, I felt great respect for, and pride in, our Provost. We sensed that he was fighting the corner for students and for the importance of universities. He did so much to continue Provost McConnell's efforts to place Trinity at the centre of national life.

I've received further insight into Provost Watts from reading his memoirs. Aidan Clarke, who served as his Vice-Provost, writes amusingly in the foreword that "It is a puzzling and faintly disturbing fact that no Provost of Trinity has written a memoir". It's still the case that the only Provostal memoir we have is from Bill Watts.

He has set the bar high: his memoir is lucid, witty, and poised. He gives equal weight to his roles in research, education, administration, and leadership, as well as his roles outside Trinity, as President of the Royal Irish Academy and Chairman of the Federated Dublin Voluntary Hospitals.

Reading his memoir, you get an impression of a man who linked up and balanced all his roles, giving each its due importance. Throughout the memoir he gives credit to his wife, Gerry, for her significant contribution to College life. He writes, with evident if understated disapproval, that "as far as I can see, Provost's wives scarcely feature in the histories of the College; I can find no portraits".

He was not, himself, someone to write a role, or a person, out of the story. He understood that progress is achieved when people fulfil their roles with efficiency and respect for the roles of others. As Provost he instigated two vital procedural innovations: he ended the practise that had developed of Board meetings seeping from morning into afternoon, and on into Saturday mornings. His board meetings completed all business on the Wednesday morning; he writes that he used "the mid-morning coffee break to bring minor issues to a decision, threatening cold coffee if we couldn't make up our minds". Anyone who has served on the Board since must be grateful to him for the release from Saturday morning meetings!

He also stopped the practise of roll-call voting. He felt, he writes, that "voting was potentially divisive, a habit not to be fallen into... risking the emergence of an opposition, not a possibility to be entertained cheerfully". Instead he encouraged decisions to be taken by consensus. Again, all of us who have served on the Board must be grateful to him for heading off the potential for factionalism.

Aidan Clarke has written a graceful description of Watts as Senior Lecturer, using his “creative pragmatic skills”, “readiness to accept criticism”, and “resilience in recasting his proposals again and again” to win over the Board; and of his provostship marked by “determined leadership combined with flexibility”, and his understanding of “the constraints imposed by difference of opinion”.

These are exactly the traits we hope to impart to our students. Bill Watts was a true role model. Above all, for me, was his willingness to accept change. Throughout the memoir, he shows a progressive spirit, a readiness to move forward, not to get trapped in nostalgia or apathy.

He is a particularly instructive role-model for us at this period because many of the challenges he faced still resonate. He writes of the serious funding problems, the lack of State support for research, the poor staff to student ratio. Some of these problems are familiar; others, like research income, were much worse in his day.

He was proactive about making improvements: through his approach to Anthony O'Reilly, he instigated large-scale philanthropy, now an important funding arm for the college.

Under his watch, the first campus company, ERA/MAPTEC was set up and he supported the appointment of Eoin O'Neill as Director of Innovation Studies. He can be regarded as one of the founders of our Innovation and Entrepreneurship strategy.

He knew how to stand up for universities. When the Department of Education demanded that universities increase intake, he refused unless there was matching staff increase; and he had his way. He once pointed out that Queen's University Belfast had two pounds per student to spend for every one pound that Irish universities had, and he provocatively asked which financial practise would prevail “when the day of national unity dawned”. He was rewarded with what he described as a ‘medusa look’ from Mary O'Rourke, then Minister for Education.

Reading Bill Watts' memoirs is to be reminded that the challenges we face are not unique and to feel empowered about the possibility of change and improvement. Among all his other roles, he also set up the CAO system, but I'm confident that he would be behind our drive to diversify admissions. He didn't create sacred cows, nor set things in stone. He understood, as I hope we all do, that to truly honour someone's legacy, one must allow it to change.

This building that we name today was once the Biotechnology Building. The biotechnology researchers have now migrated to the Trinity Biomedical Sciences Institute – the TBSI - a superlative building which Bill Watts would very much approve of. So, in the spirit of transition and change, we name this building, the Watts Building. It is located close to the O'Reilly Institute

and the Hamilton Building which are among Provost Watts' most important physical legacies on campus; and it's a building which houses botanists as well as administrators, so is reflective of his different roles.

We are delighted that so many of the Watts family are here today for this naming. Indeed, three generations of the Watts family are here: Provost Watts' widow, Geraldine Watts, his sons Niall and Michael, his daughter Sheila Watts, who has flown over specially from Cambridge, and his grandsons Stephen Watts and Daniel Watts.

On Trinity's campus, the theatres, lecture halls, libraries and buildings evoke great names: Bishop Berkeley, Samuel Beckett, Edmund Burke, William Rowan Hamilton, John Millington Synge. Today we add William Watts to these names. We honour him for all he did for this university, and we hope that his example and his virtues, like those of the other great names enshrined on campus, will inspire future staff and students.

Thank you.

* * *



(L to R) Professor Fraser Mitchell, Provost Patrick Prendergast, Mrs Geraldine Watts (wife of Provost Watts), and Dr Daniel L. Kelly

16 October 2014

Opening of Kinsella Hall

Ussher Library, Trinity College

Thank you Nick, and welcome everyone,

Twelve years ago the Ussher Library was opened as Trinity's third major library, after the Lecky and the Berkeley. Its opening was a wonderful way of heralding in the new millennium.

Today we add a new name and new role to the Ussher Library: this 24 hour student study space, the Kinsella Hall.

This Hall comprises three floors of 24-hour study space for up to 600 students, and it's accessible throughout the year. It enables 'marathon' research and study periods, and the demand for it came directly from the students.

The College is in debt to Eric and Barbara Kinsella for enabling us to meet this student need. This Hall has been funded through their generous support, and has been named by Eric in honour of his parents. The dedication is very moving. We can read it here:

"This Study Hall is named for William and Kathleen Kinsella, to remember, honour and celebrate their outstanding commitment and dedication to the education and wellbeing of their children."

That truly is a beautiful dedication. Every year, when I address the new Freshers, welcoming them to College, I remind them how much we all owe their parents and teachers. We, the College staff, are fully appreciative of the role of parents; it is vital.

Young students often take a cavalier approach to parental support - that's part of growing up - but eventually deserving parents do get their due. "Longest way round is the shortest way home" wrote Joyce. Education brings you on a long journey. Responsible, courageous parents encourage their children to take that journey.

It's wonderful to have parental commitment enshrined in this study hall; and particularly fitting – since of course 'study and research' is what parents always beg their offspring not to neglect. It's good to think that students working bravely through the night might look up at this commemoration and remind themselves that they are doing their parents proud.

As most of you know, Eric Kinsella is owner of Jones Engineering Group, a remarkable engineering and building company, founded over a hundred and twenty years ago. He is an alumnus of this College, and we are particularly proud and grateful to him.

His support to our students does not stop with this Study Hall. He has also endowed six engineering scholarships. As an engineer myself, I'm particularly delighted about this. This is an investment in future generations of engineers – and the College, the students, employers, industry and the government must all be grateful for this.

Significantly Eric and Barbara Kinsella, when looking to support the College, focused on student needs. There are many ways to support universities, and ultimately all support benefits the students, but these two initiatives, the Study Hall and the Scholarships, go straight to the 'coalface' if you like, of student needs. They address the need for space to think and study, and the need for financial support.

The past fortnight or so has seen a vigorous debate round the country on the future of higher education in this country, and on how to bring financial sustainability into the system.

When it comes to sustainability, we can, and must, be informed by best practise in other countries, but equally the solution must be one tailored to our system in our country. The government has appointed a group to examine the issue, which is most welcome. I hope this group will report sooner than the due date of end 2015 because we don't have the luxury of time on this.

The solution, when it comes, will be multi-faceted since higher education in this country is publicly and privately funded, with non-exchequer funds currently coming from commercial revenue, research contracts, fees, and philanthropy.

Philanthropy has been part of Trinity from the outset - Trinity's founding benefactors include Queen Elizabeth the First, Dublin Corporation, Archbishop Ussher, and Gaelic chieftains Sir Turlough O'Neill and Sir Hugh Magennis. The College could not have achieved its great reputation through the ages without the generosity of individuals, foundations, and trusts.

Today, our private donors help us achieve excellence. Many of them are alumni, who support the College in a range of activities. Staff and students owe them huge gratitude, as indeed does the whole country, because a strong Trinity enables a strong Ireland.

I am, myself, a Trinity alumnus, so I understand that feeling of deep connection to the College, and wanting to give back and to ensure that future

generations receive a great education. Trinity is lucky to inspire that feeling in its graduates.

I thank Eric and Barbara Kinsella for their huge generosity in support of our students and of higher education in Ireland.

Yours is an honoured name, which future generations will honour.

Thank you.

* * *



Mr. Eric Kinsella, Chief Executive of Jones Engineering Group and Dr Patrick Prendergast, Provost

20 October 2014

Wexford Rotary Club

Riverbank House Hotel, Ferrybank, Co Wexford

Good afternoon,

Thank you very much for inviting me here today.

I look forward to talking to you about Trinity College Dublin - about the education we offer, and about our contribution to economic, creative, research and entrepreneurial life here on this island.

But first let me tell you a bit about myself. I'm here not only as Provost of Trinity, but as a Wexford man and I guess my journey from growing up in Oulart to the Provostship of Trinity may be of interest to you. It all began of course with my parents, John and Mary Prendergast. My father ran a haulage business in Oulart, one which he inherited from his own father. My father died in March 1992, when he was not a lot older than I am now, but I'm pleased to say my mother is alive and well, and here this afternoon!

It's a pleasure to thank Eamon Buttle for the invitation to speak here; my family would have known the Buttle's seed, breed, and generation. My journey is unusual in some ways – although that's true of all journeys. Going to Trinity and embarking on an academic career was atypical for someone of my background.

I was a boarder in St Peter's. I don't think there are boarders now, but in my time – the seventies and early eighties – many of us from the country used to board, while those who lived in town were, as we called them, “day boys”.

As many of you will recall, schools in Ireland were streamed in those days. St Peter's had four streams – with A as highest and D as lowest. The streams were decided on the basis of an entrance exam, which you sat, aged eleven or twelve. I did poorly in my entrance exam – I guess I was a slow starter – so I was placed in the C stream. And not much was expected of me, academically, other than I do my best of course.

As it happens, I found my feet and managed to do well in the Inter Cert. The school wanted me to move up a stream, but I didn't want to go, preferring to stay where I was. St Peter's showed great flexibility because they allowed me stay in the C stream, but do some subjects, like honours maths, with the B stream, so I got the best of all worlds.

When it came then to leaving school, St Peter's was ambitious for its pupils. St Peter's encouraged us to believe that we were as capable as anyone of third level education, so we applied to university. But among my friends, and indeed among all my schoolfellows, I was almost alone in opting for Trinity; another was Patrick McCormack who studied Pharmacy – I'm sure Patrick is known to many of you. The natural gravitation at that time, for St Peter's boys, was UCD – and indeed it's a very good university.

Today students from St Peter's, and from Wexford, still tend to gravitate towards UCD. This has a lot to do with habit and custom – students are influenced by their parents' and friends' choices and by the paths of past pupils and by careers guidance teachers. Of course it works the other way too – there are schools, particularly in Dublin and in Northern Ireland, which have a long history of sending students to Trinity.

Perhaps it's because I'm a former Wexford boy who bucked the trend, but I've made it one of the priorities of my provostship to throw the net wider; spread the word, if you like, about what Trinity has to offer.

Trinity has a cosmopolitan and international campus; we have staff and students from all over the world, including of course from all over Ireland, but I would like to see a more even spread.

To this end, we're working closely with schools and careers guidance teachers round the country, and we've launched an initiative called Trinity Explore, which involves student volunteers or 'ambassadors' we call them, from every county in Ireland giving honest accounts of college life to the camera, talking about their initial fears about coming to Dublin, and about seizing the opportunities of college life.

These films are now online on the Explore website and the 'ambassadors' are also returning to their home counties to talk directly to schools about their experiences. The Wexford ambassador is Caitlin Crowe from Gorey.

I like to see students do the unexpected, and opt for the 'road less-travelled', as Robert Frost puts it. It certainly worked for me. I was very nervous going up to Trinity in Autumn 1983 to study engineering, because I was on my own, knowing no-one. But nerves soon turned to excitement. Undergraduate university years can be extraordinarily dynamic. They were for me. So much so that I saw the potential in academia for a full, rewarding, and multi-faceted career.

And now, when I address our new fresher students, as I do every year in September, I hope that they'll avail of all the opportunities that College has to offer, to develop themselves in all directions, not just intellectually but socially, creatively, and through innovation and entrepreneurship.

* * *

Let me tell you a little about the Trinity Education as it is today. It's an education highly continuous with the education I received, but which has progressed to take on board contemporary opportunities.

The hallmarks of the Trinity Education when I was a student were critical-thinking, the tutorial system, extra-curricular activities, and original research projects. We were trained to think critically and independently through lectures and small seminars and tutorials, and in research we would work one-to-one with our lecturers.

By our final undergraduate years we were conducting original research in the lab, the library, or in the field - we had moved from being the pupils of our professors to being in some sense 'partners in research', involved in a common enterprise of scholarship. Simultaneously, we were encouraged to explore College life through participation in clubs and societies.

* * *

Of course this kind of education has been the objective of universities from the earliest times. Trinity was founded in 1592, making it one of the world's first universities. From its earliest decades, scholars like Archbishop James Ussher were insisting on the integrity of primary sources. He was a protestant evangelist during a time of religious warfare in Ireland but he insisted on authenticity, rigour and accuracy in the use of medieval manuscripts. This respect for scholarship, truth and independence of mind has resonated through the centuries, right up to today.

In the twentieth century, Trinity educated, and employed on its staff, Ireland's only Nobel prizewinner in Science, Ernest Walton, who split the atomic nucleus. Other graduates include Ireland's first President Douglas Hyde, and our first female President, Mary Robinson, as well as the current Chief Justice Susan Denham. Members of the current Dáil like Leo Varadkar and Mary Lou McDonald are also Trinity graduates, though we haven't educated a Taoiseach.....not yet.

Similarly, Trinity's emphasis on the extra-curricular is very long-established. The Hist, founded in 1747, is the oldest student debating society in the world. And we also have the oldest rugby club in the world in continuous existence.

From the start, Trinity students were encouraged to develop their talents and skills outside the lecture room. We now know from dialogue with employers and industry that the organisation and leadership skills which come from involvement with clubs and societies is something that employers particularly seek from our graduates.

The Trinity Education which I received and which generations of students received before me remains intact. But it has been added to.

In two days' time we are launching, in Trinity, our Strategic Plan, which lays out our mission, values, goals, and activities for the next five years, to take us up to 2019.

You may hear something about this Plan from the national media in the next few days. It's a fairly big deal – the Taoiseach will be officially launching it. Why is it such a big deal? Because higher education is increasingly understood as a key sector when it comes to delivering competitiveness and economic growth to this country.

For instance, the government strategy on foreign direct investment specifies that Ireland's reputation for developing and nurturing talent is central to attracting international companies and investment to Ireland.

'Developing and nurturing talent' is what universities specialise in. Trinity is Ireland's highest ranking university, and the only Irish university in the world's top 100. So our Strategic Plan is of importance to the country.

How do we in Trinity propose to 'develop and nurture talent' so that foreign companies continue to want to locate in Ireland, and global industries continue to seek research partners here, and companies round the world to hire our graduates?

Our Strategic Plan lays out the direction that we've already taken and that we'll be building further on. To our core traditional strengths in research and education we've now added strengths in innovation and entrepreneurship.

This is the biggest game-changer since when I was a student. My professors were brilliant but they weren't starting campus companies or partnering with industry to develop products; and we, the students, weren't being encouraged to think about commercialising our ideas. We weren't being trained and mentored in fund-raising, marketing, product development and all the other entrepreneurial skills which our students today are gaining.

Universities, when I was a student, were centres of learning held somewhat apart from the economic, commercial and creative lives of the cities and countries they were located in.

This is no longer the case. If you look at successful knowledge economies round the world, like Silicon Valley or Finland, what you invariably find is very strong universities working in partnership with government and State agencies, with industry and employers, with social partners and the creative arts sector.

All such partners understand that universities educate the leaders and entrepreneurs of tomorrow, and produce the research which is turned into exciting products and solutions. So all partners work together to improve

education and research. Together we look at issues like what skills need to be embedded in our graduates? What is the role of internships in companies? What about mentoring? And studying and volunteering abroad? And continuous professional development? Can you educate for creativity? How to fund universities so that they continue to perform excellently?

In Trinity we're very aware of our position as Ireland's leading university, located in the heart of our capital city. We're a university of over 16,000 students and 3,000 staff; of 100,000 alumni living in 130 countries; of 42 campus companies directly employing 250 people; of the Book of the Kells and the Science Gallery. We know that what we do has impact, for our students of course, but for the whole country.

So we've developed a Strategic Plan in consultation with our partners, which recognises our national role in driving growth, creativity and innovation.

Some of the most exciting initiatives in the new Strategic Plan include:

A new Trinity School of Business, which is to be co-located with an Innovation and Entrepreneurship Hub;

A new Office of Corporate Partnership and Knowledge Exchange, which brings under one roof all the functions necessary to support research collaboration and commercialisation;

A new Engineering, Energy and Environment Institute, which we're calling E3, which will be a major engagement between the Schools of Engineering and Natural Sciences, to ensure that Ireland is at the vanguard internationally in addressing challenges and opportunities for this technological planet.

We will define a Global Research Question (GRQ) which will focus Trinity's attention on the pressing global challenges of our time.....

And we'll also be increasing our numbers of international students and of online learners.

These are just some of the initiatives we're taking to improve education and research, and keep in line with best international practise.

To fulfil our mission, we will need to secure a sustainable funding base. This is of course true for the whole Irish higher education sector. The situation as regards funding has become critical. Last month the Irish Universities Association convened a symposium in which we pointed out that our excellent model of higher education in this country was under jeopardy through inadequate funding.

Our symposium coincided with the publication of the Times Higher Education rankings and their bad news for most Irish universities. This at least served to focus attention on the issues raised at our symposium - a country-wide debate is now on-going about how to bring sustainability into higher education, and avoid further plummeting in the rankings.

I look forward to working with all partners on this - with other universities and institutions, with employers and industry, with the government and State agencies, and with our students – to achieve our shared mission for a world-class higher education system delivering valuable opportunities for our talented and resourceful young people.

As a Rotary Club, as leaders concerned with responsible citizenship and with growth and competitiveness, you are important partners in this country-wide debate. I look forward to hearing your views on what I've been talking about today, on what's required for higher education, and on how we might fund excellence.

Thank you.

* * *

22 October 2014

**Transcript of interview of Patrick Prendergast, Provost
and President of Trinity College Dublin on the Pat Kenny
Show**

Newstalk

Pat Kenny: Now today is a big day for Trinity College Dublin after hearing about a slide in world rankings although still a number one Irish University and following a divisive debate about re-branding they are about to spend more than half a billion euro on exciting developments in the college over the next five years Taoiseach Enda Kenny will launch their five year Strategic Plan this afternoon. I'm joined in studio by the Provost of Trinity College Dublin, Dr Patrick Prendergast, Paddy good morning- the new strategic plan will cost 600 million euro, where will the money come from?

Patrick Prendergast: Well we have business plans to generate the necessary money so it's going to come partly from our own resources, partly from philanthropy and partly indeed we will be putting the case to government that the projects in this plan are worth supporting, good to support for the future development of the Irish Economy and society.

PK: Now there are a number of concrete initiatives if you'll pardon the pun, I mean there is to be a new business school – how much will that cost?

PP: Seventy million euro is the cost of the business school and that's-

PK: *(interrupts)* And where will that be located?

PP: On Pearse Street, just up from the Naughton Institute which is on the corner of Westland Row and Pearse street, just up from that we will be ah, demolishing a building that's an old sports hall and on that site we'll build a new business school and we'll incorporate several of the Georgian buildings, the terrace up along Pearse street, up as far as opposite O'Neill's pub.

PK: Now the thing about Trinity College, people associate with the old squares of Trinity College and the old buildings which go back to Elizabethan times some of them, and they think that's Trinity College, but you have been enjoying, or suffering from, architectural creep in recent years?

PP: Well I think the new buildings that we have in Trinity are ah, compatible and every way commensurate with the old architecture

PK: *(interrupts)* But you're everywhere, I mean you're on Pearse street, you're stretching in both directions, so the campus is much larger than it appears.

PP: It's much larger than what used to be called the Island Sight, it's gone out on to the other side of Nassau Street as well with the purchase of a building called Phoenix House, and also down Pearse Street absolutely, TBSI the Trinity Biomedical Sciences Institute is on Pearse Street, the biggest building Trinity ever built.

PK: That's where Professor Luke O'Neill who joins us every week on the program he, he comes from there. Now the second thing is E3-

PP: Mmm

PK: And 'E' stands for Engineering, 'E' stands for Energy and 'E' stands for Environment, what will that be?

PP: It will be a coming together of, it's a building to house our school of engineering and school of natural sciences with elements of the school of computer science and statistics, it will be a Trinity's really focusing again on Engineering, Education and Natural Sciences education and doing research in these important areas of energy and sustainability, very important growth areas in the economy.

PK: *(interrupts)* And where will E3 be located?

PP: It'll be on the main campus, there are some old buildings that are now vacant that will be demolished to build E3.

PK: And, the final thing is the cancer institute and that will be offsite?

PP: It will be at St James's now St James's and Trinity have a great relationship over the years, and indeed St James's, which is the largest Hospital in the stat, is a Trinity teaching hospital. And Trinity do much teaching and research on the St. James's Hospital Campus. So this Cancer institute which will be an important development for our school of medicine will be located there in St. James's.

PK: Will there be room for it up there with the Children's Hospital, the Maternity Hospital, and all the other bits and pieces that are on St James's at the moment?

PP: There will. It's a very big place St James's campus.

PK: And that will be completed when, do you think?

PP: Well, we'll do it within the context of this five year strategic plan

PK: Now the money- you mentioned that there are a number of sources of money- at the moment, Trinity College in Dublin raises substantial funds itself-

PP: Well more than half our, about half our annual spend is non-exchequer as we say, which will come from of course student fees, from international students and post graduate students, philanthropy, and other fundraising and commercial revenue that we have from our various activities, ancillary activities such as accommodation, catering and so on.

PK: And your target is to raise that even further to 60% of all revenues that will be accrued in this way, rather than exchequer funding?

PP: That's it, we think it's, there is such pressures on exchequer funding that I think it's prudent to plan that the further pressures on exchequer funding argue that higher education is a public good and should be both publicly and privately funded, but our plans are not contingent I suppose on increased public funding we find that it's necessary to plan for increased non-exchequer revenues to base this strategic plan.

PK: Now, funding from students is important and we know there's resistance all the time from domestic students in that regard, the out of state students you want to increase the number of overseas people on the campus from what to what?

PP: From about 1,500 to more than 3,000, from 7.8% to 18% in fact and this is important, of course it has a financial dimension to it, but it's important to cosmopolitanise the campus it's important that the culture of the university is developed in a way that is global and on that, it's good to draw students from around the world.

PK: Now the difference in what they pay, they are not subsidized by the Irish State, so they have to pay the full economic cost of education, what would be the difference say for a science undergraduate, what would the local student contribute, well we know that is heading for three thousand euro at a ceiling, compared to what does an out of state student pay?

PP: Well, up to twenty thousand would be the fee, twenty thousand euro for a student from outside the European Union- depends somewhat on the course, but around that-

PK: And for people from within the union?

PP: Well, within the union pay the same as the Irish students.

PK: So we subsidise our British or French or German, as indeed they do us, if we-

PP: (*interrupts*) Exactly, it's all reciprocal based as you move around Europe, one citizen is treated in a country the same as a citizen of that country, so-

PK: The idea is to get people from outside the EU be they Chinese or the Australian whatever they might be and they will pay the full amount-

PP: A lot of Americans as well, of course, because there is great compatibility with Ireland and North America so many-

PK: And of course anybody that comes to Dublin to study in Trinity College or in the other Universities will end up spending money locally in the local economy for bed and board and all the rest of it and entertainment so there's an ancillary-

PP: *(interrupts)* I think there's a great spin off to the economy, to the Dublin economy indeed, as well when student's come from abroad here, for just those reasons you said.

PK: Now, the ranking that Trinity College has enjoyed, it was preeminent among Irish Universities and still is in the various charts that rank the universities, now they are compiled in different ways, sometimes it is based on student teacher ratios and it could be based on publications, what in your view is the reason why Trinity has slipped so much?

PP: Well we've slipped, now, we're still the highest ranking among the Irish Universities, as you quite rightly say and we haven't slipped as much as some, and our intention in this strategic plan is to fund the university to go back up in the rankings, cause we believe Ireland needs a top-tier university -

PK: How do they calculate it, because it could be quite arbitrary? They could decide on a set of criteria and you invest in x, y and z and suddenly they change the criteria and you either, the snakes and ladders, you climb up again or you slide down, rather arbitrarily.

PP: Well, the KPIs if you like, the criteria used in the different rankings vary but I wouldn't say they're arbitrary necessarily, the number of the staff student ratio is an important one and Trinity has a ratio of one lecturer to eighteen students. Other Irish universities are around that or even higher. So, Irish universities our funding is out of kilter with International norms.

PK: What would, say, a top American university have?

PP: About one lecturer per eleven students.

PK: Alright-

PP: So, we are way out of kilter here and that's because of the funding situation in Irish Universities which has emerged through the austerity and is something that we have to address and redressing that is essential, if we're

to climb back up the rankings. Not just for Trinity but for all Irish Universities.

PK: But that's not the only criteria, I mean do they look at publications? Do they look at the number of PhDs?

PP: Yeah and indeed they do and in publications we do very well in Trinity our, the citation of our work by peer academics around the world is very high and in that criteria we do well, if ranked on that alone we'd be much higher up in the rankings. Also, reputation is important and people do surveys around the world and academics are asked about other universities and how Trinity ranks in the minds of global academics is also a criteria that fits into the rankings.

PK: And, I presume it does rather well on those?

PP: We do rather well on those, we do rather well on things except the financial situation.

PK: Yeah

PP: And this is something we have to focus on rectifying.

PK: Do you believe there should be a restoration of full fees, or close to, for undergraduates?

PP: Um, I don't think that that's the only way the thing can be addressed. I think we have to have a serious conversation and we begun it a week ago with the Irish Universities Association symposium on funding and sustainable funding for higher education. We have to ask ourselves are we prepared to invest in Ireland either through public funding or private funding in generating the talent for our, for the next generation, because by and large universities are key to generating this talent. We have to know whether we are going to do it with public funding or private funding, but we can't just sit and sweep the problem under the carpet.

PK: Now one of the other controversial matters that has come to the fore in recent weeks, is the business of grade inflation, and I think one of the courses that was quoted in the case of Trinity College was Psychology where pretty much everybody, almost everybody, got either a two one or a first, and that seems an unlikely outcome, in any course-

PP: Well, I don't know. I think that in the past perhaps many Irish universities were too, too tough on the grading that we gave. We have external examiners come in from other countries, UK and further afield, looking at all our courses and agreeing that our grading structures are correct, as a matter of fact-

PK: (interrupts) So is it your intake then that is different?

PP: Well I think in Psychology that, in Trinity, the points they get in, the grades that students come in with are very high, so it's not unusual that they would graduate with high, a first or a two one, so I think that that's right and we shouldn't be pushing it down artificially-

PK: (*interrupts*) You mean, any notional bell curve or anything like that, which they say they use in leaving cert for example, they like to achieve a nice bell curve, of those who excel, small numbers, those who fail, small numbers, and then vast bulk in the middle, you don't go for any kind of analysis like that?

PP: We, ah, look we grade the students according to their ability we have external examiners come in and do the quality check, so we stand over our grading in Trinity, we do get excellent students coming in so it's not untoward that they would graduate with high marks on some high points courses like psychology.

PK: So, Paddy Cosgrave, of the Web Summit, he famously said I will look for at least a two one from every university but I'll take a two two from Trinity because basically, the degrees are worth more, do you go along with that notion?

PP: Well Paddy is a Trinity graduate like myself so-

PK: And the final thing is about the re-branding of Trinity- some of us found it hard to understand why, because it is an august, ancient university, European university, one of the first indeed, and why does it need to change its' message?

PP: Well it doesn't necessarily need to change its message and I would, I don't think that the re-branding that we did was disastrous, and it was reported that it was disastrous in some newspapers but, Trinity is a place that engages in robust debate. We made some proposals about, about the identity and re-branding, they were only proposals at that stage, we had a robust discussion in the college and now we're considering how we can take re-branding forward in the light of the consultations that we're having so-

PK: But what's the nub of the issue? Is this some case of mistaken identity, Trinity College Cambridge, Trinity College Dallas for all I know, Trinity College Dublin is that the issue versus the University of Dublin?

PP: Well, in many parts of the world a college is a secondary school, that's the case of the matter now, so we -

PK: *(interrupts)* When I went to University in America all my lecturers were professors, and if you were a doctor that was a much more important title than a professor, the reverse tends to be true in Ireland?

PP: Yeah, does it? Well, I don't think we are so obsessed with titles really so it doesn't really matter.

PK: So if someone was introduced as Professor John McIntosh vs just Dr McIntosh and this is not to cast dispersions on your own title of doctor, you know what I mean?

PP: Well actually it interesting-

PK: *(interrupts)* Where in America everyone's your professor.

PP: The Provost of Trinity College has to give up his professorship, so I was professor and then I became doctor, so I really don't put any pass on titles-

PK: *(interrupts)* Provost, Provost trumps them all.

PP: Well, I quite like the title Provost.

PK: So, where do we look now in the re-branding debate?

PP: Well I think we are going to come back to this. I mean, a large organization like Trinity, three and a half thousand employees, a university with a world-wide reputation, has to consider elements about its identity and its brand it's appropriate that we would do that. Even the image that's used the logo type for Trinity College is various and there are literally, we've counted up hundreds of these, and it'd be a good idea to bring some uniformity to that and that is what the project is about and we will come forward with proposals in that line in the future.

PK: Yeah, I mean at the moment we have the University College Dublin, we have Trinity College Dublin, which is also properly known as Dublin University, and then we've Dublin City University and DCU, so there's a plethora.

PP: Yes, that's right. So this is something to think about. And this is why it's important that we consider issues of branding and identity. I know, it sounds odd to hear the Provost of Trinity talking about branding and using that kind of business language, and I wouldn't normally do that, I'm a true and true academic myself, but I think it is, nonetheless important that we consider issues of identity where the college is placed, and how our identity matches up with the best universities in the world and how our branding and so on, matches up. It's right to do that.

PK: But in Oxford and Cambridge they don't worry too much about the college title, be it Jesus College or Keys College, or any of those, they don't care, I mean, you know, let America figure it out.

PP: Well I don't think that's true I think University of Oxford and University of Cambridge do think about their, these issues and have solved them quite well, and that's what we need to do also.

PK: Well today is a big day. It's the launch of the five year strategic plan, which will involve the spending, well the generating and the spending of the six hundred million euro, and the Provost of Trinity College, Dr Patrick Prendergast, thank you very much Paddy for joining us in studio today.

PP: Thank you.

22 October 2014

Launch of Strategic Plan 2014-2019

Public Theatre, Trinity College

Taoiseach, Colleagues, Ladies and Gentlemen,

Welcome to the Public Theatre in Trinity College, for the launch of our Strategic Plan, which lays out our mission, values, goals, and actions for the next five years.

This is an ambitious, achievable Plan on which we've consulted widely. To all who have contributed their time and expertise, we are most grateful.

The past five years have been difficult for all working in higher education – as indeed for everyone in the country. I wish to thank all staff for their resilience and dynamism – which has enabled Trinity to continue delivering excellence in research and education.

* * *

It's great to be launching our new Plan at this time, when signs of economic recovery are palpable. I congratulate the Taoiseach and the government on the recovery.

It's a particular honour for us that the Taoiseach has taken the time to be here today. I believe this honour stems from recognition of Trinity's important role in creating the talent that will help secure this country's future.

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

We will encompass an ever more diverse student community, providing a distinctive education based on academic excellence and a transformative student experience;

We will undertake research at the frontiers of disciplines, spurring on the development of new interdisciplinary fields and making a catalysing impact on local innovation, and on addressing global challenges;

and, we will fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society.

Our responsibilities are many: to students, staff and alumni; to government; to the funders of research; and to the public. To meet these responsibilities, we have devised a strategy which is comprehensive, cohesive, and connected.

A notable feature of this Strategy is the way it envisages, and designs for, expansion of activities in a challenging time. Specifically, we plan for

an expanded vision in education through innovation and entrepreneurship, research and scholarship,

capital developments, and

an expansion of student numbers.

Let's look at these in a bit more detail:

*** * * Education * * ***

The Trinity Education has long been characterised by emphasis on critical and independent thinking, and on original research. This traditional emphasis extends naturally to include educating in innovation and entrepreneurship. The critical, independent, problem-solving mindset is the one best positioned to seize opportunities, and respond to 21st century transformations in higher education.

Under the Strategic Plan, we will have a new Trinity School of Business, which will be co-located on campus with an Innovation and Entrepreneurship Hub. Proximity to the tech companies, creative industries and start-ups clustered in the city centre and the Docklands will contribute to a thriving innovation ecosystem in Dublin.

The development of entrepreneurial skill-sets are integral to the Trinity Education, across all our schools. Of course, not everyone is going to have a career in business, but all students can benefit from entrepreneurial training, whether they're studying medicine or engineering, or music or history.

Through a new programme, LaunchBox, we've started providing undergraduate students with seed funding, office space, and mentoring while they incubate business ideas. LaunchBox is funded by a group of 'Trinity Angels' – many of them Trinity alumni.

One of the businesses incubated under LaunchBox is 'FoodCloud' which is a social enterprise bridging the gap between food waste and food poverty. Just a few months ago FoodCloud partnered with Tesco to deliver surplus food to Dublin charities. Talks are on-going to extend this to Tesco UK.

Academic staff who in previous eras would have had exclusively careers in teaching and research are now creating ways to make economic and social impact with their work. A decade ago Trinity's Professor of Biochemistry, Luke O'Neill co-founded the drug development company, Opsona Therapeutics, to commercialise research on immune proteins. To date, Opsona has raised €36 million in funding.

Since 2009, one in five Irish campus companies have come from Trinity. Under this new Strategic Plan, we expect to enable about 40 or 50 companies a year – including campus companies, student companies, spin-ins, and collaborative companies.

*** * * Developing research and scholarship * * ***

Innovation, technology, and industry collaborations are important for developing all disciplines. They are currently enabling us to present our world-ranking arts and humanities research to new global audiences.

A quarter of a million people round the world have accessed The Down Survey, an innovative, interactive analysis of 17th century landholding in Ireland, constructed by our historians in collaboration with Google Maps. The Survey maps the forfeit of land after the Cromwellian invasion. It's fascinating.

As an example, we have this map here of County Mayo. We can show the Taoiseach that the area he is from, Islandeady, outside Castlebar, was owned by the McPhilbin family until the 1650s, when they lost everything to a Protestant from Longford, the well-named Sir Thomas Newcomen.



*** * * Capital Projects: building out the campus * * ***

Trinity is recognised globally for the strength of its research and scholarship. Our interdisciplinary research centres, like CRANN and TBSI, and the Long Room Hub, are known around the academic world. Under this Strategic Plan, we'll be establishing a further number of complementary research institutes to build on our existing expertise.

The new Engineering, Energy and Environment Institute, which we're calling E3, will be a major engagement between Engineering and Natural Sciences. It will set radical agendas where technology and nature meet, ensuring that Ireland is at the vanguard internationally in meeting the emerging opportunities in energy, sustainability, and engineering design for development of our natural capital.

Trinity is also planning a new translational Cancer Institute which will consolidate cancer-related activities, including care, research, and education in one location, in St James's Hospital, providing an unparalleled opportunity to improve cancer care based on cutting-edge research.

We will also be increasing our accommodation supply - building residences to house 2,000 students, including, in the immediate future, a student hall on the Oisín House site.

*** * * Expanding student numbers * * ***

More student residences will be necessary because the Strategic Plan envisages increasing our number of international students from 1,500 to 3,500 over the next five years. This will fulfil our ambition to make the campus ever more global and cosmopolitan. We will also be greatly increasing our number of online learners. Trinity is well placed to do this. The six-week online course which we launched in September, on 'Irish Lives in War and Revolution', attracted almost 12,000 participants, and has enjoyed a much greater than average retention rate. It is a global standard-bearer in on-line teaching.

* * *

These then are some of the significant expansions we're undertaking, which will greatly benefit life in the College, in the capital city, on this island, and beyond.

These are, of course, the highlights of the Plan only. The Vice-Provost and Chief Academic Officer, Professor Linda Hogan, will shortly bring us through other important actions. I thank her for her brilliant work co-ordinating and finalising the Plan.

We've estimated the cost of our expansions and improvements at €600 million, and we've drawn up business plans to raise this sum through new activity in: internationalization, online education, philanthropy, research and commercial activities.

However, while we're confident of our business plans, we do underline in the Plan that if this country is to continue to deliver high-quality research and education then we must secure a sustainable funding base for universities.

The debate that has developed, just in the past month, around slippage in the rankings, has served to put national focus on this issue.

I've been heartened by the debate. Because there has been near universal consensus that higher education in Ireland is a strength which must not be compromised.

So we haven't had to argue the "why" but only the "how". How to fund higher education sustainably?

I'm confident we'll find a solution because we don't have a choice. This country's future depends on us continuing to give our young people an education that matches with the best in the world; that nurtures talent and prepares for active citizenship in a democratic society; that attracts global industries here to find research partners, and foreign investors to bring their companies because they know they'll find here a skilled, competitive workforce.

Our Strategic Plan has been developed in partnership with many stakeholders. Trinity works best when it works in partnership – we benefit from public funds and EU investment, from industry collaborations, from student fees, and philanthropy. With all these stakeholders we have entered into contract to achieve our mutual aim of excellence in education, research and innovation.

We look forward to working with government and our other partners to deliver this Strategic Plan which will benefit society now and for generations to come.

* * *

It's now my pleasure to ask the Taoiseach, Enda Kenny, T.D., to address you.

* * *



Provost, Dr Patrick Prendergast; Taoiseach, Enda Kenny T.D.; Vice-
Provost/Chief Academic Officer, Professor Linda Hogan; Graduate Students'
Union President, Megan Lee; and Students' Union President, Domhnall
McGlacken-Byrne in Front Square



Trinity Provost, Dr Patrick Prendergast; Students' Union President, Domhnall
McGlacken-Byrne; and Deputy President, Vice-Provost/Chief Academic
Officer Linda Hogan

30 October 2014

Coimbra Group High-Level Seminar on Research & Innovation

Venice International University, Isola di San Servolo, Italy

Colleagues, Ladies and Gentlemen,

It's an honour to have this opportunity to address you here today. I thank the board for the invitation. I'll be talking to you this afternoon about research and innovation, in my dual capacity as Provost, or head, of Trinity College Dublin, and as a member of the governing board of the European Institute of Innovation and Technology, the EIT.

Trinity is Ireland's leading university and is ranked in the top twenty universities in Europe. We're a large, multidisciplinary university, and we've been a member of the Coimbra Group from the outset.

The EIT, as you know, was established in 2008 to increase European growth and competitiveness, reinforce innovation capacity, and create the entrepreneurs of tomorrow.

Today, as I look at this whole crucial area of research and innovation in Europe, I'd like to draw on my experience in Trinity and with the EIT.

*** * *Trinity* * ***

The way in which we've encouraged innovation and commercialisation in Trinity is I think relevant and representative for other Coimbra universities.

Explicit statements about their role in innovation is still new for older universities, relatively speaking. Trinity is over 400 years old and there are other European universities – particularly here in Italy – that are older again.

Innovation and commercialisation started becoming part of many universities' activities about 25 years ago, and only accelerated in the last decade, so we're talking about a very new, exciting, and dynamic phase for universities.

I remember the first campus company established in Trinity – it was in 1986. I was still an engineering undergraduate. The impetus for academic staff to commercialise their research was in response to the exciting developments coming out of campuses in the United States, places like Stanford in California.

From 1986 onwards commercialisation and innovation became part of campus life in Trinity. But that's not to say that everybody immediately got involved in this exciting new academic activity. For over twenty years, between 1986 and 2008 Trinity averaged less than one new campus company a year. Now this figure doesn't tell the full story because some of the campus companies established during this period were astonishingly successful. For instance the software company, Iona Technologies, founded in 1991, was acquired by Progress Software for \$162 million dollars in 2008; the computer gaming company Havok, founded in 1998, was acquired by Intel in 2007 for \$110 million dollars; and Opona Therapeutics, founded in 2004, is today a leading drug development company, targeting inflammatory and autoimmune diseases and cancers.

And in this twenty year period from 1986, industry collaboration also increased enormously. I was working in an area, medical devices, which pioneered collaboration with industry – the groundwork we laid in the 1990s has helped make Ireland an international centre for the medical device industry today, including the strong start-up culture.

And also during this twenty year period, Trinity was participating in the different EU Framework programmes and benefitting from their focus on innovation. Up to the late 1990s, State funding was minimal by comparison.

So there was a lot of good work done in commercialisation and innovation in Trinity, as in other European universities, during this period. But such activity didn't form part of the ambitions of many staff – it remained the preserve of a few.

This changed from about 2007. There was change in Europe – the amount of money available for FP7 was huge: €50 billion euro, equal to almost the previous six Framework Programmes combined; this was a big statement about the importance of research and innovation, and of the connectedness of these two activities for economic and social development. And Science Foundation Ireland was funding science in Ireland to a high level for the first time in the country's history.

And there was change in Trinity itself. The change was procedural – our Research and Innovation Service, together with our Technology Transfer Office, revised and simplified the process of approval for campus company formation – for example small and dilutable equity stakes. They removed a lot of the impediments and barriers to setting up companies. The effect was immediate and dramatic: Trinity went from creating less than one campus company a year to creating an average of seven per year since 2009.

A fortnight ago we celebrated our 500th Invention Disclosure Form in Trinity and the licensing of 126 technologies to industry. We now have 42 campus companies employing 250 people. Over the past five years, one in five Irish campus companies has come from Trinity.

And all this happened during a time of severe global recession, which makes the achievement all the more impressive.

There's an important lesson here: innovation doesn't just happen. It's not enough to have excellent research, or even great collaborative projects with industry – these won't in themselves create entrepreneurs and new companies. You need to strategize and plan for innovation. You need to look at what might be preventing entrepreneurship and what you can do to incentivise it.

In Trinity, we've learned the lesson well. We haven't been sitting on our laurels. One of the areas that we've really developed in Trinity since 2009 is educating for innovation and entrepreneurship.

*** * *Educating for Innovation* * ***

Trinity, like all your universities, has a dual mission in education and research. We don't compartmentalise the two – we know that what we research informs how we educate, and that our choices in what we teach affects our research.

If education and research are our mission, where does innovation fit in? Innovation permeates, if you like, both aspects of the mission. And it follows that innovation cannot just be the preserve of staff and researchers. Innovation and entrepreneurship must permeate education.

To this end we've established in Trinity an Innovation Academy jointly with UCD in Dublin and Queen's University of Belfast in Northern Ireland. It's aimed at incentivising PhD students to become entrepreneurs. This Academy encourages link ups between students in different disciplines – so engineers collaborate with doctors, and computer scientists with historians. In this "doubling up" students have an experiential learning experience which promotes interdisciplinarity.

And for undergraduates we've established a programme, LaunchBox, which provides students with seed funding, office space, and mentoring for three months while they incubate their business ideas. This is funded by a group of Trinity Angels – successful entrepreneurs who are giving back to the upcoming generation.

One of the projects incubated under LaunchBox is 'FoodCloud' which aims to bridge the gap between food waste and food poverty by creating a 'virtual food bank' app, linking restaurants, retailers and caterers to charities. FoodCloud has won social entrepreneurship awards, and just a few months ago it partnered with the supermarket, Tesco, to deliver surplus food to Dublin charities. Talks are ongoing to extend this to Tesco in the UK. FoodCloud is a really exciting model of social entrepreneurship, and it was founded by undergraduates.

The Innovation Academy and LaunchBox are two of the ways which entrepreneurship permeates the education we offer in Trinity. They are what I call ‘innovation pathways’. The development of such pathways is integral to the Trinity Education, across all our schools. Not everyone is going to have a career in business or in commercialising research, but all students can benefit from entrepreneurial mindsets, whether they’re studying medicine, engineering, music, or history.

Entrepreneurial ability is something employers seek from graduates, because the ability to turn challenges and ‘gaps’ into ideas and solutions, to spot opportunities, to make research impactful, to work with clients to improve products, to think about funding and sales – all of this has obvious use and benefit, and not only for those starting their own companies.

*** * *Strategic Plan* * ***

We are now looking ahead to the next phase. Just last week I launched Trinity’s new Strategic Plan, which lays out our university’s mission, values, goals, and activities for the next five years, to take us up to 2019.

This Plan is comprehensive, covering all goals from talent acquisition to public engagement. On Innovation and Entrepreneurship, the Plan builds on our existing strengths. It prepares for a new Trinity Business School, and a new Office of Corporate Partnership and Knowledge Exchange which will bring under one roof all the functions necessary to support research collaboration and commercialisation.

This Office will provide a single interface for industry, which will reduce any barriers for companies seeking to interact with Trinity researchers and infrastructure. This will allow us to support the creation of more than 160 companies over the next three years, including campus companies, student companies, spin-ins, and collaborative companies.

Our Plan envisages multiple goals and actions, but during the launch I put particular focus on innovation and entrepreneurship for the following reason:

Trinity is a “venerable institution”. It’s over 400 years old. Our most famous graduates are writers like Samuel Beckett, Jonathan Swift and Oscar Wilde, and political thinkers like Edmund Burke and Mary Robinson, and philosophers like George Berkeley. Of course we also have famous mathematicians and scientists, including Ernest Walton who split the atom, but Walton is famous in his field rather than a household name like Beckett and Wilde. Writers have that advantage over scientists.

So, in the public mind Trinity is associated with heritage and tradition, with arts and humanities, with politics and law, with philosophy and history. I am immensely proud of that association – and our lecture theatres are called

after our famous writers and thinkers. But I'm also aware that it doesn't tell the full story, and that our other achievements risk getting lost.

I want people to realise that as well as educating the author of Gulliver's Travels, Trinity is today a global leader in the production of the new material, Graphene, which has tremendously exciting potential applications including lighter cars, engines that use less fuel - and maybe even computer screens that fold into your pocket.

There is a tendency to associate innovation with new universities and new disciplines. But innovation can and does happen in all disciplines. As long as you're creating knowledge at a faster rate and to a higher level than your competitors, then you are opening up opportunities for innovation. Such knowledge can be technological, artistic, creative, or societal. To limit innovation to certain disciplines and certain universities is reductive.

Secondly, my university, like I, think many universities of the Coimbra Group, emphasizes critical thinking and independence of mind. This is now so long-established with us that it has become second nature to the way we teach and research. We expect students to be inquiring, demanding, discerning, questioning. We expect them to speak up in seminars and tutorials. If we were faced with students who agreed with everything we said and who researched only what we told them to, without ever disrupting the brief - well we would be dismayed. Our whole model depends on our students confronting us with their very different ideas and research.

Of course this disruptive model, this educating for critical, independent thinkers is exactly what produces innovation. You don't get ground-breaking ideas through educating for conformity. My contention is that universities like ours are particularly well-positioned for innovation. We're not afraid of radical thought or where it might lead.

I emphasised our innovation and entrepreneurship strengths in our Strategic Plan to establish in the public mind the connection between our traditional strengths in education and innovation. This is relevant for Trinity and for Europe.

I was gratified by the amount of media coverage our Plan received, and the interest from government. The Plan was something of a national event: the Prime Minister launched it and it was analysed in the broadsheets.

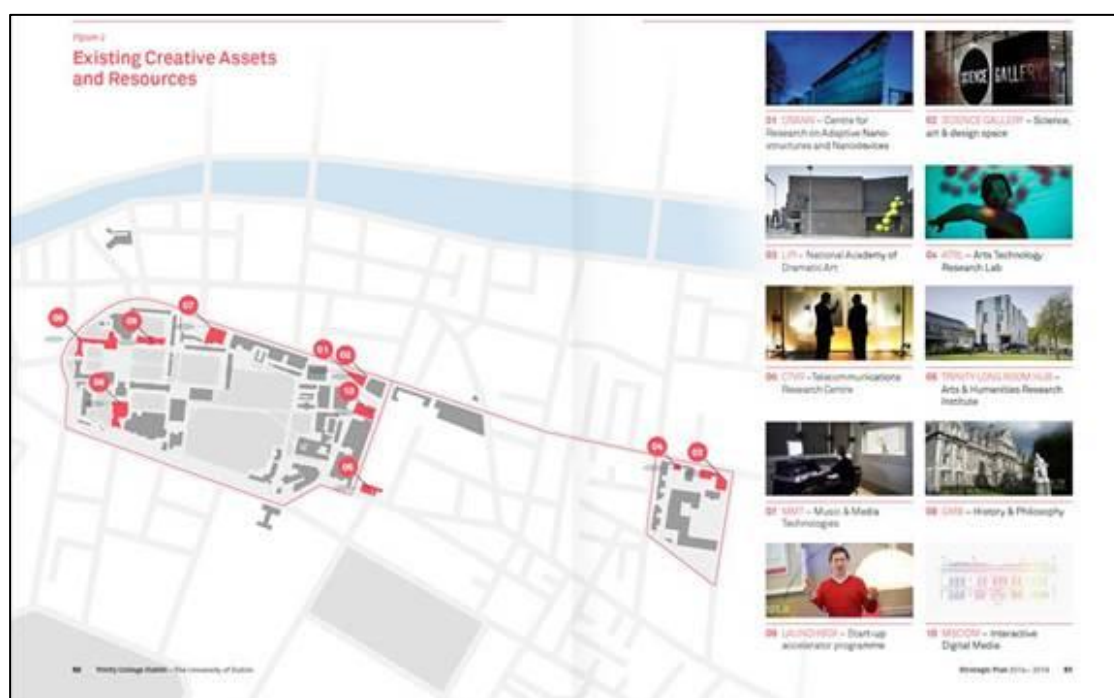
This kind of interest wasn't greeting universities' strategizing in decades past. What happened within universities was regarded as an in-house, private matter, not something the country or government needed to know about. So, what's changed?

Well, because of this new emphasis on innovation, entrepreneurship and commercialising research, universities now contribute to driving growth and

competitiveness. Universities provide the research that fuels the innovation ecosystem; and universities educate the leaders, entrepreneurs, and the many different professionals who contribute to a thriving economy.

For our Strategic Plan we consulted widely with numerous stakeholders – with staff, students, government, State agencies, alumni, employers, industry. And when launching the Plan, we emphasized that it was a partnership with these stakeholders - a partnership aimed at strengthening not just Trinity, but the whole country.

Here are some slides to put Dublin and Trinity in context:

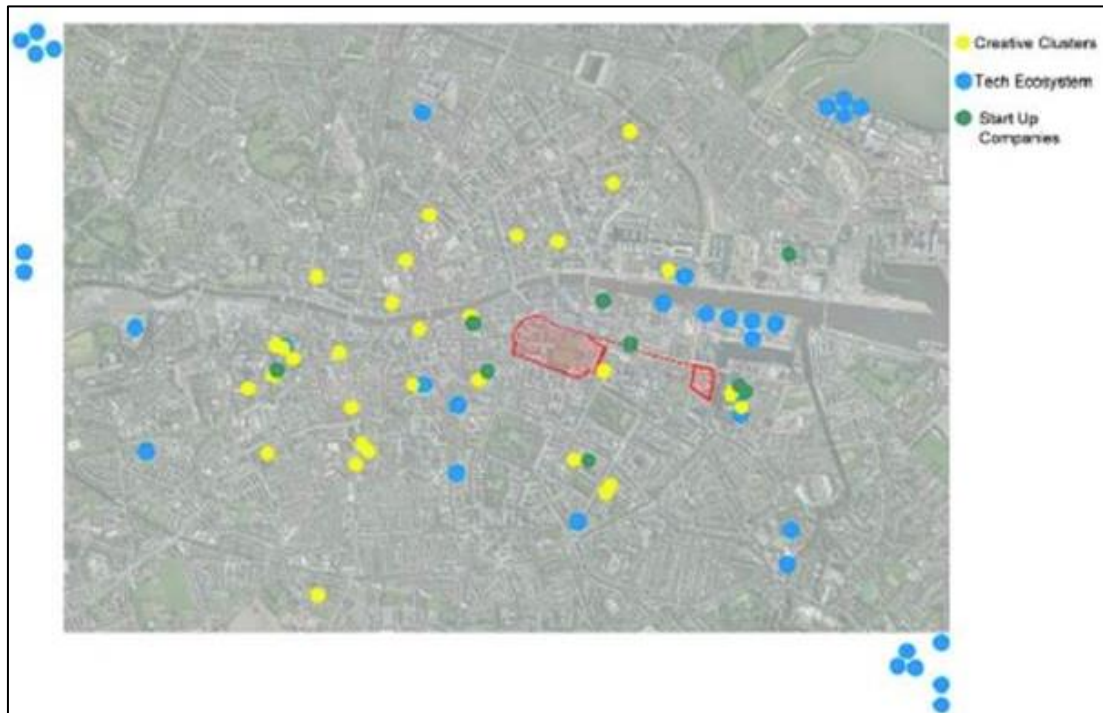


This shows Trinity (left) and the TTEC – the Trinity Technology and Enterprise Campus (right) with some of our research institutes and other facilities labelled.

The next slide shows Trinity in terms of the whole ecosystem in Dublin:

*** * *A European Innovation Ecosystem? * * ***

I've focused on Trinity because it's the university I know, and because we've taken a proactive approach to encouraging innovation. Our experience of how changing procedures helped unleash campus companies is, I hope, an instructive one.



But when I talk about stakeholders in higher education, I am of course aware that these stakeholders are not only national. In the world today graduates travel for work, and researchers collaborate with universities and industry partners in other countries. This happens on an international, global scale, but because of the European Union, graduates are particularly incentivised to work in Europe, and researchers to collaborate within Europe.

That's the idea. But in practice, when it comes to innovation, Europe is not one united free-flowing terrain, it is still divided into fragmented territories.

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

But too often successful regional ecosystems remain just that – regional. Currently companies in Germany are looking to recruit more engineers and technology people. Ideally such recruits should be flowing in from other European countries, but they're not – or not to anything like the extent that's needed.

Europe as a continent underperforms compared to the US, South Korea and increasingly China, on crucial growth indicators, like people owning their own businesses, and labour mobility, and the percentage that companies spend on R&D.

Individually, some European countries and regions score well on these indicators. But we need to think in terms of general European

competitiveness, not in terms of individual countries. As the old saying goes, a chain is only as strong as its weakest link. On that basis, Europe is not competitive enough. The markers of the contemporary age - laptops, tablets, smartphones, social networking – are not, for the most part, European creations.

*** * *EIT* * ***

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

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

A company in north Europe should be able to recruit easily from universities in southern Europe; and entrepreneurs in eastern Europe should be able to interest investors in west Europe.

Students from one European region should be ready to study in another region – and not just for a term.

Legally ‘the free movement’ of people, products, and ideas has been in place in Europe for decades, but in practise we’re not achieving the synergy we need. Despite initiatives like the Bologna Process and Horizon 2020, which seek to, respectively, harmonise academic structures and encourage research link-ups around the continent, Europeans remain disinclined to uproot themselves, or to do business or find commercial partners in other EU countries. This is hindering innovation in Europe. Where there should be flow and dynamism, there’s stasis and inertia.

We need to wed the research capacity of our universities to the entrepreneurial culture, and so provide impetus to European innovation.

The EIT proposes to do this by increasing and facilitating common working between the three sectors of:

higher education,

the business community,

and research and technology.

This is the ‘Knowledge Triangle’, which of course you’re all aware of. Through integrating the sides of the triangle, the EIT creates pan-European groups, called Knowledge and Innovation Communities, or KICs for short.

The three KICs already underway are in Climate Change; ICT; and

Sustainable Energy. And following the launch of the call in February, two new KICs will be designated in December: in Raw Materials, and Healthy Living and Active Ageing.

Our vision is that in a generation from now economists will point to the EIT KICs as the start of something that led to globally recognised products and services, in vital areas for quality of life on this planet.

This is achievable: the EIT has been designed as an adaptable, flexible instrument, and the level of funding is impressive.

*** * * Debunking the Public vs Private Sector Myths* * ***

The EIT is in a great and honourable global tradition of public investment in innovation.

We tend to think of innovation as a private sector activity. People talk in terms of an entrepreneurial risk-taking private sector and a cautious conservative, public sector.

But recently two distinguished economists have challenged this orthodoxy. They have pointed out that successful states frequently take risks with public money by investing in pioneering research.

Mariana Mazzucato, a professor in the University of Sussex, published this year her book, *The Entrepreneurial State*. The subtitle is *Debunking the Public vs Private Sector Myths*, and that is what the book does.

Mazzucato unpicks the Apple iPhone to show that all the technologies behind it were originally State-sponsored: the US armed forces pioneered the internet, GPS positioning, and voice-activated “virtual assistants”. They also provided much of the early funding for Silicon Valley. Academic scientists in publicly funded universities and labs developed the touch-screen and the HTML language.

Likewise, the research that produced Google’s search algorithm, the fount of its wealth, was financed by a grant from the National Science Foundation.

Steve Jobs, Larry Page and Sergey Brin had the entrepreneurial genius to harness those technologies into products and services, but US State investments into radical research enabled the consumer-electronics revolution.

As for pharmaceutical companies, they are even bigger beneficiaries of State research than internet and electronics firms: America’s National Institutes of Health, with an annual budget of more than 30 billion dollars, finances the

studies that lead to revolutionary new drugs. The UK's Medical Research Council discovered monoclonal antibodies, which are the foundation of biotechnology.

Mazzucato emphasizes that the State's role is too often written out of the picture, with the result that a paradigm has been allowed to develop of risk-loving venture capitalists and risk-averse bureaucrats – does the current paradigm accord with the facts?

The true paradigm is of the State incubating a discovery-rich environment, which entrepreneurial businesses then capitalize on to bring new products and services to the market.

But myths are dangerous, or at least unhelpful things. As I said earlier it's unhelpful for people to equate innovation only with new disciplines and new universities. And it's even more unhelpful to set up a false divide between the private and public sectors. In any successful economy, these two work together. As they do in some of our most successful universities, and as they do in the EIT.

On this subject, I also think it's unhelpful to set up a divide between so-called 'blue skies' or 'fundamental' research and 'applied' research. I really don't like this. Surely all research is both, perhaps starting out as one and ending up as the other? Everyone who researches intends for their research to have impact, to move out of the library and laboratory, to influence people. When we talk about 'clinical trials', we're talking about a stage in the common trajectory of research moving from the fundamental to the applied phase.

This trajectory can take a long time. The example I always like to give is that of quaternions which were discovered by a Trinity mathematician, William Rowan Hamilton in 1843. He wrote the equation for them on a bridge in Dublin, where there's now a plaque. Today, quaternions are used in computer graphics, control theory, signal processing, and orbital mechanics. Hamilton's discovery was certainly 'blue skies' and it took 150 years for it to be 'applied'. He couldn't have envisaged such applications, but he wanted his discovery to influence and impact.

The division between fundamental and applied is false. I prefer to talk about translational research, or 'research to impact' is how we put it in our Strategic Plan.

Let's do away with unhelpful divisions – between education and research, between 'government' and the private sector, between fundamental and applied. Let's accept our common enterprise: we are all working together to make discoveries that will improve life on our planet. And we all need and depend upon, each other.

On this point, I would just add that while we're doing away with these divisions, we might also do away with the division between public and privately funded universities. Trinity is equal parts publicly and privately funded – with non-exchequer funding coming from commercial revenue, research contracts, student fees and philanthropy.

This is increasingly the model which universities round Europe are adopting. It makes sense in terms of everything I've been talking about. Since higher education is a public and private good, just as innovation is a public and private good, since we are all engaged on this common enterprise of discovery and growth, it makes sense that the State and students and philanthropists and industry all contribute to the considerable costs involved in running excellent universities.

*****Conclusion*****

I'll conclude by emphasising my main points, which I hope I've got across.

Innovation can, and must, be planned for. It doesn't just happen;

Key to planning for innovation is allowing each stakeholder play their part. Innovation happens when universities, government, industry, State agencies, employers, venture capitalists, and regulators work together. We shouldn't prioritise one of these over the others. What's key is co-ordination and cohesion;

Thirdly, the EIT is attempting something which, although new in super-State EU terms, has honourable precedent in successful State economies. We should get behind the EIT. For the good of our students, our universities, our countries and the continent, we should help ensure that EIT's achievement matches its high ambition.

Thank you.

* * *

08 November 2014

College for Every Student, 'One Million More' Conference

Hilton Hotel, Burlington, Vermont

Good morning,

What a pleasure it is to be here in Vermont at this inspiring conference. I'm honoured to have this opportunity of addressing you, and I'm proud of my university's involvement with College For Every Student – and this stirring initiative to bring one million more students to College by 2025.

I'd like to talk to you today about my university, Trinity College, the University of Dublin. Let me set the context: Trinity is Ireland's highest-ranking university. It's ranked in the top 20 in Europe and the top 70 in the world. We admit about 2,000 students to our undergraduate programmes each year. And it's a multi-disciplinary university. We have programmes across the arts and humanities, business and social sciences, physical and life sciences, engineering and health sciences. We've done a lot over the years to broaden and diversify access to college. I think our experience is instructive for universities in a similar position to us.

Trinity is over 400 years old, with a beautiful campus in the heart of Ireland's capital city; it's a place of tradition and innovation. We have historic strengths in the arts and humanities - our alumni include writers like Jonathan Swift, Oscar Wilde, Samuel Beckett, and Edmund Burke who was mentioned yesterday by David Brooks in his opening address.

Trinity also has an international reputation in science and innovation. We're recognised globally for our research in areas like immunology and nanotechnology, neuroscience and genetics.

So, in a small country – the Republic of Ireland has a population of just 4.5 million – Trinity plays a pivotal role in contributing to society and the economy through research and educating for a skilled workforce and active citizenship. Trinity is equal parts publicly and privately funded and we take our responsibilities seriously: to our graduates, to government, industry, employers, to our philanthropic benefactors, and most importantly of all to society at large.

Trinity aims to take the lead on national initiatives which we know will benefit our students and the country. One of these initiatives - and amongst our most crucial - is broadening access to higher education.

* * *

When it comes to higher education, Ireland can, I think, be described as simultaneously progressive and conservative. On the one hand, for centuries Irish people have understood education as the route to success in life. As early as 1840, a radical young Trinity graduate, Thomas Davis, a leader in the Young Ireland independence movement, was declaiming “educate that you may be free”. And that link between education and political and personal freedom remains potent in the national psyche.

In Ireland, as in many countries, the 20th Century saw improved access to higher education – for women, of course, also for students who had no prior family background of going to university.

However, such educational mobility did not benefit everyone equally across the country. Towards the end of the century, Irish educators began to notice that there were schools, and whole areas and regions, with little or no tradition of sending pupils on to college, and that this situation was becoming endemic, and wasn’t going to change by itself.

This was of great concern in Trinity. Our ambition is simple: we want to extend our education to those who have the capability for it, and will benefit themselves and society at large the most from receiving it.

*** * *The Trinity Education* * ***

In Trinity we offer an education premised on critical, independent thinking. For centuries our students have conducted original research and scholarly enquiry alongside their professors. We encourage our students to be inquiring, demanding, discerning, questioning, radical even - disruptive in the best sense. We want to foster independence of mind, and we have found that this model, this educating for critical, independent thinkers is exactly what produces innovation and entrepreneurship. You don’t get ground-breaking ideas through educating for conformity. So - conversely perhaps, universities like Trinity which are places of strong academic tradition, turn out to be particularly well-positioned for the challenges of the innovation economy. We are not afraid of radical thinking, or where it might lead.

Because we seek a questioning, disruptive, innovative campus, we like to bring in students from a wide variety of backgrounds with different types of intelligence, experience and ways of being in the world. If we’re only bringing in students from certain regions and certain schools then, no matter how good they are, there will be conformity on campus.

Trinity has a long tradition of welcoming international students, and also of offering what were called ‘sizarships’ to students from economically deprived backgrounds. The great 18th Century playwright Oliver Goldsmith, was a sizar. His statue is now beside Burke’s just inside the front gate of the College.

We have always understood what sizars and international students contribute to college life. Trinity would not be Trinity without them.

So you could call our desire to broaden access ‘self-interested’ – insofar as it’s about benefitting the college community. But that’s ‘self-interest’ in the positive sense.

That there are students of potential who are not finding their way to college is anathema to us. It’s 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.

*** * *TAP* * ***

So, with these reasons in mind, we set up in 1993 the Trinity Access Programme, which we call TAP, in order to increase the participation of students from backgrounds with no tradition of higher education. TAP does this through engaging with secondary schools, and through deep support and mentoring for TAP students throughout their college years. TAP grasped quickly that it’s not just about encouraging students to apply to college; it’s about retaining them in college.

Some of you will be familiar with TAP, since it’s partnering with CFES for ‘One Million More’. The TAP director, Cliona Hannon, is here today; Cliona and her team have had remarkable success in initiating and implementing measures to improve access and to give TAP students a positive campus experience. 20 percent of Trinity students now come from groups ‘under-represented’ in Irish higher education – that’s a figure we’re proud of, but seek always to improve.

And we’re proud of it because of the benefits it brings to the individual student – that’s key, obviously – but we’re proud too because it strengthens the Trinity community enabling us to achieve our mission and strengthen Irish society as a result.

Other Irish universities have now set up similar programmes. As a sector, we are committed to improving access. However, this is no easy matter: despite the success of programmes like TAP, Ireland still has low inter-generational educational mobility - indeed one of the lowest in the OECD, according to a 2009 study.

An Irish Higher Education Authority paper on equity of access, published a few months ago had some shocking stats: school leavers in one Dublin suburb are 99 percent likely to go on to higher education; while in another neighbouring suburb, the figure is 15 percent!

This situation is being addressed at national level by government and the whole education sector. The CEO of Ireland’s Higher Education Authority,

Tom Boland, is present today; he has personally done much work on the area of access and indeed his travelling here for this conference is proof of his deep commitment.

In Trinity we are implementing new initiatives which are contributing to progress at a national level.

*** * *Admissions and Access 21* * ***

An important initiative, which we're testing in a feasibility study this year, is to diversify admissions. For the past 35 years all Irish students have proceeded to third level through one route, based solely on their results in the final school exam. 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 different aptitude coming through. So we're piloting an alternate admissions route.

Our alternate route isn't aimed specifically at students from non-traditional backgrounds; it's open to all. However our new route takes into account the applicant's motivation for choosing a particular course, and the applicant's performance compared to others in their school. Such contextual and comparative analysis does benefit those from disadvantaged backgrounds.

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.

In setting up our alternate route, Trinity benefitted from the support and advice of the Dean of Admissions and Financial Aid at Harvard University, Dr William R. Fitzsimmons, who is here at this conference.

I thank Dr Fitzsimmons for his support which has been significant nationally in garnering acceptance of our alternate route.

The US higher education system is rightly admired around the world. Through educators like Dr Fitzsimmons and like Rick and Karen Dalton of CFES, our hosts today, the extraordinary innovation and transformative capacity of US higher education is being brought to bear on this crucial issue of broadening access.

Trinity is delighted to be partnering with US institutions and educators on this. Last year, TAP launched an initiative, Trinity Access 21, which has been developed together with CFES.

Access 21 is about moving towards a bottom up, schools-led approach, in partnership with local businesses and community groups. The three core practices – 'Pathways to College', 'Mentoring' and 'Leadership Through

Service’ - all aim to build school-goers’ confidence, and to create a ‘college-going culture’ within the school. TAP is now implementing Access 21 in ten schools, after a successful one year pilot in a Dublin school, St Joseph’s.

The principal of St Joseph’s, Patricia Hayden, has travelled from Dublin and is here today, together with her colleague Daragh Nealon. I thank them for their work in piloting Access 21, and contributing to the research which Trinity is currently carrying out with CFES.

Google is a key partner in Access 21. It’s important to acknowledge the role of corporations and industry in supporting access programmes. I know that General Electric and Ernst and Young are key funders for CFES. It is the coming together of many stakeholders – government, institutions of higher education, schools, industry, community groups – that makes these initiatives so potent.

*** * *Conclusion* * ***

Edmund Burke understood so clearly the importance of society – the importance of all partners and stakeholders in society pulling together, the importance of honouring tradition, the importance of not leaving anyone behind, the importance of everyone understanding their role in contributing to the greater good.

Dr Fitzsimmons has spoken of college access as “a human rights issue”. I agree. It is also an economic issue, and it is a creative, intellectual and societal issue.

I will finish with this quote from Edmund Burke, which lays out so movingly what society is, how it should be honoured, and what we owe our children and future generations:

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

Thank you.

* * *

11 November 2014

Hibernian Catch Club

Blackhall Place

Mr President, Members of the Hibernian Catch Club, on my behalf and on behalf of all the other guests, thank you all for having us here tonight. I thank the singers for their wonderful entertainment.

As the Provost of Trinity, addressing the Hibernian Catch Club, I'd like to talk a bit this evening about music in Trinity College Dublin.

This is, of course, a large subject – and a long subject. Interestingly though, it doesn't seem to be a much researched subject. At least there's no single book on the history of music in Trinity that I've been able to find. We have books on medicine in Trinity, and Trevor West's great books on sport in Trinity, and books on the Trinity library, and on women in Trinity, and on "The Hist", and a whole book devoted to the famous Junior Dean, R.B. McDowell – but no book on music in Trinity. So there's a gap here for anyone so minded. And it seems there's occasional overlap between Trinity and the Hibernian Hatch Club - which probably won't probably come as a surprise to you.

Trinity awarded its first music degree in 1612, just twenty years after the college was founded*. This means that music in Trinity predates even the foundation of the Hibernian Catch Club! However there's no point getting too excited about this first music degree – it wouldn't meet any modern criteria: there were no lectures, no exams, no Fellows or professors in music, not even a College choir or an organist! So what this music degree entailed is anyone's guess.

A hundred years later, in 1705, we learn that a 'young Roseingrave' was appointed college organist. This would have been a son of Daniel Roseingrave, whose name some of you will know because he was a singer and organist at both St Patrick's and Christ Church cathedrals, and was a famous Dublin figure, and almost certainly a member of the Hibernian Catch Club.

We've heard that the Catch Club was formed in 1680 by the Vicars Choral of the two cathedrals, St Patrick's and Christ Church, and that members met at taverns to sing, and we know that Roseingrave liked taverns because one of the stories told about him is that he quarrelled with another organist in Christ Church, Ralph Hodge, and they "gave each other very scurrilous

* Roy Stanley, *In Tune, A Millenium of Music in Trinity College Library*, p. 8

language...and afterwards went to a tavern and there fought”*. Roseingrave was fined £3 as the ‘first and chief aggressor’.

This didn’t quieten him – during a subsequent service in Christchurch he assaulted a man and cut off his ear! He was suspended, but got off with a fine. But the Dean of Christ Church took the wise precaution of ordering that henceforth “no Vicar or stipendiary of this church do wear a sword”.

I am sure that this kind of behaviour is now entirely alien to organists of Christ Church, and members of this Club!

The 1760s was a good decade for music in Trinity. In 1762 the College choir was founded, and in 1764 a professor of music was finally appointed. This came about thanks to the Provost, Francis Andrews, whom McDowell describes “as more a man of the world than a scholar”†.

With moneys supposedly destined for building student rooms, Andrews built himself a mansion - the Provost’s House - and appointed to the chair of music the Earl of Mornington. As professor of music, Mornington was not expected to teach or examine students, so again it’s unclear to me exactly what he did do. They say he “enhanced the cultural standing of the university”, and provided music for ceremonial occasions. He resigned in 1774 and the next Provost, John Hely-Hutchinson, didn’t appoint a successor. There was no professor of music in Trinity for over seventy years.

According to R.B. McDowell, all of Dublin fell into a ‘musical torpor’‡ after the Act of Union, which maybe explains this long hiatus.

But during this period, Trinity did educate one of the greatest of all Irish songwriters, Thomas Moore. And of course, even without a professor, the campus was alive with the sound of music thanks to the chapel choir. In the nineteenth century students were still obliged to attend chapel several times a week – which many of them resented. An anonymous pamphlet, entitled *Advice to the University of Dublin*, circulated from the 1790s onwards - though the College authorities tried to suppress it - contained advice to students on how to circumvent college rules, and instead enjoy a ‘life of drinking, fighting and carousing’. To avoid chapel, students were advised to feign illness – and take meals in their rooms so as not to arouse suspicion.§

Although a professor of music was finally appointed in 1847, apparently there was still no teaching of the theory or practise of music in Trinity until the 20th century. So again, we have to ask - what were the 19th century professors of music actually doing?

* DIB entry Daniel Roseingrave

† McDowell and Webb, p.53

‡ Webb & McDowell, p. 194

§ John Engle, *Trinity Student Pranks* (2013), p.34

The two names instrumental – if you’ll excuse the pun - in putting music in Trinity on a more academic footing were George Hewson, who was professor for almost thirty years until 1962, and was also honorary secretary of this Club; and Brian Boydell who was professor for twenty years until 1982. It was Boydell who finally established our School of Music as a fully-fledged academic department in 1974 – and not a moment too soon!

And now I have to admit something which the College is not too proud of: there has been no professor of music since Professor Farhat retired in 1995! That’s nearly twenty years - not quite as bad as the seventy years but now and we don’t have the Act of Union as an excuse, though we do have Austerity, nearly as potent...

But notwithstanding the vacant professorship, the School of Music has been full of innovation these past decades. There are two initiatives I’m particularly proud of: first, the MPhil in Music and Media Technologies, which was established just over a decade ago as a collaboration between the School of Music and the Department of Electronic and Electrical Engineering.

This course is a flagship example of interdisciplinarity in Trinity, which is something we promote strongly.

The other initiative is the Centre for Music Composition, which was opened just two years ago. Together with the Lir Academy for Dramatic Art and the Oscar Wilde Centre for Creative Writing, it’s part of a significant college-wide strategy to promote creative arts practice.

And to conclude this potted history of music in Trinity, I’m happy to say that in just a week’s time we’ll be announcing the new occupant of the 1764 Chair of Music in Trinity. The first incumbent in twenty years will take up their role in the new year. I can’t say tonight who it is, I’m afraid, since I’m bound to keep silent until the college announcement. But I can say that it will be a seminal and ground-breaking appointment, appropriate to the 21st century. And that is itself a clue in case any of you care to speculate...

Now, I’ve been giving, I guess, the official history of music in Trinity. There is of course - as always, with everything - also an ‘unofficial’ history, which would include all the anecdotes, legends, and undergraduate pranks. But that history only ever appears in the ‘cracks’ so is even harder to find out about! But reading a biography of John Pentland Mahaffy – one of the most famous, or infamous, of all Provosts – I find an intriguing reference to what he calls the “celebrated quarrel of my youth between Wagnerites and Brahmsians”^{*} – the way Mahaffy tells it, the campus in the 1860s almost exploded in pitched battles between the two factions. Mahaffy, who was very

^{*} W.B. Stanford & R.B. McDowell, *Mahaffy*, p.59

musical, was for Brahms and in his usual forthright way he called Wagner “an unutterable cad, who should have been hounded out of decent society”^{*}.

I suppose by the 1960s, the Wagnerites and the Brahmsians had been overtaken by the mods and the rockers – though I’m not sure how many rockers there ever were in Trinity...

Mahaffy also recounts a tale of the college Choral Society. It was founded in the same year, 1837, as Queen Victoria’s coronation, so 1887 was a double jubilee for Choral and Queen. To celebrate, the Society planned a performance of Sullivan’s *Golden Legend*. This required a special set of bells which only existed in Leeds. Leeds kindly sent over the bells, but telegrams then began pouring into Dublin – there are 26 telegrams preserved in the Society’s minute-book – requesting, urging, demanding the return of the Bells since they were needed in a special command performance for the Kaiser in Berlin. The Choral Society refused to yield – with the result that their concert was an enormous success, since every patriotic Irish person wanted to attend. The Kaiser had to be content with Chinese gongs.[†]

As I say, I look forward to the book which will collate all these, and many more, tales – official, unofficial, substantiated and rumoured, even downright lies – about music in Trinity.

Thank you.

* * *

^{*} Ibid

[†] Ibid, p.57

12 November 2014

Reception in Honour of Naughton Scholars

Saloon, Provost's House

Good morning,

And welcome to the Saloon in the Provost's House.

I'm delighted to see you all again. I had the pleasure of meeting some of you at the 'national celebration' of the new scholars in the Biomedical Sciences Institute six weeks ago. And now we focus specifically on our Trinity Naughton scholars. It seems apt to move from Biomedical Sciences, which is a flagship contemporary building just a few years old, to this 18th Century Provost's House.

Trinity, as I like to say, is about "innovation within tradition" and nothing conveys this so strongly as the juxtaposition of Biomedical Sciences with the Provost's House.

The Provost's House was built by Provost Francis Andrews in 1759. Andrews has been described as "more a man of the world than a scholar" – and allegedly he diverted moneys destined for student residences to build himself this fine residence! We can't condone that – on the other hand, Trinity is very lucky to have this House, one of the finest examples of Georgian architecture in the country. And it's not just the Provosts who are lucky to live in it – the college is lucky to be able to host receptions, like this one, in such handsome, warm, and intimate surroundings. So we forgive Provost Andrews – indeed we're grateful to him because he built at the high point of Irish architecture.

Six weeks ago, Irish higher education institutions welcomed the 25 new Naughton 'freshers'. Today we celebrate Trinity's Naughton scholars. There are fifteen new ones, bringing the total of Naughton scholars in this college to forty – that includes three Naughton PhD students. I think I'm right in saying that Trinity has the most Naughton scholars of any institution. We're proud of this, particularly since scholars are given the choice of studying where they like. We're proud and delighted that you chose Trinity.

The newest entrants have spent their first six weeks in College. I imagine this has been a dizzying, fast-learning experience. I'm sure at times it's been bewildering, I hope it's also been stimulating and that you are now starting to know your way around and to enjoy College life. I hope you'll take this opportunity to meet the other Naughton scholars, from senior years. In some sense you all form a 'cohort', and it would be nice if you had a sense of identification with each other, and were happy to support each other.

The first Naughton scholars were enrolled in 2008, so we now have PhDs coming through. It is wonderful for us in Trinity, as I know it is for the Naughton family to see these scholars already contributing daring original research and adding to the sum of human knowledge.

We are proud of all our students in Trinity, and we have great expectations for them. But it's true that all have you have come to college with particular gifts and a discipline to study and research that has already been recognised, so we feel particularly confident that you'll make the most of your time here academically, and will seize the opportunities.

We look forward to supporting you in your chosen career paths, which I'm sure will vary. Some of you will work in industry, others in the university, others may become entrepreneurs; others will do something entirely unexpected.

Today we celebrate your achievement thus far, which is already a significant achievement. And we're particularly delighted that this reception gives you a chance to meet members of the Naughton family.

It's one of the distinguishing features of the Naughtons that they do not like to be over-praised, nor do they like long speeches! So I am restrained somewhat in what I'd like to say, in the paeon of praise I'd like to deliver...

Let me just say that if you go to the Dining Hall you will see a frieze by the entrance which bears the names of Trinity's major benefactors through the years – names that include Queen Elizabeth the First, and Archbishop Ussher and Chuck Feeney. And there you will find the Naughton name, and for very good reason. Trinity as we know it today, with the Science Gallery that has earned the admiration of the world, would simply not be the same without the benefaction of the Naughtons. We are immensely grateful but I know that the Naughton's support stems from their great belief in the transformative power of education.

Many institutions in Ireland, not just Trinity, are benefitting from their belief. As are many students, not only the ones here today in the Saloon. The country is in their debt. So now I thank the Naughtons and I raise a glass to all of you – their standard bearers.

* * *

12 November 2014

Trinity Research Staff Association AGM

Printing House, Trinity College

Good evening,

Thank you for having me here this evening. I'm delighted to get this opportunity to talk with you and tell you about the new Strategic Plan, and what we're planning over the next five years, and how this might affect you; and then I'll open the floor to questions. I'd rather hear your views than speak at length myself.

In Trinity, we have 3,000 staff – which includes Fellows and professors and lecturers, and administrative and technical and support staff, and you, our research staff. It goes without saying that all staff are essential to Trinity achieving its mission. Under Goal 3 in our Strategic Plan, which is about 'activating talent', we acknowledge 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". Our Strategic Plan contains aspirations, but this isn't an aspiration. It's a bald fact. A university is only as good as its staff and students. We are currently coming through – we hope we are over the worst – a particularly difficult time for university staff.

In the opening pages of the Plan, in the 'Context' section, we outline the national situation for higher education in Ireland: the decline in investment per student, the reduction of staff numbers across the sector. You're probably well aware of this because when the rankings were released last month there was a lot of furore about the poor staff-student ratio in Irish universities – and rightly so.

And of course, it's not only about reduction in staff numbers – conditions and payments have also been affected. It hasn't been an easy time to work in universities – although of course we know it hasn't been easy in other sectors either.

We are fortunate that we've able to generate significant non-exchequer revenue through commercial activities, industry research contracts, and philanthropy. However because of the Employment Control Framework, which includes universities in its remit, we are subject to mandates on staff numbers and staff pay, even when we're using non-exchequer revenue. Obviously we're not happy about this situation, and we're hoping to effect

change. We need the flexibility to manage our own resources –we believe the university’s future can only be secured with this flexibility.

Anyway, all this is by way of letting you know that I appreciate the difficulties under which staff have struggled the past few years, and I am enormously grateful for the way everyone has pulled together and maintained standards.

As research staff, you have your own distinctive challenges. Some of them I understand because I spent some years as a post doc myself – first here in Trinity and then in Bologna and in Nijmegen in the Netherlands. It was a period which I valued for the focus it allowed me to put on research and scholarship, and for the relative freedom, which in my case meant the freedom to travel and research abroad. But I remember too the anxiety about building a career.

I don’t claim that my experience was exactly analogous to yours. Times change, and in universities they change very rapidly! For instance, in my research years, partnership with industry was only just beginning; now it is highly developed. And no-one that I recall was moving from research to entrepreneurship – but now this is happening. And there are now more opportunities for a pure research career than there were in my time.

I know that – although you’ve formed into an Association – you don’t all have the same demands and requirements. You are developing different career trajectories. Some of you will be looking to move into academic positions in teaching and research; others will wish to concentrate further on pure research; others will be thinking about industry partnerships and entrepreneurship; and of course many of you will be developing your careers outside this country.

It is Trinity’s role – as your current employer – to support you in your choices; to help you build the best careers that you can. How can we best help and support you? The Strategic Plan lays out some of the ways.

The Plan, as you know, represents consultation with multiple stakeholders who have an interest in the development of this university. As a Plan, it’s ambitious, wide-ranging and comprehensive. It incorporates our mission and goals across all our commitments – including, inter alia, public and community engagement; innovation and entrepreneurship; and creative arts and education, which includes online and extra-curricular education.

The Plan has nine goals, and each goal has four actions – so you get an idea of the range. But the Plan is strongly inter-connected and cohesive, and what gives it this connectedness and cohesion is our unwavering focus throughout on research and education.

To quote our vision: “As a university of global consequence, we will be known for realizing student potential, and for research and scholarship that benefits Ireland and the world.”

Every action in every goal in each mission in our Plan is linked to that vision. Research and education is what we do - which means, of course, that you, as research staff, are absolutely central - the word ‘research’ occurs I think, about 140 times in the Plan. So choosing the areas that affect you most isn’t obvious.

That said, some areas are of particular interest. I think specifically of Goal 4, ‘Activate Talents’ which centres on staff acquisition and development; and Goal 6 which is about ‘Research For Impact’.

Under Goal 4, we reference the human resources strategy document, Excelling Together, which was agreed by the Board last year. Among other actions, this document looks to:

deliver a fit-for-purpose performance-management process for all staff;

introduce additional career tracks through which the talents of staff can be maximally aligned, including the development of a more structured career path for researchers; and

ensure that we have the resources to attract and keep excellent staff, in particular by growing the College Endowment fund to support staff costs in the long term.

Also under Goal 4, we lay out our plans for a Teaching, Learning and Research Academy, which, among other things, will:

provide training for research leadership, including advancing a research agenda, proposal development and grant writing, and developing and managing research teams, building partnerships, and articulating impact.

Goal 6 is Research for Impact, and under this, among many actions, we specify that we will:

secure at least 25 ERC awards, and secure research funding of €125m from the Horizon 2020 programme; and

we will institute a university-wide, discipline-specific mentoring scheme to support staff in achieving appropriate levels of research performance aligned with a multi-annual, individual, research-planning process.

So these are some of the actions which I would perceive as directly relevant to you in terms of our supporting your research agendas and your career development. There are, as I’ve said, many more goals and actions which

impact you. The overall aim is for a Strategy that will benefit the university as a whole, and will benefit each student and staff member individually. I hope that everyone will buy into this Strategy and make it work.

As I've said, I know that you don't have homogenous requirements – and the Plan doesn't cater to homogeneity. It's flexible and encouraging of the diversity which characterises the contemporary university. I hope you will take advantage of the opportunities available to you, particularly the opportunities to work with industry and to gain global experience.

I was lucky enough to gain experience in Europe, but many of you will have the opportunity to go further afield, to research in Asia or America or the Middle East. In some ways this is a difficult period to build a university career, particularly in Europe because of public funding issues. But in other aspects, it's a golden age for universities which I hope very much that you can benefit from.

I thank you for your attention – and now let me hear from you!

* * *

13 November 2014

Dublin Institute for Advanced Studies Annual Public Lecture on Cosmic Physics

Schrödinger Lecture Theatre, Trinity College

Good evening,

Welcome everybody to Trinity for this public lecture on this exciting topic:
Cosmic Rays: a Century of Adventure and Mysteries.

Every second year, the Dublin Institute of Advanced Studies holds a public lecture in Trinity - with lectures in UCD on alternate years. The Dublin Institute of Advanced Studies has three constituent schools – in Celtic Studies, Theoretical Physics and Cosmic Physics. If those three seem like an unusual mix, they harken back to the dual interests of the Institute's founder, Éamon de Valera, who was Taoiseach and President for decades. In many ways he a divisive figure – as are most major political figures. But equally, in some of his actions he has proved a uniting, inspirational, figure, and nowhere more so than in his founding of the Dublin Institute of Advanced Studies, which was modelled on an institute in Princeton.

At the time the Institute was founded in 1940, Ireland did not enjoy significant wealth and some criticised De Valera for using scarce resources for what they saw as an esoteric and unnecessary initiative. But De Valera understood the importance of promoting cutting edge science research. Indeed, he created an institute prestigious enough to attract the Nobel Prize winner Erwin Schrödinger to Ireland.

Schrödinger helped establish this institute as a world-class research centre, and in 1943 he gave a public lecture entitled "What is Life?". This has claims to being one of the most significant lectures ever delivered in our capital city: it featured in Time magazine and was cited by Doctors Crick and Watson as an inspiration for their unravelling of the structure of DNA.

This theatre, which we're in, is named after Schrödinger, which makes it an apt venue for tonight's lecture.

Now in many ways De Valera and Schrödinger weren't well matched. But when it's a question of quality and excellence, you do what it takes because excellence breeds excellence, and leaves an enduring legacy. The Dublin Institute of Advanced Studies is now a key Irish research institute and has developed the vision of its founders.

It plays a crucial role in disseminating science knowledge to the public, and it has partnered with other institutions, including Trinity, on important initiatives. Three weeks ago it was announced as one of the partners in the forthcoming Centre for Research in Applied Geosciences, or iCrag. Professor Luke Drury here, who is Director of the Institute's School of Cosmic Physics, is currently the chair of the European Space Agency's working group on astronomy.

It is, of course, a most auspicious day for the European Space Agency – yesterday the team in charge of the Rosetta mission made history when they landed a robotic spacecraft on a comet.

Tonight's talk is given by an international luminary in his field, Professor Etienne Parizot from Université Paris 7. He has a special connection with the Dublin Institute of Advanced Studies because he was a post-doctoral researcher there for two years, until 2000, working under Professor Luke Drury on the European TMR network in Astro-Plasma Physics.

Since then he has become a noted science commentator. His TED talk on the 4 dimensions went viral in France. He is a member of the Pierre Auger Observatory, which has transformed our view of cosmic rays. He is currently making the case for sending a successor space mission JEM-EUSO to observe from the Japanese Experimental Module on the International Space Station.

In tonight's talk, he'll explain the need for such a mission – and he'll also be outlining the historical development of the field of cosmic rays.

Ladies and Gentlemen, Etienne Parizot.

* * *

14 November 2014

Trinity Trust commemorated as 'Benefactors Through the Centuries'

Dining Hall, Trinity College

It's my pleasure to warmly welcome you to the Dining Hall, a place at the heart of the college life since it was built in 1765.

Through these doors, staff, students and guests come every day to dine and congregate. And so we have chosen the Dining Hall as the place to recognise the transformative generosity of benefactors to Trinity College since 1592, starting with Queen Elizabeth the First.

As I cast my eye around the frieze of major benefactors, I am struck by the role that Trinity graduates have played in the well-being of the College since its very first graduate, James Ussher, bequeathed his own personal library to Trinity. We have many examples down through the centuries – some are individually named and all are recognised under the inscription, 'alumni donors'.

There is a story behind each of the names and there is a remarkable story of achievement behind the Trinity Trust, whose contribution we are recognising tonight.

The earliest iteration of the Trust was formed after a meeting of concerned graduates in 1926, worried about the uncertain financial times in the years after World War 1 and in the early years of Independence and the Free State.

I was most interested to read, in a history of the Trust kindly provided by Robert Otway-Norwood, that one of the intentions of the Trust was "TO RAISE CAPITAL SO THAT THE THEN LOW SALARIES OF STAFF IN THE COLLEGE COULD RECEIVE INCREMENTS". Some would argue that that need still exists!

Over the decades the Trust has broadened its support to College, and its appeals to graduates have contributed to the building of the Berkeley Library, the expansion of Trinity Hall, to student sports facilities, support for field trips, and the first computer laboratory.

The Benefactors Wall is a permanent tribute to the Trinity Trust as part of a tradition of alumni giving that stretches back over 400 years, and reaches far forward into the future.

This Benefactors Wall was unveiled in June last year, but it is a 'living' wall – names will continue to be added to it as long as people and Trusts and corporations and companies keep giving. There is no end in sight because we know that the habit of giving is contagious. Philanthropy enhances donor and donee. Those who choose to 'give back', whether extraordinarily generous individuals, or multinational companies, or global foundations, have been eloquent about the benefits to themselves of contributing to knowledge and education and to growing the public good.

I know that there are fresher students just entering college this term who will see this Benefactors Wall, or hear stories about philanthropists, and will be themselves inspired to give back in their turn.

Trinity Trust's name is engraved here on the frieze forever - a permanent and lasting tribute to the Trust collectively, and to each and every volunteer who has worked tirelessly and individually on behalf of Trinity College over the years.

As the great Roman poet Virgil, put it in his famous poem 'The Eclogues' and as we see inscribed above, "Semper Honos Nomenque Tuum Laudesque Manebunt" - Your Honour Name and Praise Shall Always Remain'.

Virgil was himself a beneficiary of a powerful benefactor and his great poetry has stood the test of time.

Thanks to you, Trinity's great work will do the same.

And now it is my great pleasure to introduce our Chancellor, Dr Mary Robinson, who is attending in her capacity as Patron of Trinity Trust.

* * *

17 November 2014

Launch of 2014/2015 Grattan Scholars Programme

Saloon, Provost's House

Good evening,

And welcome, all, to the Saloon in the Provost's House to celebrate the third year of the Grattan Scholars Programme and to welcome three new scholars to the programme.

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

These disciplines deal with the economic, social, political and moral problems which confront us all. This School is committed to researching contemporary challenges and to placing its expertise at the service of public debate.

The School's flagship initiative, the Henry Grattan Lecture Series, is a highlight of the year. This year, saw the second ever Henry Grattan lecture outside of Dublin, when Peter Sutherland, in his capacity as UN Special Representative for International Migration, gave a lecture on the challenges of EU migration in the Irish Embassy in London in May.

The debate was made possible by the generous sponsorship of the UK Trust for Trinity - and it is this UK Trust, together with the US Fund, which has also made possible the Grattan Scholars.

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

- Nick O'Donohoe,
- Anke Heydenreich,
- Donal Donovan,
- Hamish McRae,
- Frances Cairncross,
- John Pearson,
- Peter Sutherland,
- Rupert Pennant-Rea;
- Declan Sheehan,
- Susannah McAleese

and others from the UK Trust for Trinity and The US Fund.

Hamish and Donal are here this evening but geography has prevented the other supporters from attending. We're delighted that the Grattan Scholars programme has resonated strongly with our overseas graduates and that it will help sustain close, enriching links between the College and alumni.

* * *

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

'Grattan's parliament' operated, as you know, from 1782 to 1800, just outside these walls - in College Green, in what was then the Irish parliament and is now the Bank of Ireland. It was called after Grattan because it was his oratory and leadership that won legislative independence from Westminster - although this was short-lived because within eighteen years the parliament had voted itself out of existence, despite Grattan's best efforts.

We don't have a portrait of Grattan in the Provost's House but there is one in the Dining Hall so you can go and admire his handsome and ironic features in your own time.

We're now in the third year of the Grattan scholarships, and each year I like to take the opportunity to read up on Grattan and find out more about him. What strikes me this time, is how stubbornly he stuck to his ambition to be a politician even when it seemed hopeless. His father wanted him to pursue a career in law and he was enrolled in the Middle Temple in London, but he spent the time he should have devoted to law to reading historical and political writings and attending the House of Commons to listen to debates and study oratorical technique.

He was called to the Irish bar in 1772 and started developing his legal practice but his heart wasn't in it. He kept his oar in, politically, by writing articles and through membership of a Patriot Club so that when a vacancy for the seat of Charlemont arose he was seen as the 'coming man' and secured patronage. He entered parliament just as the American war of independence broke out and seized the opportunity to make a name for himself. He was twenty-nine years old and had been preparing all his life for parliament, even while, ostensibly, it had looked like he was preparing for the law.

The lesson here, for all of us, but particularly for the young, for the Grattan scholars, is to stick to your guns – know your ambition, know your skills, do not be defined by other people's expectations for you. Do not be put off by what may seem insurmountable odds: getting into parliament in the 18th Century was very difficult – you needed a patron to nominate you and funds

to purchase a seat, and Grattan had neither. But he succeeded. We honour his example.

* * *

Trinity is a leading Irish, European, and global university. To ensure that our name continues to be synonymous with multi-disciplinary excellence in education, research and innovation, we need to continue doing challenging research and to continue attracting outstanding students and professors from Ireland and round the world. The Grattan Scholarship programme helps us achieve this by building a cohort of exceptional PhD students who will be the academic leaders of the future.

Particularly at this time of cutbacks in State funding to higher education, a programme like this is indispensable. Research such as that conducted by the Grattan Scholars requires dedication, skill and resources. We increasingly rely on innovative funding methods to fund our essential high quality research. I thank again our funders for the imaginative generosity of their support.

It's great to be already in the third year of the programme. When I took up the Provostship in 2011, we had no Grattan Scholars. We now have eight and they hail from Ireland, Germany, Poland, the USA, India and Ukraine. It is truly an international community. These scholars have been chosen for their manifold abilities in, and commitment to, research, education and serving the public good. They embody the values of the School and the talents of a 21st Century academic.

To introduce our three new Grattan scholars, and to tell us a bit more about the programme, I will hand you back now to our Dean of the Faculty of Arts, Humanities and Social Sciences, Professor Darryl Jones.

Thank you.

* * *



Margaryta Klymak; Provost, Dr Patrick Prendergast; Yannick Timmer; Purnima Kanther and Vice-Provost/Chief Academic Officer, Professor Linda Hogan

18 November 2014

Presentation of School of Distinction to St Joseph's School, Rush

St Joseph's School, Rush

Good morning all,

And thank you for having me here today. It gives me great pleasure to present this award.

The 'School of Distinction' is awarded by an American non-profit organisation, called College for Every Student. The award is given to schools that do exceptional educational work and encourage their pupils to go on to university. Many American schools have been recognised but St Joseph's is the very first school outside the USA to get this award. Your school has now been recognised globally. You should all be very proud. Collectively, you, the staff and students of St Joseph's, have earned this award.

I have the honour of presenting this award because I am Provost of Trinity College Dublin. Trinity works with College for Every Student and with Irish secondary schools to encourage more students to go to College.

Many of you will have seen Trinity's campus in Dublin city centre. I hope many of you will one day be Trinity students.

This afternoon Trinity is launching a mentoring event. Those of you in 2nd Year are attending and I know you'll have a great time - as well as meeting your mentors, there's a concert. We have 1,200 2nd Years coming from eleven Dublin schools, and the Tánaiste, Joan Burton, will be speaking. So it's a really big event and there will be journalists, and television filming it.

St Joseph's has a special position in this event because you are the first Irish school to have participated in the mentoring programme. Your successful experience last year working with mentors has inspired other Dublin schools to join the programme.

These schools are looking to your example. They want to be like you. So you have really earned this award. I congratulate everyone - teachers, mentors, pupils. This is a tremendous achievement. It's a big responsibility to be the trail-blazing school that other schools look up to - but I know from what St Joseph's has already achieved that you are equal to this responsibility. I can only imagine how proud the founders of this School, the Sisters of Mercy,

must be. They were pioneering educationalists who had a vision for what the children of this town could achieve – and their vision is now being realised.

* * *

As Provost of Trinity College, and as an Irish citizen, I want all of you to maximise your potential; and for Trinity to benefit from your talents. We don't just want to be educating one type of student from one type of school from one particular city or country. That would be confining. The great thing at university, as you'll discover, is that you meet so many different kinds of people, with different life experiences and interests and backgrounds.

It's these diverse perspectives which make college such a dynamic place. Everyone has something different to contribute - that's how to get interesting ideas and exciting new ways of doing things.

We want people – in Ireland and round the world - to know about the kind of education we offer in Trinity, so that they can decide whether Trinity is the right place for them.

What kind of person does Trinity suit? It suits people who want a full experience of life. In Trinity there is 'learning in the classroom' – that's lectures, seminars, tutorials and course work. There is also 'learning outside the classroom' – that's participating in clubs and societies and volunteering for charity work and organising events and all the other activities that go on outside lecture hours.

In Trinity, we have 170 clubs and societies – ranging from debating and politics to drama to kayaking to karate - so whatever your sport, whatever your interest, you can practise it.

College is about discovering and developing your skills. That's not just your skills in writing essays and doing research and field work – although these are crucial. It's also the other skills which will help in your lives and careers.

For instance students of ours are now incubating their business ideas through a programme called LaunchBox, which is something like Dragon's Den. Students get mentors and funding to pilot their business ideas. Products incubated under LaunchBox this year include Light-House, an intelligent, automatic lighting system which senses when lights are required at home, and which should see 60 percent savings on bills, and SpecTec, which aims to use injection moulding technology to produce children's glasses frames at much reduced prices.

Whatever careers the students in Launchbox go on to, the experience of product development, marketing, and fundraising will stand to them.

If one thing's certain, it's that at college you will find out things about yourself that will surprise you. You will develop socially, intellectually and entrepreneurially. You'll read a book that blows your mind. You will get involved in student politics and start thinking about the way the country is run. Or, like two of our medical students this year, you'll win the 'Jailbreak challenge' by making your way to Sydney, Australia without spending a cent as a stunt to raise money for charity.

At Trinity we want creative, enterprising students like that: students who get to Australia for nothing, and lead protests against global inequality, and invent new products, and write fabulous essays that go viral online. We want diversity. We want a rich field of talents that will contribute to college life in different ways.

* * *

Many of you, I'm sure, are already thinking about what you'd like to do after school.

Maybe, for some of you, you haven't been thinking about college because it's not somewhere your parents went, or where other people you know went.

Don't let this stop you. You are your own person. You will forge your own path. My parents didn't go to college, but I was in a school, like yours, which encouraged me to explore my options. At school, I discovered that I had an ability for maths and science subjects and that I liked problem-solving. Our careers advice teacher thought I had the makings of a good engineer – and he proved right.

Maybe, for some of you, your friends aren't thinking about going to college. Or they're thinking about going to a different university to the one you've set your heart on.

Again, don't let this divert you. You are your own person. I was the only one among my school friends who went to Trinity. Everyone else chose UCD, because in Wexford, where I come from, UCD was more familiar. But I found my feet faster in Trinity than I would have thought possible. At college, there are so many people to help you – tutors, the Students' Union, clubs, societies, fellow students. On campus there are people like you who share your interests, and as long as you're studying something you like and getting involved in activities you like, then you will find those people and forge friendships and develop your character and your prospects for a rewarding life and career.

The most important thing, when you're leaving school, is to keep your horizons open. This is not a time to narrow your options.

I don't know any of you individually and if I did, I wouldn't be presumptuous enough to say what will happen to you or what direction you'll take. The only thing I do know is that your life will take unexpected turns – and that you will find out things about yourself that will surprise you.

You are fortunate to attend a school which is preparing you so well for a life of opportunity and expansion. I hope that, with such a start, you can continue to develop right through your lives – and that you will be brave enough to aim high, to be ambitious for yourselves.

I congratulate again the whole school on this marvellous award. Thank you for having me here today, and I look forward to seeing the 2nd Years later this afternoon for mentoring and the concert.

Thank you.

* * *

19 November 2014

Trinity Business Alumni, London

Waterman & Lighterman Hall, St Mary at Hill, London

Thank you, Alan

And good evening, all. It's great to be here and to see so many of you present. Assembled here are graduates from 1957 all the way through to 2012. That's fifty five years of alumni commitment to Trinity, which is wonderful to see.

Tonight could be billed as the "international launch" of Trinity's Strategic Plan. I thank the Trinity Foundation and the Trinity Business Alumni for organising this event. It's the first overseas presentation, ever, of a Trinity Strategic Plan – which reflects this Plan's ambition.

The Dublin launch last month was a high-profile event - with a speech by the Taoiseach and significant media coverage. This level of interest was a measure of the importance of higher education in general, and of Trinity in particular, to Ireland's growth, competitiveness and societal strength.

As is increasingly recognised, successful countries depend on successful universities, because universities provide the research that goes into new products, services and solutions; and what is often not emphasised enough, they educate society's leaders, entrepreneurs, reformers and innovators.

Ireland is blessed with successful universities but, as you are no doubt aware, this is under threat: due to the funding crisis together with increased competition from universities in Asia in particular.

A month before we launched our Strategic Plan, the annual higher education global rankings were published. The news for most Irish universities wasn't good – although, as people rightly pointed out, to have three or four universities among the world's top 300 is still a great achievement, especially considering that our universities are not competitively funded.

But we cannot afford further slippage, so an urgent national debate has now developed on how to bring sustainability into higher education. There has been near universal consensus that Irish higher education is a strength which must not be compromised. So we haven't had to argue the "why" but only the "how".

The Irish Universities Association, of which I am this year's chairman, held a high-profile symposium on this issue in September and we heard from international experts in countries which have faced similar dilemmas and

funding issues to us. Their example shows that there are steps we can take, as a country, to halt decline. John Bowman, a graduate and distinguished Honorary Fellow of the College, chaired the panel talk at the symposium – it's great that he is here today, with all his expertise, to chair our discussion.

* * *

So that's the background to what's going on with higher education in Ireland. It was in this environment of national concern over the rankings that we launched our Strategic Plan. I think the support we've received for our Plan signals recognition that a strong Trinity helps make a strong Ireland.

For the Plan, we consulted widely with numerous stakeholders – with staff, students, government, State agencies, employers, industry and alumni. This level of consultation reflects Trinity's national and global engagement.

Alumni are mentioned in the opening pages of our Plan and in our very first goal, 'Strengthen Community', we specify that "alumni are our most effective advocates and ambassadors. We aim to achieve a step-change in the nature and level of our engagement with current and future alumni".

This time last year, when we were putting together the Plan, we held a Trinity Global Graduate Forum, to which we invited a few hundred high-achieving alumni in order to leverage their expertise. Some of you were at this Forum. The Forum was the brainchild of Kingsley Aikins, who is on the panel this evening. Kingsley is an expert on diaspora engagement – he was one of the people behind the Gathering – and he understands the potency of alumni networks.

At the Forum, I was blown away by the level of commitment of participants, who took the time to be with us for a full day – many of them flying in. The final Plan reflected some of their priorities and as I've said, the Plan as a whole emphasizes alumni engagement. So I'm truly delighted that, in this next step, we are launching in London, and that so many of you have taken the time to be here.

* * *

And now to the Plan: what's in it? What's the thinking behind it?

The Plan is online at www.tcd.ie/strategy. If you take a look, you'll see that the Plan is comprehensive, wide-ranging, but tightly structured. We start with the Values that inform our Vision. Our Vision is simply stated:

"As a university of global consequence, we will be known for realizing student potential, and for research and scholarship that benefits Ireland and the world."

From this Vision flows our mission:

To encompass an ever more diverse student community, providing a distinctive education based on academic excellence and a transformative student experience;

To undertake research at the frontiers of disciplines, spurring on the development of new interdisciplinary fields and making a catalysing impact on local innovation and on addressing global challenges;

To fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society.

From each mission flow three goals, and from each goal flow four actions. So each of our 36 actions is connected directly back to our Vision; the Plan is strongly cohesive.

The actions cross all our commitments – including, inter alia, public and community engagement; innovation and entrepreneurship; creative arts and education; interdisciplinary research; national and international partnerships.

I'd like to take you through all our exciting and inspiring actions, but that would take all evening, so let me just take you through some of the highlights:

As part of our global engagement, we will be increasing enrolment of international students and online learners. We are looking to more than double our students from outside the EU: from 7.8% to 18% by 2019; and to bring our number of online learners to 1,000;

At the same time we won't stint in our commitment to Irish students. We will be building student residences to house 2,000 more students;

And to deliver our mission, we will attract as staff the most talented people from round the world who, through vision, leadership and reputation will drive our research and educational excellence, and our global standing.

To realise our vision in research and education, we are planning three vital and exciting capital development projects:

Since many of you are Business graduates, you may have heard of the planned new Trinity Business School, which is to be co-located on campus with an Innovation and Entrepreneurship Hub. The building will include a 600-seat auditorium; a public space for students to meet and exchange ideas; 'smart' classrooms; space for prototyping and company incubation projects; and a rooftop conference room.

And you may also have heard about our planned new Engineering, Energy and Environment Institute, which we're calling E3. It will be a major engagement between engineering and the natural sciences, and will draw in Computer Science and the new Innovation and Entrepreneurship Hub, as well as our research institutes like CRANN and TBSI.

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 sustainability and engineering design for development of our natural capital.

And we're planning a new translational Cancer Institute which will consolidate cancer-related activities, including care, research and education in one location, in St James's Hospital, providing an unparalleled opportunity to improve cancer care based on cutting-edge research.

As a non-profit organisation working for the public good, and able to draw on significant interdisciplinary research, there is an opportunity for Trinity to address a global research question – the GRQ - perhaps with other like-minded bodies, in a way that enhances Ireland's reputation on the world stage, and will have a long-term impact.

These are some of the significant expansions we're undertaking, which will greatly benefit life on campus, in Dublin, in Ireland, and beyond.

We've estimated the cost of our expansions and improvements at €600 million and we've drawn up business plans to raise this sum through new activity in internationalization, online education, philanthropy, research and commercial activities.

While we're confident of our business plans, we do underline in the Plan that if Ireland is to continue to deliver high-quality research and education then we must secure a diverse funding base for higher education.

Yes, this a difficult, transitional, period for higher education in Ireland. But I am confident of securing Trinity's future. Central to this Plan was the evocation of our Values, and these we iterate before all else. Our Vision flows from our Values. Our Values – multidisciplinary excellence; diversity and inclusivity; civic action and global citizenship; responsible governance; academic freedom – have remained strong and consistent in this plan, as they have always done through the ages.

From the outset Trinity has been autonomous, self-governing and committed to independence of thought, critical scholarship and innovative research. From this firm foundation flowed our many pioneering actions, such as our willingness to incorporate disciplines – like medicine and modern languages and engineering - initially regarded as non-academic; and our commitment to

social inclusion, which meant we were the first Irish university to set up an access programme for students from non-traditional backgrounds.

Trinity has been greatly tested throughout its history, but has always stood firm to its founding values, and these values have always seen us through - and have helped to see Ireland through. For centuries our delivery of a world-class education, our nurturing of brilliant graduates from Swift to Beckett, from Hamilton to Walton, from Burke to Robinson has helped create Ireland's global reputation.

So, now we look forward to working with all our partners and stakeholders to deliver this Plan, which will achieve excellence in education, research and innovation, to the benefit of society now and in generations to come.

Thank you.

* * *

24 November 2014

Convocation Address, Thapar University

Patiala, India

Mr President of the University, Chairman of the Board, Faculty Members,
Graduates, Ladies and Gentlemen,

it is a great honour for me to be here today. I take it as a mark of the warm relationship between Thapar University and my university, Trinity College, the University of Dublin.

As the Chairman of the Board has said, our two universities are planning what we're calling a "contemporisation programme". Through this initiative, Trinity professors will offer online courses in arts and humanities to Thapar students, and Thapar students will have the opportunity to spend the final two years of their degree programme in Trinity.

This truly exciting initiative, which greatly enhances both our institutions, has come about thanks to the global revolution in education and research – I don't think revolution is too strong a word. Wonderful accelerated advances in communications and technology have made it possible for students to have a truly global education, and for universities to do truly global research.

Students can now divide their degrees between different campuses in different countries, either physically or online, availing of all opportunities – a global education for a global citizenship.

For you - the new graduates here today - such a global education probably seems normal. But when you think about it, it's astounding how far we have come in just a decade and how far we will still go.

So what I'd like to talk about today is global education. I'll talk about it from my perspective, as an engineer from a small, and sparsely populated island off the northwest coast of Europe. What have been the changes in higher education in my lifetime? What has it meant to me?

* * *

When I was growing up, in the 1960s and 1970s, my country, Ireland, had an economy based on agriculture. There were just two television channels. You could get some foreign goods in the shops, but you didn't see many multinational companies. People didn't really holiday abroad, and you met few people from other countries because there was little inward immigration.

This had been the way of life for decades. But it was changing.

Ireland joined the European Union in 1973 and in the decade leading up to this, it began to develop a more open economy.

My father had a transport business which meant he travelled frequently to Europe, to visit truck factories and other transport facilities. He learned French from a tape recorder, which he carried slung over his shoulder. My parents were hot on education. That was, and is, true of a lot of Irish parents. As a people we have always had to rely on our wits, so to speak, so there is a strong historic culture of educating your way to success.

I know, from being an educator for the past twenty years, that parental and community influence is a huge factor in a student's success and level of ambition. I would go so far as to say that it all starts with parental belief. But if you can count on that, you're off to a brilliant start.

Because of this culture of education, I was well informed about the outside world. At home we even started learning Esperanto and practicing it at dinner. Esperanto is an artificial constructed language. It was devised by a Polish-Jewish linguist in the late 19th Century. He wanted to create an easy-to-learn, politically neutral language that would transcend nationality and foster international understanding between people of different languages.

At one point Esperanto was popular, but it fell out of use because ultimately English proved a more useful lingua franca. But Esperanto represents a high ideal of internationalism, and when I think of a metaphor for the global and educational aspirations of my family, and my community and country in the 1970s, I think of Esperanto and the time we put into learning a language that would help us, we hoped, communicate and become more global.

We were also aware of the Irish trailblazers - those people who had gone out from this small island to bring a message to the world. Today this includes rock stars like U2 but when I was growing up the famous Irish people tended to be writers, and these writers were both living and dead.

There was Samuel Beckett who was alive and well and living in Paris and never gave interviews, but would go for a quiet drink with Irish people who looked him up.

There was James Joyce, not long dead, who was causing an amazing stir in the United States and Europe. There was Oscar Wilde who said so many clever things that he was always being quoted by everyone everywhere. And much further back, there was Jonathan Swift who wrote a book that he gave a new word to the language: Lilliputian, meaning very small... And, in the world of science, there was Ernest Walton who split one of these very small things - the atom - and won the Nobel Prize for it.

From the example of all these, I took the understanding that ideas can travel, that ideas know no borders - they can be accessed by anyone, anywhere.

And even if you come from a very small country, you can be spoken of in all corners of the globe.

At the same time, though I loved to read, I knew I wasn't going to be a writer - that wasn't my particular gift, that wasn't how I was going to connect with the world.

And although I loved that my father's business took him abroad and I loved messing around with his machinery, I also suspected that I wasn't going to take over the family business. That wasn't my particular skill either.

I knew I wanted to travel; to experience new cultures first-hand and not just through books and television; to work in an environment where I'd meet different types of people; to do work that would have a lasting impact. I wanted all this and to keep my connection to home. But I wasn't sure how I was going to achieve it.

My talent at school was in mathematics and physics. We had a very good careers guidance teacher at school and he suggested I might have an aptitude for engineering. And I began to perceive that engineering is also something that travels.

The vernacular of engineering is universal. The way we design and develop structures, and machines, and operating systems – that doesn't really change from country to country. I understood engineering as a global skill and I also perceived, I think, that it was a fast-developing area, an exciting field to be involved with.

* * *

This careers guidance teacher also suggested I go to Trinity College, which was intuitive of him. At that time there was no tradition of schools from my region applying to Trinity, which was then perceived as quite elitist. I was the only one among my friends, and almost the only one from my whole school, who went there.

Maybe my careers guidance teacher spotted in me a need to move beyond my familiar circle. Anyway, I was lucky. Trinity in the 1980s was probably the most international place in Ireland. Many staff and students came from abroad, including the distinguished professor of law, Kader Asmal, from South Africa. He started the Irish Anti-Apartheid Movement, and he led a whole generation of students, including me, on marches. When Nelson Mandela became President, decades later, he made Kader Asmal his Minister for Education, something the whole of Trinity took enormous pride in.

In Trinity I found that global spirit, that internationalism, that sense of connectedness to the great world, which I had been seeking. This was strengthened by my course – the Engineering School was world-class - and

by the cultural vibrancy around me. So, when it came time for me to do research work, I seized the opportunity to go abroad. I went first to Italy and then to the Netherlands. I was fascinated to see the different ways of looking at engineering in Italy and Holland – as well of course as learning a bit of their languages.

I came back to Trinity to take up a faculty position in the School of Engineering. I realised that a university career was a way of delivering on my early ambition: to connect with the world, to work in an international environment, to contribute to a global intellectual dialogue.

I was luckier than I knew, or than I could have known: as I began my academic career, the whole landscape was changing – the whole way we research and educate was undergoing transformation.

* * *

My first sense of this was when the research I was doing into medical devices began to attract industry interest, and at an early stage. This was something new: previously academics would get on with their research 'behind closed doors'. Now suddenly they were joining up with industry at an early stage. A dialogue was starting – between what society needed, what industry could support, and what researchers could deliver.

This was exciting and it was global. Among the companies that I got involved with were multinationals, including Medtronic and Johnson & Johnson. There was no clearer indication that research had gone global than having US companies invest in Trinity research.

At the same time the European Union was establishing funding instruments to encourage universities from different countries to collaborate on research. In the early days, researchers were connecting through the post and telephone, occasionally taking expensive flights. It's amazing to remember this because in a short decade, there was email, broadband, mobile phones, big data, cheap travel, online learning.

The opportunities for international research and education collaboration were suddenly enormous, and I'm glad to say that universities were early adopters.

To be an academic is to wish to share your research - with your students, with society. That's why universities grasped the potential of online so quickly and it's why universities can be such potent forces for dialogue and for addressing global challenges.

It is never in a university's interest to be isolated: disciplines need other disciplines in order to develop; scholars need to share expertise with other scholars internationally; and universities need industry, government,

philanthropists, and all the other stakeholders. The business of universities is to be connected and to be global.

That has always been true. But we now have the means to do it better than ever. This co-operation between Thapar and Trinity is about seizing that opportunity. And it is not only how our students will be learning, but what they will be learning that's so global.

* * *

Increasingly, universities are framing their research in terms of global needs. We are conscious of all sharing the same planet, with its finite resources, in a way which I don't think we were when I was younger. The world is a more intimate place.

In Trinity, in our new Strategic Plan, launched last month, we talk about defining a Global Research Question that will have a long-term positive global impact.

And when Thapar students come to Trinity to complete their final two years, they will experience global research directly through our planned new 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, and interdisciplinary fields like nanotechnology and biomedical sciences. The philosophy behind E3 is to create technologies in symbiosis with the natural world, so that technology becomes, if you like, an evolutionary force directed for the good of life on earth. E3 balances the need for long term technological change against the recognized constraints of the earth's limited natural capital. It provides a blueprint for society, and for future engineers and scientists, to meet the evolving challenges of sustainable technological innovation.

We should go further than seeking to mitigate emerging challenges such as energy security and climate change. We should do engineering design to strengthen the resilience of our natural capital.

E3 is built for a future that will require a change, globally, in how we do business, how we develop our natural capital, and how we provide and use energy. E3 will expose students to a radically different model of education and will alter expectations of how universities develop policy, engage with industry and innovate.

I'm excited about the opportunities E3 will offer to researchers, industry and students - including students from Thapar. And I'm excited about the opportunity E3 gives to Ireland to become a research and education hub.

* * *

I think back to the ambition and dreams I had as a boy: to connect, to be global, to carry out work that strengthens Ireland and impacts the world. And I think of E3 – an institute located on a campus on an island off Europe, but facing out to the world, and focused on the world's challenges. And I understand this has the potential to deliver on early ambitions.

That's surprising, in a way, because E3 is not something I could ever have imagined.

Frequently your dreams as a young person - as a student - are not concrete and specific. You keep them flexible in order to allow space for the change; for life to take you in unexpected directions.

The world of my generation changed far more rapidly than my parents' generation. You have all been born into a world where change is, if you like, the default position. You don't expect things to stay the same; you have been well prepared for a life of flux and dynamism.

In Trinity our professor of literature is also a famous poet, Brendan Kennelly. He has a short, beautiful poem called "Begin", which starts:

*"Begin again to the summoning birds
To the sight of light at the window"
And it ends:
"Though we live in a world that dreams of ending
that always seems about to give in;
Something that will not acknowledge conclusion,
Insists that we forever begin."*

These last two lines have become a kind of Trinity motto because they are synonymous with education. Great education is about "forever beginning" - taking research and learning in ever new directions.

I congratulate each and every one of you on your great achievement in coming through a challenging and rewarding degree course. Seeing you all now on the cusp of your careers, I wish for you that throughout the course of long, rich and fulfilling lives, you might "forever begin". May you live to achieve your early personal ambitions and dreams – and in ways that take you wonderfully by surprise.

Thank you.

* * *



Mr. Gautam Thapar, President, Thapar University and Provost, Patrick Prendergast

27 November 2014

Trinity Alumni & Friends Dinner in Dubai

Burj Khalifa, Dubai

Your Excellency Ambassador Hennessy, Issam and Suzie, distinguished guests, alumni and friends,

I'm delighted you've joined us on this very special evening: Trinity College's first official dinner in Dubai.

Let me begin by offering my heartfelt thanks to Trinity alumnus Issam and his wife Suzie for their help in hosting this really remarkable dinner, and for making our visit to Dubai so very memorable.

The connection between Trinity and the Gulf region is long-standing and supportive. Since the mid-1900s many medical, engineering, and business students from the Gulf have travelled to Ireland and Trinity for their education.

I like to think that such educational links have helped foster the impressive business links between Ireland and the Gulf region. The Middle East is now Ireland's sixth largest export market and this is growing annually. Irish people have been very successful in setting up businesses here – that's clear just looking round the room.

In Trinity, we're proud of our connection to the Gulf region, and of the success of all our graduates. I know that many of you here tonight feel a deep connection to Trinity and Ireland, so I'd like to take this opportunity to tell you briefly about how the university is developing, and contributing to Irish growth and prosperity and to the global research agenda.

Those of you who are alumni, like Issam, will recall Trinity as a vibrant university with students coming from all over the world, and getting involved with campus sports, theatre, debating, politics and all the clubs and societies. And you'll recall the intellectual richness that happens when professors and students from diverse disciplines – from arts, humanities, science, medicine, law, and engineering – are brought together in one place, freely mingling and exchanging ideas.

In key ways Trinity remains exactly the university you remember. In other important ways the university has evolved to meet recent global opportunities in higher education.

There have been two, really profound, game-changing advances in the way we pursue our mission in education and research in Trinity. First, in interdisciplinarity and second, in innovation and entrepreneurship.

Let me touch briefly on these two. As I've said Trinity has always been multi-disciplinary, but increasingly disciplines are collaborating to share and redefine research. I experienced this first-hand in the 1990s when I was researching into medical devices - this involved link-ups between my discipline, engineering, and health sciences.

Interdisciplinarity has occasioned ground-breaking research which has been commercialised into new products and services, by way of industry partnerships and campus companies.

This successful commercialisation of research has come about through a college-wide emphasis on creativity, innovation and entrepreneurship.

Not only Trinity staff, but students, are now encouraged to develop their creative and business ideas, and to think of themselves as possible innovators and entrepreneurs. We've enabled this through different pathways – by establishing, for instance, LaunchBox - a mentoring and seed funding programme for undergraduates.

Thanks to such initiatives, Trinity has now licensed 126 technologies to industry, and created 42 campus companies. These campus companies have included major Irish successes like Havok in computer gaming acquired by Intel for €100 million and Opsona Therapeutics in auto-immune diseases which completed a €36 million funding round recently.

So, Trinity is contributing significantly to the Irish economy and to Irish society through providing the research that goes into new products and solutions and through educating the leaders and innovators of tomorrow. We're proud of this contribution. We take our responsibility as Ireland's leading university very seriously. Indeed, our stated goal is to play for Ireland on the world stage.

* * *

Last month we launched our new Strategic Plan, which lays out Trinity's goals and actions for the next five years. The launch was something of a national event with the Taoiseach, Enda Kenny, making a speech. The level of interest was an indication of Trinity's importance to Irish growth and competitiveness.

The Strategic Plan prepares for two major capital projects which will greatly advance Trinity's already proven strengths in interdisciplinarity and innovation and entrepreneurship. Both projects will transform the campus –

physically, with two new state-of-the-art buildings – and intellectually, with new approaches to research and education.

E3 is the name we're giving our planned new Engineering, Energy and Environment Institute. E3 will be a major engagement between engineering and the natural sciences, and will draw in computer science, business, and nanotechnology.

As the first institute of its kind to integrate these disciplines at scale, E3 will be a game-changer, not just in Ireland, but internationally. E3 will confront a future in which, globally, we must change how we develop our natural capital, how we provide and use energy, and how we do business.

E3 is about using engineering to strengthen the resilience of our natural capital - about creating technologies in symbiosis with the natural world, so that technology becomes, if you like, an 'evolutionary force' directed for the good of life on the planet.

We're tremendously excited about the potential of E3. And we're excited that it is aligned with our other new capital project, which is much further advanced - the new Trinity Business School. It will be co-located on campus with an Innovation and Entrepreneurship Hub, and will include a 600-seat auditorium, 'smart' classrooms, and space for prototyping and for company incubation projects.

Because of Trinity's location – in the city centre, close to the tech companies, creative industries and start-ups – the Trinity Business School will connect to Dublin's thriving innovation ecosystem. Ireland has established itself as the gateway to Europe: nine of the top ten global pharmaceutical and software companies now have their European headquarters in Ireland, many located close to Trinity.

I won't say more about the new Trinity Business School because we'll be hearing from two speakers, Professor Gerard McHugh and Paul Drechsler, who are deeply involved in it and can explain better than I just what it will mean for Trinity and Ireland.

I will say, in conclusion, that these two initiatives, E3 and the Trinity Business School are hugely ambitious. They demand large-scale investment and this at a time when public funding to universities across Europe is diminishing and the Irish higher education system is taking a serious look at its sustainability.

Trinity chooses this period of uncertainty, even crisis, to unveil an ambitious Strategic Plan. There are disagreements, nationally, about how to fund - that's normal. But nobody has talked about scaling down our ambition. We know, and the country knows, that this is the right and only direction for Ireland's leading university to go in.

We know, and the country knows, that we owe it to future students, to the talented professors and researchers in the Trinity community, to Irish society, and to the world at large, to seize opportunities, anticipate challenges, and use our strengths to drive the economy and improve the way we live in the world.

To rephrase the words of Charles Stewart Parnell: we will not fix a boundary on the march of education. We will not say: thus far shalt thou go and no further.

Trinity was founded in 1592. For over four hundred years, we have sought always to 'go further', and so we shall continue.

Thank you for your attention, and it's now my pleasure to introduce Professor Gerard McHugh, who headed the Trinity Business School for ten years and will give us further insight into the exciting plans for the new School.

* * *



Provost, Paul Drechsler and Gerard McHugh being hosted by Mustansir Hamza (BAI 1981) at his offices in Dubai in Nov 2014.

01 December 2014

Announcement of New Professor of Music

Saloon, Provost's House

Colleagues, Distinguished Guests, Ladies and Gentlemen,

Welcome to the Saloon in the Provost's House for this wonderful occasion: the announcement of our new Professor of Music.

A new professor is always an occasion for rejoicing but particularly this one – because it's been twenty years since the Chair of Music was last filled! In 1995 the distinguished professor and composer, Hormoz Farhat, retired after fifteen years' service to the department.

The history of music in college is an interesting one – a story of ups and downs - indeed twenty years is not the longest period we went without a professor... Let me fill you in briefly on this history since it's a good one and provides the context to the very strong position that the Department finds itself in today.

It's recorded that Trinity awarded its first music degree in 1612, just twenty years after the college was founded. But there's no point getting too excited about this first music degree – it wouldn't meet any modern criteria: there were no lectures, no exams, no Fellows or professors in music, and not even a College choir or an organist! So what this music degree entailed is anyone's guess.

After the Restoration in 1660, the post of organist was created, and fifty years later, in 1709, we learn that a Trinity student, Thomas Roseingrave, was granted a year's leave of absence "in order to improve himself in music". Thomas was a son of Daniel Roseingrave, the organist of St Patrick's and Christ Church cathedrals, who was famous in Dublin for his playing but also for his brawling. During a service in Christ Church, he apparently cut off a man's ear. He was fined but not dismissed.

The 1760s was a key decade for music in Trinity. In 1762 the College choir was founded, and in 1764 the first Professor of Music was appointed, making it one of the longest-established Chairs in Trinity.

The Chair came about on the initiative of Provost Andrews, under whose portrait I am now standing. He has been described "as more a man of the world than a scholar" - he put a lot into making the college more beautiful and cosmopolitan.

With money supposedly destined for student rooms, Andrews instead built this House for himself and future Provosts. We're grateful to him now, because it gives the College a wonderful place to host receptions like this one.

As we've just heard, this room, the Saloon, has great acoustics and is suitable for recitals. This was all part of Provost Andrews' drive to make Trinity and Dublin more glamorous, because of course music was, and is, intrinsic to civilised society. It was for this reason that he wanted a Professor of Music and he appointed to the Chair, the Earl of Mornington, who was a Trinity graduate – and incidentally, the uncle of the Duke of Wellington.

As Professor of Music, Mornington was not expected to teach or examine students but only to enhance the cultural standing of the university and to provide music for ceremonial occasions, which he did very well. But he resigned in 1774, five days before Provost Andrews died, and the next Provost, John Hely-Hutchinson, didn't appoint a successor. In fact there was no Professor of Music in Trinity for over seventy years.

According to R.B. McDowell, all of Dublin fell into a 'musical torpor' after the Act of Union, which maybe explains this long hiatus.

The Chair was finally filled in 1847, and Trinity's third Professor of Music, Sir Robert Prescott Stewart, appointed in 1862, advanced the study of music in the College by formalising requirements for the music baccalaureate. Students now had to take exams in English Literature, Arithmetic, Latin, a modern language, and Music History. But there was still no teaching of the theory or practise of music – we would call it a baccalaureate in musicology, rather than in music.

The 20th Century is when music education really took off in Trinity, and for that we have to thank Brian Boydell and Hormoz Farhat.

Brian Boydell established the department of music in 1974 – until then there had been a professor but no department – and he set up a programme of historical, technical and analytical teaching. When Hormoz Farhat took over as professor in 1982, he oversaw a comprehensive revision of the undergraduate syllabus – students could now specialise in either composition or musicology. And he led by example, as had Boydell, both men being wonderful composers as well as teachers.

When Professor Farhat retired in 1995, we had a situation exactly the reverse of the one prevailing until 1974: we had a department but no professor! Fortunately the department was by this stage very firmly established with excellent staff, and it has gone from strength to strength these past twenty years.

Three initiatives deserve particular mention: the MPhil in Music and Media Technologies was established just over a decade ago as a collaboration

between the School of Music and the Department of Electronic and Electrical Engineering.

This course allows students to orient themselves within the areas of music and audio engineering, composition, and performance, and it's a flagship example of interdisciplinarity in Trinity, which is something we promote very strongly.

The second initiative is the Centre for Music Composition, which was opened two years ago. Together with the Lir Academy for Dramatic Art and the Oscar Wilde Centre for Creative Writing, it's part of a significant college-wide strategy to promote creativity and innovation in research and education.

And, finally, about twenty months ago, Trinity entered into a new partnership with the Royal Irish Academy of Music. The Academy's history of music performance goes back 160 years – so when Trinity students were starting to study musicology the Academy was already training performers. Under the new partnership, the Royal Irish Academy of Music became an associated college of Trinity. Through this collaboration, students can draw on the strengths of both institutions – in research, performance, composition, and creative practice. We look forward to fostering and nurturing outstanding 21st Century musicians and composers.

And so we come to this point, exactly 250 years since the Chair was first founded, when we can announce - to further enhance this excellent Department - the appointment of the new Professor of Music.

Dr Jane Alden comes to Trinity from Wesleyan University in Connecticut. A specialist in medieval music, she has a strong interest in graphic notation and is director of the group, the Vocal Constructivists. As the name suggests, the group specialize in sounding or vocalizing graphics.

* * *

Dr Alden's appointment is historic – not only is she the first Professor of Music in twenty years but she is the College's first female Professor of Music since the Chair was founded 250 years ago.

We look forward to her contributing not only to the Department of Music but to our interdisciplinary college research theme, Creative Arts Practice.

Ladies and Gentlemen, it's my pleasure to introduce you to our new professor of music, Jane Alden.

* * *



Professor Jane Alden and Provost, Patrick Prendergast

04 December 2014

Opening of Bridge 21's New Flexible Learning Space (B22)

Oriel House, Trinity College

Colleagues, Students, Ladies and Gentlemen,

Welcome, all, to the new Bridge21 Flexible Learning Space, which we are calling B22.

I'm delighted to be here, as we near the end of the Michaelmas Term 2014, celebrating this latest onward advance by Bridge21 in its inspirational drive to transform Irish education.

It's been a really significant term for Bridge21 and its partners within the Trinity Access Programme. We launched the Certificate in 21st Century Learning, which was supported by a generous donation from Google. The Certificate is just one of a suite of offerings developed by these partners and supported by Google. We're calling this suite of offerings 'Access 21' as a nod to Bridge21 and the Access Programme, or TAP as we call it.

Access 21 successfully links expertise in improving access with Bridge21's expertise in innovative educational practices. It works directly with students, teachers, and schools to bring about change in Irish education, and has been designed in partnership with the American NGO College for Every Student. The three core Access 21 practices – 'Pathways to College', 'Mentoring' and 'Leadership Through Service' - all aim to build confidence and to create a 'college-going culture' within schools.

In early November I attended College For Every Student's conference in Vermont, together with Cliona Hannon, director of TAP. Trinity is the first university from outside the US to partner with College for Every Student. We've learned much from ground-breaking US initiatives, and they've also learned from us. Trinity has always been a pioneer, in Ireland, in educational innovation and improving access.

A fortnight ago, 1,200 second year students and 150 volunteer mentors got together in the National Convention Centre to kick off the mentoring component of Access 21. The patron of Access 21, the film producer David Puttnam and his son, the concert pianist, Sacha Puttnam, presented famous scores from Puttnam films, including from Chariots of Fire, The Mission and Bugsy Malone. The final song was 'We could have been anything that we

wanted to be' from Bugsy Malone and that was the inspirational message the students took home.

And we've just learned that ICS Skills, Ireland's leading provider of IT user skills training to businesses, has approved a significant grant to Bridge21 to establish school-based Coding Clubs for Girls. The pilot initiative will start early next year.

This is a really important initiative. As the British feminist and humourist Caitlin Moran said in a recent interview with Image magazine: "The key thing now for women is to teach our daughters how to programme. Otherwise the future will be built by men. Again."

I'm delighted that Bridge21 and ICS Skills are taking such a proactive approach to building a better future. Michael O'Connor, chairman of ICS Skills, is here today. He has a doctorate from our School of Education, and we are grateful and proud that he is using his expertise to effect real educational change.

And now, after all these remarkable initiatives, I have the pleasure of opening this new flexible learning space, B22. This space is a physical manifestation of all that Bridge21 is putting into practice. Gone are the fixed benches which hard-coded a particular approach to teaching and learning. Instead we now have a bright, welcoming space with wireless connectivity, display technologies, and purpose-designed furniture and fittings which can be quickly reconfigured to suit any pedagogical approach. In this environment, learning becomes the adventure that it should be.

I thank and congratulate Brendan Tangney, academic director of Bridge21, and Ciarán Bauer, the team leader for the design of B22. And I thank Digicom who helped brainstorm around the layout of the room and donated one of the screens.

This learning space is for the students and teachers who work with Bridge21. I know that everyone, from within and outside the college, who visits this space will be inspired by it.

Today, as I've said, is the fourth Access 21-related launch I've been at this term. The vision and commitment of the Access 21 partners is simply exceptional, as is the support of Google, David Puttnam, ICS Skills, and our other patrons.

It has been a most exceptional term for driving the twin agendas of improved access and educational innovation.

It's also been a term when the issue of sustainability in Irish higher education has been foregrounded, due to the news in the Autumn of Irish universities' further plummet in the rankings.

The message which I, and others in the sector, have been getting across is that higher education is a horizontal issue - one that impacts all others.

In order to address issues like job creation, health care, the environment, and technological innovation, countries count on high-level research and excellent graduates. And of course educating successful graduates starts at secondary, indeed primary, level.

The initiatives of Bridge21 and TAP will bring more students, from more varied backgrounds, and better trained, more confident, and ambitious students into our colleges and into our workforce.

At this time of concern and some crisis about the sustainability of higher education in Ireland, Bridge21 and TAP offer hope, inspiration, and pragmatic initiatives.

This learning space is a manifestation of hope, inspiration, and pragmatism. I congratulate all involved. And I now officially declare B22 to be open!

[cut ribbon]

* * *



(L to R) Ciarán Bauer, Dr Keith Johnston, Provost Patrick Prendergast, Professor Brendan Tangney, Dr Jake Byrne and Kevin Sullivan

05 December 2014

Honorary Degree Dinner

The 1592, Trinity College

Chancellor, Pro-Chancellors, Distinguished Guests, Honorary Graduates,

Welcome everybody to the Dining Hall in Trinity College Dublin. Today we have paid tribute to four exceptional individuals by bestowing on them our highest honour.

It's among the privileges of universities that we're able to honour people in this way. Universities, since the Middle Ages, have had this right to grant the doctorate 'honoris causa' and it's a privilege that reminds us of the university's primary purpose of nurturing great talent – of enhancing the public good by educating the thinkers, doers, and reformers that society needs, as well as yielding the research which improves our way of being in the world.

We welcome these four distinguished individuals, each an exemplar in his or her field, to the Trinity community – a community which goes from strength to strength. It's been a particularly significant term in the College. In October, the Taoiseach, Enda Kenny, launched our Strategic Plan, which lays out our mission, goals and actions for the next five years. Work is now underway on two central initiatives of this Plan: the new Trinity School of Business and the new Engineering, Energy and Environment Institute, which we're calling E3.

Both initiatives will help strengthen Trinity's world-wide reputation in innovation, entrepreneurship, and meeting the emerging global challenges of this century. Far-reaching, multidisciplinary universities like Trinity increasingly engage with society on many fronts. The Strategic Plan lays out our planned actions in crucial areas, including research, creative arts, civic engagement, internationalization and online education.

I would like to take this opportunity to thank, most sincerely, all who have helped make this Michaelmas term such a significant one, and who will help deliver on the large-scale but achievable ambition of the Strategic Plan.

The four individuals we honour today represent a range of disciplines and talents.

All four have already generously engaged with the College – advising relevant Schools and departments and giving public lectures in their areas of

expertise. We know that each is an educator in the true sense of the word, seeking to spread knowledge and understanding for the benefit of the world.

It's an honour to be welcoming you to the Trinity community, which you now illuminate through the range and diversity of your gifts and through your commitment to excellence.

* * *

NANCY HOPKINS has made ground-breaking contributions to cancer genetics and is a pioneering advocate for women in science. She joined the Center for Cancer Research in Massachusetts Institute of Technology (MIT) in 1973 and is now the Amgen, Inc. Professor of Biology at that university.

As biologist, she is known for her early research on gene expression in the bacterial virus, lambda, and on mouse RNA tumour viruses; and for her ground-breaking research identifying genes required for zebrafish development. Among the genes identified by her and her research team was an unexpected class which, when mutated, predispose fish to get cancer, and a set of genes that cause fish to develop cystic kidney disease and which overlap with genes that cause that disease in humans.

She co-chaired the 1999 Report on the Status of Women Faculty in the School of Science at MIT to investigate the issue of inequalities experienced by women faculty as a result of unconscious gender bias. This is credited with launching a national re-examination of equity for women scientists, and led to nine US universities, including MIT, forming an ongoing collaboration to study and address issues of gender equity.

Professor Hopkins has led internationally on this issue which affects universities round the world. She generously provided advice and expertise during the establishment of Trinity's Centre for Women in Science and Engineering Research – WiSER - , and she maintains a strong link with the Centre's activities.

Professor Hopkins exemplifies excellence in education and research, and a commitment to the public good. In this, she is a role model to staff and students. Ladies and Gentlemen, Dr Nancy Hopkins.

* * *

MARY LAWLOR is a human rights activist with over 35 years' experience. She became a board member of Amnesty International Ireland back in 1975 and subsequently served as the Chair and as Director from 1988 to 2000. The following year she set up, as founding director, Front Line Defenders, also called the International Foundation for the Protection of Human Rights Defenders.

Front Line Defenders was established with the specific aim of protecting human rights activists at risk - people who work, non-violently, for any or all of the rights enshrined in the Universal Declaration of Human Rights. It provides round-the-clock practical support and fast, effective action on behalf of human rights defenders at risk, to enable them to continue their work without the risk of harassment, intimidation or arrest.

Front Line Defenders has been recognised internationally for its work. In 2007 it received the King Baudouin International Development Prize, and in July this year Mary Lawlor was presented with the Order of Chevalier of the Legion of Honour by the French Ambassador to Ireland, on behalf of the French government.

Mary Lawlor helped to draw up the EU Guidelines on the Protection of Human Rights Defenders, which represent a clear political commitment by the EU institutions and individual Member States, to the protection of human rights defenders, and which in turn have inspired the governments of Norway, Switzerland and the USA to prioritise the protection of human rights defenders.

Human Rights is a research and education area in Trinity - in the context of the School of Law and of international development studies. Mary Lawlor engages with Trinity students who volunteer as organisers and translators for Front Line Defenders events, strengthening Trinity in its role as an agent of change. Ladies and Gentlemen, Dr Mary Lawlor.

* * *

DAVID O'SULLIVAN is an outstanding European public servant who has held some of the highest positions within the EU institutions. A month ago he took up his appointment as EU Ambassador to Washington D.C. Previous to this he was chief operating officer of the European External Action Service, the diplomatic corps of the EU. Under Romano Prodi's presidency, he was Secretary General of the European Commission; and as Director General for Trade, he acted as chief negotiator for the Doha Development Round.

His experience of, and commitment to, the European Union is unrivalled. He has helped bring coherence and efficiency to the EU's international presence, and is a public servant who brings great honour to his native country.

We are particularly proud of him in Trinity since he is one of our graduates. In College he was auditor of the Hist and won the Irish Times debating competition. He also campaigned on campus for a 'Yes' vote in the 1972 referendum on Ireland joining the Common Market (as it was then called). So the choice of his subsequent career, and his aptitude for it, did not come altogether as a surprise to his professors.

As an alumnus, David O'Sullivan maintains strong links with the college, acting as a consultative board member for the Institute of International Integration Studies, and participating as a speaker in our public lectures. I recall the Henry Grattan lecture two years ago when David was on the panel with Joschka Fischer, former foreign minister of Germany, debating the provocative title, 'Is this the end of the European project?' It was wonderful for our students to see this debate by two such high-ranking Europeans, one of them a Trinity graduate, who has led by example throughout his career, and certainly doesn't think we're at the end of European project. Indeed, he once told the Economist that 'you have to be an optimist to work in the European Commission'. Ladies and Gentlemen, Dr David O'Sullivan.

* * *

Even against the very high standards set by Irish and Northern Irish poets, PAUL MULDOON is a colossus of the poetry world, with a reputation forged on both sides of the Atlantic. He is recipient of both the T.S. Eliot Prize and the Pulitzer Prize for Poetry, and he held the post of Professor of Poetry at Oxford from 1999 to 2004. He is currently at Princeton University as the Howard G.B. Clark '21 Professor in the Humanities and as founding Chair of the Lewis Center for the Arts. And he is poetry editor of The New Yorker magazine, a recognition of his remarkable gifts as a critic as well as poet. He has written, I think on the last count, thirty anthologies of poetry, as well as children's books, librettos for operas, and lyrics for rock bands...

Paul has been based in the United States since 1987, but his poetry continues to be concerned with Ireland. He was born and brought up in north Armagh. By curious coincidence the area where he grew up there, Collegeland, used to belong to this College. Paul, in his poetry, is - like the old Gaelic bards - a great namer of placenames. In his poem, 'The Frog', the second stanza goes:

*The entire population of Ireland
springs from a pair left to stand
overnight in a pond
in the gardens of Trinity College,
two bottle of wine left there to chill
after the Act of Union.*

As well as honouring the College with this characteristically witty mention in verse, Paul has strong links with our School of English, and was an important consultant a few years back on the College's Creative Arts, Technologies and Culture Initiative.

Through his commitment to the practise, criticism and teaching of poetry; through his energy, wit and international stature, Paul is an inspiration to our staff and students, and to all everywhere who care about great writing. Ladies and Gentlemen, Dr Paul Muldoon.

* * *

These four men and women are true role models of what can be achieved – in terms of their specific fields, and of serving the greater good. I congratulate each and every one of our distinguished and distinctive new honorary graduates. We are privileged to have you join the roll of Honorary Doctors of the University of Dublin.

I am now going to call on Dr David O’Sullivan to reply on behalf of the New Graduates. But before I do I am now going to propose a toast to them, so would all except the honorary graduates please rise.

Ladies and Gentlemen, the Honorary Graduates.

I now ask Dr O’Sullivan to reply.

* * *



Back row (L to R) Mary Lawlor, Provost Patrick Prendergast, Paul Muldoon,
Front row (L to R) Professor Nancy Hopkins, The Chancellor Dr Mary
Robinson, David Sullivan

22 December 2014

Alumni Homecoming 2014

The Dining Hall, Trinity College

Alumni and Friends,

Welcome back to Trinity. And welcome home to those travelling from abroad. Here tonight are alumni from all over Ireland, but also back from England, France, Germany, New York, Seattle, Massachusetts, Pennsylvania, and elsewhere.

We're delighted to see all of you, and delighted that you can be here at this most evocative time of the year, when the Christmas Tree is installed in Front Square, and carols are sung in the chapel at candle-light, as they have been for hundreds of years.

All around the country, families and communities are welcoming home friends and relatives. And our Trinity community of alumni is large – over 100,000 in some 130 countries worldwide. We haven't yet managed to assemble all together in one place – if we did we would get into the Guinness Book of Records. But we do like to hold events, large and small, to bring together different alumni groups in different ways.

It's been my pleasure to have attended, this year, alumni dinners and receptions all round the world – in London, Melbourne, Sydney, Derry, Dubai – maybe some of you were present at these? It is always a particular delight for me, when travelling, to meet with Trinity graduates. And at this annual Homecoming party, we like to invite as many of you as the Dining Hall will hold, to raise a glass with us to Christmas and the New Year.

I know how important it is for all of you to have this opportunity to reconnect with each other, on College grounds - I recall myself coming back to Trinity from stints abroad at just this time of year.

And I know how important it is for us in the College to see you return and reconnect. The relationship between graduates and the alma mater is – or should be – lifelong. We know that Trinity could not function in the way it does, and could not enjoy the global reputation that it does, without the remarkable support of our alumni.

You help the College in so many ways:

- By attending events like this one;
- By donating to support projects like the Trinity Access Programme, cancer research and the new Trinity School of Business;
- And by acting as mentors to our students, as patrons to our clubs and societies, and as organisers of alumni branches round the world.

We are immensely grateful for all your support – for your willingness to give of your time, expertise, and financial support. I know that you do this from memories of your student days here, and from pride at belonging to a world-class university, which goes from strength to strength.

It's been, as ever, a hugely busy and successful year for the College. I won't go into all our activities and successes – we'd be here all night – but for those who are interested I hope you'll take a look at our Annual Review, which is online, and lays out very attractively some of the key events, appointments and discoveries of this year.

Also online is our new Strategic Plan 2014 to 2019, which we launched a few months ago. The Plan focuses on nine goals, which cross all our commitments – including alumni who are characterised, rightly, as "our most effective advocates and ambassadors".

As you'll see from perusing our Plan, this is a most exciting time for Trinity, and I encourage you all to stay in touch and get involved and be part of this next phase.

Let me conclude by thanking you all for being here tonight, and wishing you all a Merry Christmas, and a happy and healthy 2015.

* * *

13 January 2015

Launch of €15 Ernest Walton Coin

Fitzgerald Building, Trinity College

Welcome, everybody, to the Fitzgerald Building in Trinity College Dublin for this great event: the launch of the Central Bank of Ireland's €15 silver proof coin, honouring the Nobel Prize winning physicist, Ernest Walton.

Trinity is delighted and honoured to help host this launch in honour of our former Professor of Physics. The Fitzgerald building is a particularly appropriate place for today's event. It's named in honour of another great Trinity physicist, George Francis Fitzgerald, who in 1889 made an important contribution to what became the theory of relativity. He campaigned vigorously for a dedicated Physics building in the College. He didn't quite live to see its completion in 1906, but this is the first purpose-built physics laboratory in Ireland and it was here that Walton worked and researched when he returned from Cambridge to join the staff of Trinity in 1934.

Just outside, by the playing fields, is the sculpture 'Apples and Atoms' by Eilís O'Connell, commemorating the experiment for which Walton won the Nobel Prize - inducing nuclear disintegration by artificial means, or more colloquially, 'splitting the atom'. The sculpture was commissioned in 2012 to mark the 80th anniversary of the experiment.

The sculpture, like this coin, is a way of honouring Walton, and making him a household name. Ireland has so many famous writers, poets, and musicians, but it's time now to also celebrate our great scientists.

Thanks to initiatives by this university, and by the government, the Royal Irish Academy and the Walton family, Ernest Walton is more and more recognised. His name is becoming synonymous with the great experiment he performed with John Cockroft, as it should be. He is a role model for aspiring young Irish scientists.

This coin, which will be a collector's item, will do much to further recognition of Walton. It's appropriate that he should be remembered on an Irish coin. Because, as well as his great contribution to science, Walton was a great patriot – in the best sense of that sometimes misused word. He chose to return to Trinity when he could have gone to any university in the world, and he did so in order to strengthen what was at the time a very small department. If Trinity is now internationally recognised for its scientific attainment, this has much to do with Walton, and others similarly dedicated to education and research.

We are delighted to have with us today two of Ernest Walton's children, and I'd like to take this opportunity to pay tribute to their sense of public service, so similar to their father's. Ernest Walton generously presented his papers to the college library in 1993 and his family subsequently donated his Nobel medal. This has helped make Trinity a centre for Walton research - our Professor Emeritus in Physics, Vincent McBrierty, also here today, has written and lectured extensively on Walton's life and work.

I congratulate the Central Bank, and the artist, Rory Breslin, for the conception, execution and design of this marvellous coin. I look forward to the College collecting a coin and its being part of future Walton exhibitions here.

It's now my pleasure to introduce the Central Bank of Ireland Director of Credit Institutions Supervision, Sharon Donnery, to formally launch this coin.

* * *



Sharon Donnery (Central Bank of Ireland Director of Credit Institutions Supervision) and Provost Patrick Prendergast

19 January 2015

Launch of RAG Week 2015

GMB Conversation Room, Trinity College

Good morning,

This is, I believe, an historic RAG week – because it's the first time that a Provost has been invited to help launch it. So let me begin by thanking you. Generally whenever I make a speech in College I start off by welcoming everyone, as the host. But RAG week is organised for the students, by the students, in aid of students, so I'm very much a guest at this event. I'm delighted and honoured to be here.

Of course, this brings back memories of RAG weeks when I was a student here in the 1980s...with pizza-eating competitions, and the like.

RAG week has been held in Trinity and Ireland for over a hundred years, and it's an evolving event. When I was a student, the press used to go on the alert during RAG Week, waiting to report on excessive behaviour. Once, during UCD Rag Week, UCD students invaded Trinity and used a car belonging to a staff member as a battering ram to get into the Museum Building. Eamon Gilmore was then president of the Union of Students in Ireland and he blamed the trouble on a "fringe hooligan" element. After this, RAG Week calmed down in Dublin. Today, the focus is on the charity and community aspect of the week. After all, RAG, as we know, means Raise & Give.

I'm very impressed now by how the Week has evolved, particularly in the last few years. It's now a serious fund-raising initiative and also an encourager of student enterprise and innovation. In 2011 the then 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.

This year, eleven charities will benefit, and the target is €30,000 – nearly a threefold increase in just four years, a tremendous leap. All involved are to be congratulated. This leap is being achieved because RAG Week has become much more inclusive. It now involves not only the whole student body, but also staff and alumni. It's a truly community initiative, uniting Trinity and 'greater Trinity'. I understand that alumni are providing a challenge grant of €10,000 to match and double staff and student donations up to that amount.

I'm impressed and moved by the generosity of alumni, and I'm delighted that Fergal Naughton, who is on the board of the Trinity Foundation, representing

alumni, is here today. I know that alumni, like staff and students, are happy to 'raise and give' to strengthen our community.

The eleven chosen College charities engage strongly with student education and with society. Combined, they support hundreds of weekly volunteers to help Trinity students, and children and families from disadvantaged communities, as well as special projects abroad. They are exceptionally deserving of support.

The programme for this week displays wonderful student initiative and enterprise. There are lots of events – like Sumo wrestling and a Quidditch match – which are novel to me, unknown in my student days. But I'm delighted to see that there's still a RAG Ball and still the Iron Stomach competition - which some of my fellow engineering students had a talent for, but which I really couldn't stomach...

I congratulate all members of the College community – students, staff and alumni. The Students' Union President, Domhnall McGlacken-Byrne, the Ents Officer, Finn Murphy, and the student head of Trinity Volunteering, Sarah McAvinchey, deserve particular commendation for organising and co-ordinating, as do the students who run the partner charities here on campus.

I wish everyone a most enjoyable and productive week.

Thank you.

* * *



Students Union Ents Officer, Finn Murphy; Trinity Foundation Board member, Fergal Naughton; Provost, Dr Patrick Prendergast; and Co-chairs of Trinity Volunteering, Sarah McAvinchey and Tara O'Broin

20 January 2015

AMBER's Industry Day

Science Gallery, Trinity College

Thank you, Stefano - and on behalf of the College, may I reiterate our thanks to the Minister for taking the time to be here today and for his inspiring words, which have captured so well what AMBER means for global research and for economic growth in this country.

Ireland is ranked 3rd in the world for nanotechnology and 6th for material sciences. These should be “household stats”, cited by all, because for a small country, which came relatively late to investment in science, it’s really a remarkable achievement, and a great endorsement of our universities, of the investment of Science Foundation Ireland, and of industry partners.

In Trinity, we’re immensely proud that of what we have in AMBER – in AMBER we have the largest critical mass of European Research Council award winners in the nano-domain in any centre in Europe.

I know that it’s the aim of everyone in this room to keep Trinity and Ireland at the forefront of nanotechnology and material sciences, so that we can continue to do world-first research and to develop sectors key to the Irish economy such as ICT, medical devices, health sciences, and pharma and industrial technologies.

I won’t reiterate AMBER’s successes since Stefano has brought us through them so well - and we’ll be hearing shortly from industry partners and from a PhD student. What I’d like to do is outline briefly how AMBER aligns with Trinity’s mission to work for the public good and contribute to a successful society.

In October we launched Trinity’s Strategic Plan, which lays out our goals, over the next five years. There are nine goals, and AMBER is specifically mentioned under the sixth goal, ‘Research for Impact’. Of the interdisciplinary research themes that Trinity has chosen to concentrate on, AMBER is central to at least three:

- ‘Nanoscience and New Materials’,
- ‘Next Generation Medical Devices’, and
- ‘Intelligent Content and Communications’.

Because the Strategic Plan is strongly connected and cohesive, AMBER will also help us deliver on our other goals. For instance,

- Goal 3, 'Renewing the Trinity Education' is about developing 21st Century skills in our students and engaging with employers;
- Goal 4, 'Activate Talents', is about attracting world-class academics;
- Goal 5, 'Build Valuable Partnerships' is about partnering with industry and collaborating with other academic institutions; and
- Goal 9 is about securing Trinity's future by aligning our strategy with government and industry strategies.

AMBER has a strong and obvious role to play in furthering all these goals. It is one of the driving engines of this university - a place where students, professors, industry partners and collaborative academic institutions come together to achieve excellence.

Just the week before we launched our Strategic Plan, we learned that Trinity is to be the lead institution for two new SFI research centres:

- 'Adapt,' which seeks to change the way in which enterprises, communities and individuals engage in real time; and
- CONNECT, the Centre for Future Networks & Communications, which aims to develop knowledge in networking services across a wide range of sectors.

We took this welcome news as an endorsement of the achievements of AMBER and of our nanotechnology centre, CRANN, and as an endorsement of our interdisciplinary, collaborative and publicly engaged research and education.

Our Strategic Plan was developed in partnership with many stakeholders – with staff, students, government, State agencies, alumni, employers and industry. We consulted widely because we know that what happens in our universities is important for the future development of the country. Equally, we appreciate the support of government and industry for our initiatives. We know that the country as a whole benefits from joined-up thinking and cohesive strategising.

AMBER is a flagship centre and an example of what can be achieved by such cohesion. I thank and congratulate all our staff and investigators, including our AMBER colleagues in UCC and the Royal College of Surgeons in Ireland. And I thank our industry partners and Science Foundation Ireland.

We are all enhanced by the success of AMBER. I'm delighted that thanks to AMBER's education and outreach programmes, to public lectures including TED talks, and to events such as this one – that word about AMBER's success is getting out. It's time to celebrate what we do well in this country, and that includes leadership in nanotechnology and material sciences.

Thank you.

21 January 2015

CAVE Research Centre for Higher Education

Neill/Hoey Lecture Theatre, Long Room Hub

Minister, Colleagues, Ladies and Gentlemen,

Welcome to the Long Room Hub for the formal launch of the CAVE research centre in higher education. This is a launch I personally value very much, because I recall when the CAVE research group was first formed in 2008. I was then Vice-Provost and I was absolutely delighted with this development - higher education is a research area which needs to be focused on – not only in Trinity, but in Ireland. And indeed CAVE is today the only research centre - of critical mass – dedicated to higher education in Ireland.

The CAVE group was committed and focused from the outset. I recall the seminar they organised on the Hunt Report in 2012 which brought together national stakeholders – from State agencies and institutions of higher education – to debate the Report's findings. The seminar received significant coverage, with speakers making the case forcibly that higher education is a public good. It was great to see Trinity taking the lead, nationally, in debating the Report.

At the same time, CAVE aligned its research agenda with a teaching programme. I'm particularly pleased about this because when the CAVE group was first established in 2008, we saw the opportunity and asked its members to work with the School of Education and with our Centre for Academic Practice and eLearning to develop a Postgraduate Diploma in Higher Education as an instrument of continuing professional development for staff.

I suggested this in order to keep focus, college-wide, on teaching and learning. In Trinity we have a dual mission in education and research. But while there are concrete metrics to evaluate research, we needed to come up with ways to evaluate, support, and develop teaching.

The Provost's Teaching Awards, founded in 2001, is one such way and the postgraduate diploma in higher education is now another. This programme is now in its fifth year and has currently 28 participants, with 29 having already successfully completed the diploma. I'm delighted that our staff are seizing the opportunity to develop as educationalists.

CAVE is also a magnet for postgraduate research, and currently has 17 PhD students. It also has the distinction of being particularly collaborative and inter-institutional. This goes to the heart of Trinity's mission. Dr Selina

McCoy of the Economic and Social Research Institute is an active associate member of CAVE and co-edited, with other CAVE members, the most recent special issue of the journal *Irish Educational Studies*. Professor Maria Slowey from DCU's Higher Education Research Centre has also worked closely with CAVE and will co-host next year's international Workshop in Higher Education Research in Dublin.

CAVE's achievements are such that in October 2013 it was decided to grant the group the status of College Research Centre. Today we formally launch the Centre, and in so doing we recognise the capabilities of the CAVE members, and we attest to the importance which Trinity places on research into higher education.

Indeed, I can't emphasize that importance enough. Higher education strongly impacts our society, our economy, our competitiveness, and our graduates' employment opportunities. It's absolutely crucial to get higher education right. We're currently having a serious national debate about how to finance higher education in this country. This is something that everyone has an opinion on. But it's a debate that needs to be informed with research.

Look at CAVE's current research projects: the centre was recently awarded two prestigious European Research awards, totalling almost half a million euro, for research into 'informal learning and undergraduate student leadership-learning' and into 'practices in professional doctorate programmes'. Other current projects include studies into post-doctoral researcher's lives and into the experiences of mature students.

CAVE's research has now been synthesized into its first major publication, *Higher Education in Ireland: Policies, Practices and Possibilities*. This is edited by Andrew Loxley, Aidan Seery and John Walsh – all CAVE members from our School of Education - with contributions by colleagues from across the Irish higher education landscape. It's a collection of papers providing the first in-depth, interdisciplinary and over-arching review of the current state of Irish higher education.

We're fortunate, in this ongoing national debate about the direction of higher education, to be able to call upon such concrete research and expertise. It's a matter of pride to the whole university, and I hope to the whole Irish academic community, that what started as a small committed group has now become a fully-fledged research centre.

I congratulate all involved, particularly the current Head of School, Carmel O'Sullivan, and the former Professor of Education, Michael Grenfell, as well as CAVE's founder members - Aidan Seery and Andrew Loxley - and subsequent members John Walsh, Stephen Minton and David Limond.

And I thank the Minister, Jan O’Sullivan, T.D., for taking the time to be here today. Your presence, Minister, shows the importance that you accord research into higher education. We thank you for your support.

‘CAVE’ stands for ‘Culture, Academic Values and Education’, which is a good description of what this research centre promotes. But CAVE also has intended resonance with Plato’s allegory of the cave – probably the greatest metaphor we have for the power of education. In the allegory, education is experienced as a blinding light when first encountered, and is often resisted, but ultimately leads to freedom and truth.

CAVE’s mission statement centres on ‘human flourishing, truth and integrity’. It is a powerful unapologetic statement: ‘Truth’, it says ‘remains the dynamic for all educational encounters and endeavours’. Through its adherence to this mission, CAVE reminds us what higher education is, or should be about: it’s about emerging from the cave of ignorance and apathy, to flourish as we seek for truth – both individually and as a society.

In acknowledgement and pursuit of that great mission, I’m delighted to declare this centre officially open!

Thank you.

* * *

29 January 2015

Innovation Academy Graduation Ceremony

Clock Tower, Department of Education & Skills

Minister, President of UCD, Pro-Vice-Chancellor of Queen's, Colleagues, Graduates,

It's a pleasure to be here, and let me start by adding my congratulations, on behalf of Trinity College, to these graduates. This award is a great achievement and, as you can see from this event, it's an achievement that the whole country is getting behind.

Through the collaboration between UCD, Queen's, and Trinity, the Innovation Academy seeks to develop a new kind of PhD graduate – graduates with an entrepreneurial mindset, able to convert knowledge into products, services, and policies for economic, social, and cultural benefit.

The Academy's goal aligns to Ireland's mission to be internationally recognised for innovation, competitive enterprise, and academic excellence. As high-flying graduates, you are key to achieving this mission.

There's so much to celebrate and talk about with the Innovation Academy. Dr John McKeown has given us the industry perspective and we'll shortly be hearing from the Minister and from my colleagues in UCD and Queen's. So let me just set out, briefly, Trinity's perspective. What does the Innovation Academy mean for us? How does it align with our mission and values?

Innovation is now intrinsic to a university's mission. It's sometimes referred to as the third pillar of higher education, but I prefer to see it not as a separate pillar but that innovation permeates what we do in both education and research.

Developing excellent innovation requires a multi-faceted approach. What we've learned is that innovation doesn't just happen. You have to strategize for it, and then you have to implement. This was brought home to us graphically when our Technology Transfer Office revised the procedure for the approval of campus company formation in 2008 - with the result that we went from creating less than one campus company a year between 1986 and 2008, to creating seven a year in the past five years.

A few months ago we established a new Office of Corporate Partnership and Knowledge Exchange which provides a single interface for industry, and which will enable us to create many more companies.

This philosophy of ‘not leaving innovation to chance’ underpins the Innovation Academy.

The Academy understands that entrepreneurs are created, not born, and that students who have the intelligence and discipline to complete a PhD can, and should, be taught to apply those abilities to commercializing their research, and disseminating it widely.

The goal of all researchers is to see their research applied and understood. Today’s PhD students are fortunate that knowledge is being brought to market faster than at any time in history, and that there are increasingly creative ways of engaging the public with research.

I was delighted this time last year when the Innovation Academy joined with the Science Gallery to deliver a 12-week Idea Translation Lab on the theme of ‘strange weather’. The programme – modelled on one in Harvard – saw thirty undergraduates, from all faculties, producing group projects inspired by science, art, and design – these projects subsequently linked into the Science Gallery’s July exhibition ‘Strange Weather’.

This was putting into practice the Academy’s mission ‘to convert knowledge into services for cultural benefit’.

A few months ago Trinity launched its Strategic Plan, which lays out our vision, missions, goals, and actions for the next five years. The Plan emphasizes values such as multidisciplinary excellence and diversity, and it focuses on goals like building valuable partnerships, engaging with wider society, and researching for impact. The Innovation Academy helps us deliver on these goals, while remaining true to these values.

The Academy is interdisciplinary and inter-institutional. It is premised on the belief that knowledge is most exciting at the interface of disciplines, and that academic collaborations help grow knowledge. It takes a similarly broad, inclusive approach. It rejects the view that there is just one kind of innovation and just one path to innovation. When you bring brilliant minds from different disciplines together, and encourage them to start thinking creatively and commercially, things start happening, and in unexpected ways. True innovation will always take us by surprise.

The Academy connects strongly to the European-wide mission to boost innovation and entrepreneurship. This is being done through the European Institute of Innovation and Technology, the EIT, and through the EIT’s knowledge and innovation communities – or KICs for short.

I don’t need to explain the EIT and the KICs to this audience. The scale of the EIT’s ambition and the extent of its resources have injected much-needed excitement into universities, businesses, and research institutes across Europe.

KICs in climate change, ICT, and sustainable energy have now been running for five years and we are seeing their impact in terms of new companies, products and services, and new and improved training, mentoring and upskilling for graduates.

Trinity was recently successful in two bids for the new KICS - in Raw Materials and Healthy Living – so we're now participants in two pan-European consortia involving more than 150 partners from 20 countries.

Education is one of the three strands of the EIT. The EIT recognizes that it's not enough to bring excellent researchers together with industry; we need to be guiding, training and upskilling the coming generation.

The KICs are helping identify gaps and needs in our higher education systems - bringing to the fore improvements we should be making in areas like online and experiential learning, and mentoring and internships. Obviously, programmes like the Innovation Academy are key contributors. They are recommending, road-testing, and implementing ways to make our graduates more competitive and entrepreneurial.

The Academy is helping bring about a step-change in innovation education in Ireland. A step-change in innovation means a step-change in higher education, so these are truly exciting times for universities. I am glad to be a part of them, but it's you, our new graduates, who are really at the cutting edge. I congratulate you, and your mentors, and I wish you the very best – for your sake, and for ours.

Thank you.

* * *

29 January 2015

European Research Council Grant Applicants

Saloon, Provost's House

Good evening,

Welcome, all, to the Provost's house. I'm delighted so many of you could make it on this cold and snowy January evening to join us in recognising Trinity's, and Ireland's, success in the European Research Council awards.

It's great to see the Trinity research community out in force, including ERC applicants, directors of research in the Schools, and support staff from Trinity Research and Innovation. And I'm delighted to welcome national contacts from Enterprise Ireland, SFI, and the IRC. A strong ERC application is always the result of individual, institutional, and national effort, and I'm glad that all involved are represented here this evening.

There's nothing like good news. Last autumn, as chair of the IUA, I spent a lot of time having to explain bad news – Irish universities' fall in the rankings. I kept stubbornly insisting that, notwithstanding this bad news, we do have a strong model for higher education in this country and excellent individual institutions.

I felt secure in making this argument. But what a relief to get a 'Christmas bonus' - the news in mid-December that eight Irish-based researchers had been awarded ERC Starting Grants, by far the largest number of such grants to be awarded to Ireland in a year. Of these eight, Trinity researchers won three, the most awarded to any Irish university.

And the news kept getting better: a Trinity researcher has won a Proof of Concept award and three more have been successful in winning ERC Consolidator grants. We're still waiting to hear on outstanding Consolidator applications, as well as on the ERC Advanced Grants. We'll get news of them in April.

Even with results pending, 2014 has already proven to be Ireland's best ever performance at the ERC. The success is, in fact, quite remarkable: Ireland has jumped from second-lowest ERC performer to second-highest. Only Israel is performing more strongly.

This is tremendous. And when you look at the figures behind the figures, it's not just the number of winners that's striking; it's the large increase in Irish submissions; and the huge increase in Irish applications getting through to

stage 2 of the review process – a 220% increase for Starter Grants and 67% for Consolidator Grants.

What these figures tell us is that Irish researchers have made a concerted and remarkable effort, which has been recognised. It's a source of additional pride to me that Trinity researchers have performed particularly strongly.

That's why we're holding this reception now, even though results on some applications are still pending. Because we recognise the huge effort that goes into making an application and we're immensely proud of the number of applications that made it through to Stage 2, and of the boost this has given to Ireland's, and Trinity's, reputation across Europe.

Ireland performed below the European average for FP7, but these promising first results show that this trend is set to change for Horizon 2020. And I also note Trinity's recent success in two bids for the new KICs (in Raw Materials and Healthy Living). As you know the KICs are funded by the EIT which is the EU's most powerful funding instrument for innovation and industry-linked research. So Trinity's success with these KICs is another promising indicator of how an Irish university can perform against European competitors.

We know that this country has a mission is to be internationally recognised for innovation, competitive enterprise, and academic excellence; to be a knowledge economy. We know that this won't happen without high-performing universities. This success with the ERC grants confirms that we're on the right path – that our mission is achievable.

* * *

Success with the ERC came about because universities and public bodies adopted a partnership approach. In pursuit of the goal of ERC funding, all partners - SFI, Enterprise Ireland, the IRC, and universities - worked cohesively together, sharing knowledge and pooling expertise. And with what results!

When we enter into partnership, look what we can do! I'm inspired by what's been achieved. If universities could interact with other government bodies in the same proactive, goal-oriented way as we do with the SFI, Enterprise Ireland and the IRC, we would, I contend, make huge advances.

The 'partnership approach' should be the model for all university-government interactions. We have the same aim: an excellent higher education system. We may sometimes differ on how to achieve this aim, and that's fine, but we're on the same side, and we should act always as partners.

This is an important point because only as partners can we achieve the best for Irish higher education. As we know, there are tough decisions still to be taken about funding and managing universities.

If you're fighting for something, it has to be worth fighting for. The ERC results prove - in case there was any doubt - that higher education is something Ireland should fight for. Given the funding and regulatory environment of the past six years, the ERC success is nothing short of remarkable.

Let's take these great results as a spur – to perform even better in the ERC, Horizon 2020, and in the KICs. Let's outperform Israel. Let's make Ireland the best country for academic research in Europe, and Trinity the best research university in Europe.

If we can just sort out funding and the regulatory environment, nothing is beyond our grasp.

Since this is my home I'm afraid you'll have to tolerate being subjected to some poetry, not mine of course but that of Michael Hartnett. In his poem 'A Farewell to English' he deplores that instead of responding imaginatively and courageously to gaining independence, we "chose to learn the noble art / of writing forms in triplicate:

*"With big wide eyes
and childish smiles
quivering on our lips
we entered the Irish paradise
of files and paper clips".*

That's pretty damning! We don't like to see ourselves as a bureaucratic nation. But certainly there's now too much regulation – too many files and paper clips - around higher education, and this is preventing universities from performing flexibly and entrepreneurially. We want to be delivering excellent news like the ERC grants all the time, and this can happen if universities are allowed managerial and operative freedom, and if we can adopt the 'partnership model' for all university-government relations.

* * *

There are many people to be congratulated and thanked for these excellent results:

- Paul Kilkenny from the IRC, Graeme Horley from SFI, and Imelda Lambkin and Caitriona Ward from Enterprise Ireland for their overall support in Horizon 2020;
- All those within Trinity who supported the applicants, including senior academics, and the team from Trinity Research and Innovation;

- And of course all the applicants. Your achievement is tremendous. I'm particularly delighted for the seven successful applicants. Success in such prestigious awards means that you have hugely enhanced your own profiles, Trinity's, and the country's.

Your success, and the success of all those who were short-listed, will act as a spur to other researchers across the College. Next year we hope to do better again.

And next year, I hope to see the success of our Science researchers matched by success from Social Sciences and Humanities. We know the strength of our humanities' research and scholarship and we'd like to see this recognised by the ERC. The key, I think, is to increase the number of applications from these Schools.

An 'ERC culture' is being developed across the university, which matches Trinity's can-do culture. I hope applicants from all Schools will benefit from this ERC culture and draw the support they need.

There are funding streams for both frontier and applied research, which is right. But in universities we do get particularly excited over frontier, or curiosity-driven, research. In Trinity one of our five core values, recently reiterated in the Strategic Plan, is "the freedom to teach and pursue all avenues of intellectual enquiry, wherever they may lead".

That phrase "wherever they may lead" gets across the yearning of all true scholars to follow inquiry into new, uncharted and, yes, risky waters.

Of all the grant programmes, it's particularly rewarding to do well with the ERC, which funds curiosity-driven research. What's really exciting is that we now have, in Trinity, seven new projects (and counting) – diverse projects on the human brain, and Quantum Field Theory, and 3D printing, and corneal regeneration, and more.

We don't know exactly where inquiry into these areas is going to take these researchers. We just know that they're being given five years and significant funding to find out more.

We wish them happy exploring. We await ground-breaking discoveries.

Thank you for your attention.

* * *

02 February 2015

Wexford County Council

County Hall, Carricklawn, Wexford

Good afternoon, and thank you for inviting me here today.

It's a pleasure to be back in Wexford and to have this opportunity of speaking to you about higher education, and why it's crucial for Ireland's future, and what we can do to boost access to third level – what we can do to educate more talented graduates who will improve the economy and society.

The issues I'll be talking about are national ones, relevant to the whole country and to Wexford, but of course I'm only speaking in my capacity as Provost, or head, of Trinity College, Ireland's highest-ranking university. I'm not here speaking on behalf of the whole Irish higher education sector.

But I am speaking to you as a Wexford man. My experience is that of a boy from Oulart, proceeding to Trinity to study engineering, and deciding to build my career there. My experience remains somewhat atypical – I don't say rare or highly unusual but atypical – because, in my generation anyway, few Wexford students opted to come to Trinity. That situation has changed, but there are still schools and regions in Wexford with a tradition of sending students to certain colleges, who don't encourage students to consider Trinity College.

Of course the converse is also true: there are schools in Dublin who push their students to attend Trinity and don't inform them about other courses, to which they might be better suited, in other parts of the country.

This isn't a good state of affairs. Excellent higher education systems are characterised by mobility. Students should be prepared to travel to other regions - and indeed other countries - in order to access the course that best suits their needs. And they shouldn't be making that crucial decision based on what their friends are doing, or only following tried and tested paths for their school or their county.

This is an important point. We live in an increasingly globalised world and universities need to connect to what is happening globally. Trinity is not just a university for Dublin, but for Ireland, Europe, and the world. Similarly, a university of the south-east would not be doing its job if it only served students in Wexford, Waterford and Carlow. It should have particular strengths and offer distinctive courses that will attract students from all over Ireland and the world.

I'm an evangelist for educational mobility – perhaps because I benefitted from it myself. Having transplanted myself from Wexford to Dublin, I then did post-doctorate work in Bologna in Italy, and in Nijmegen in the Netherlands. The experience of other countries, and, just as important, of other languages and cultures, has proved invaluable.

My experience, both as student and professor, suggests that those students who take the plunge and move away from their familiar environment to go to college often get the most out of the experience. They are electrified by the new – and social need galvanises them to join clubs and societies and to get to know people from different backgrounds. All of this is strengthening.

British and American campuses tend to have more student residences than Irish campuses, and this helps with educational mobility. In Trinity we have committed to providing accommodation for 2,000 more students in the next five years. I hope, and presume, to be filling those new residences with students from all over Ireland and from further afield.

* * *

But I'm getting ahead of myself. Because, before addressing mobility in higher education, we need to address access to higher education. More important than encouraging students to travel to college, is the issue of getting them to college in the first place. Though, in fact, I don't think the two issues - mobility and access – are unrelated.

I don't need to go into the reasons, to this audience, of why it's so important to get our young people to study at third level. When I say 'third level', I'm not saying they should all study in research-intensive universities. Some will prefer to take courses linked to the local job market, or diplomas, or apprenticeships, and training courses - provided of course that these are well-run, and of high quality. In this country we're lucky to have a diverse higher education system which offers students choice about what and how and where they want to study. We don't assume that one size fits all.

But in this age of specialisation, all school-leavers will need to do further training, whatever form that takes. This is necessary for the individual looking to build a good career, and for society. In Ireland we have an economy driven by the skills and talents of our people – you might call it an innovation economy. To compete internationally, we need a highly educated workforce, and we need to have a research and innovation culture that attracts foreign investment.

Higher education institutions are key to an innovation economy because they educate the leaders, entrepreneurs, reformers and professionals that society needs. And they enter into industry partnerships to produce the research that goes into the new products, services and solutions that drive the

economy. As an example of such partnerships we have three SFI centres headquartered in Trinity: Amber, Connect, and Adapt.

In a high-functioning knowledge economy, you always find businesses, universities, entrepreneurs, investors, and government interacting in the right regulatory environment to create growth.

This is why countries need excellent higher education systems and they need ambitious school-leavers who are ready to avail of the education and training opportunities on offer to them.

If students of potential are not finding their way to further study – be it in universities or institutes of technology, it's an appalling waste – for the individual, the college, the community and the country. No country – and particularly not one with a small population – can afford to waste talent.

* * *

It's come as news to me, and is, of course, a cause for concern, that Wexford is below the national average for third-level qualifications. I learned this in my preparations for this talk. If you'd have asked me previously, I would have said Wexford was nationally representative, and maybe a bit above average.

My expectation may have something to do with my school experience. I went to St Peter's as a boarder for five years, and though I was one of the few to apply to Trinity, most of my friends went on to third level, mostly to UCD, and most of them have done very well.

Our parents – mine and my friend's – weren't college graduates. But they were ambitious parents. My father, as some of you may know, ran a haulage business in Oulart which he had inherited from his father. In the 1970s transport became a European business importing from the continent and, I recall, my father taught himself French with a linguaphone, listening to those cassettes while driving lorries. And he had us all learning Esperanto and speaking it round the dinner table. He wasn't to know that Esperanto would never really take off because soon English would be the 'lingua franca' of Europe and the world. But I recall, with some nostalgia, the benign ideology of the Esperantists – their wish for a politically neutral language that would transcend nationality – and I recall with gratitude my dad's efforts to get us engaging with the wider world.

I understand that here with us today are the presidents of the Students' Unions in UCD and DCU, who are both from Wexford. It takes huge energy, commitment and talent to get elected president of the Students' Union, so if I have the impression that Wexford is well-represented at third-level it's not just because of my school experience, but because Wexford people seem to throw themselves into college life. Which is great, because it's never just about quantity. The quality of student experience is paramount. I don't just

want to know how many students we have at this level; I want to know what they're getting out of it.

But of course to get something out of college you have to be there, and it's a cause for concern if Wexford students aren't putting themselves forward – especially because the national average isn't even as good as we'd like it to be.

I can't speak about the Wexford situation specifically since I'm not an economist or a sociologist or an expert on the south-east. But I can speak about access issues, which are relevant to Wexford, as to the rest of the country.

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, recently celebrated its 20th anniversary and it's been a huge success.

Thanks to TAP 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 Irish people's chances of going to college are determined by whether their parents went.

People sometimes see this as a fees issue – but it isn't a fees issue. In the mid-1990s college fees were abolished in Ireland but this didn't result in more applications from 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 high 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 secondary school. This is why the Trinity Access Programme is now working with secondary schools to create such a culture through an initiative called Trinity Access 21.

We recently launched two initiatives which are helping create a more diverse student body. The first, Trinity Explore, involves student volunteers or 'ambassadors' from every county in Ireland giving honest accounts of college life to the camera. The short films are then posted online, and the ambassadors also return to their home counties to talk directly to schools about their experiences.

This is an initiative of the students, by the students, for the students. So far the response from schools has been excellent. If you go online to the Explore website you can hear the students talk about their fears before coming to Trinity, and how they've seized the opportunities of college life.

The student from Wexford talks about how she looked at a number of courses but chose medicine in Trinity because it was 'right for her'. She joined clubs and societies to make friends. She points out that Wexford is 'only an hour or so from Dublin' so it's easy for her to visit home regularly.

That's a good point. In many ways Trinity is the ideal distance from Wexford – close enough that you can easily get back to see family and friends, but far enough that you do have to transplant yourself from your home environment.

The second initiative, which Trinity is piloting on behalf of the whole third level sector in Ireland, is our alternate admissions route. You may have heard something about this. It's our attempt to break from the tyranny of the Leaving Cert and CAO system. We don't think the Leaving Cert is a bad exam but we don't think it should be the only route to college. It favours a particular type of intelligence – and we'd like to see people of different aptitudes coming through.

Uniquely this September, a number of students were admitted to Trinity not on the basis of their Leaving Certs. Instead, we used personal and contextual data, and the applicant's relative performance compared to other applicants from their school. So far these students are doing well – we'll know more as they progress through their degrees - this is, as I say, a feasibility study.

These two initiatives - Trinity Explore and alternate admissions - are about encouraging diversity – geographical diversity, and also intellectual and creative diversity.

Access and diversity are key issues for Trinity, and not just because we're socially conscious. It's because the type of education we offer is greatly enhanced by having creative, innovative, and 'different' students from a wide variety of backgrounds.

In Trinity we've always offered an education premised on critical, independent thinking. For centuries our students have conducted original research alongside their professors. We encourage our students to be inquiring, demanding, questioning - disruptive in the best sense.

Because we seek a questioning, disruptive, innovative campus, we like to bring in students with different types of intelligence, experience and perspectives on the world. If we're only bringing in students from certain regions and certain schools then, no matter how good they are, there will be only conformity on campus.

So you could call our desire to broaden access ‘self-interested’ – insofar as it’s about benefitting the college community. But that’s ‘self-interest’ in the positive sense that Adam Smith used the word.

* * *

So, to recap: access to third level is a human rights issue: everyone of potential should get the opportunity to study at third level and this right should not be compromised because those around them have low expectations for them.

Access is also an economic issue: a country can’t afford to be wasting the talent of its citizens. The Republic of Ireland has less than 5 million people; we need all of them operating at a high level.

Access is also an educational standards issue: universities and colleges need a diverse, dynamic student intake if they’re to foster a creative, innovative spirit on campus.

We want to bring a diversity of students to Trinity and we want to make sure that, once in college, their experience is a diverse one that challenges and stretches them in unexpected ways.

Our approach is proactive. We know that if we want to improve access and diversity, we have to act to implement specific programmes and initiatives. If we don’t do this, it’s not going to happen. The market is not self-regulating. Yes, we have good primary, secondary, and third level education systems in this country which nurture talent, but people do get left behind. It’s necessary to intervene to prevent this happening.

* * *

Our experience in this is mirrored by our experience in promoting innovation.

Innovation is the process by which brilliant academic research gets turned into products and services; and it’s the process through which researchers and academics become entrepreneurs. Innovation first became a university activity in California in the 1980s and 1990s; it’s now regarded as intrinsic to any global university’s mission.

Developing excellent innovation requires a multi-faceted approach that incorporates all university activities. Students, from their fresher years, should be encouraged to embed innovation into their curricular and their extra-curricular activities.

Innovation doesn’t just happen. You have to strategize for it, and then implement your strategy. This was brought home to us in Trinity when our Technology Transfer Office revised the procedure for the approval of campus

company formation in 2008 - with the result that we went from creating less than one campus company a year between 1986 and 2008, to creating seven a year in the past five years, including highly successful companies such as Iona Technologies and Havok for computer gaming.

And we've set up the Innovation Academy, together with UCD and Queen's Belfast, which looks to develop a new kind of PhD graduate – one who is also an entrepreneur.

For undergraduates, we've established a mentoring and incubation programme, LaunchBox. Students are provided with seed funding, office space, master classes and mentoring for three months while they incubate business ideas. LaunchBox has had huge success. Maybe we should have a LaunchBox Wexford? You may have heard of FoodCloud, which hooks restaurants and catering companies up with charities, to bridge the gap between food waste and food poverty. FoodCloud is now working with Tesco, and its founder, Iseult Ward was profiled by Time magazine.

Putting in place the right initiatives has helped us unleash staff and student creativity and innovation. And the steps put in place to improve access and diversity are also having great effect. 20 percent of our students now come from backgrounds under-represented in higher education, and we've a target to increase this to 25 percent by 2019. Almost 8 percent of our students now come from outside the European Union, and our target for 2019 is 18 percent.

This is positive. But of course we're just one university. Initiatives to improve access, diversity, and innovation need to be rolled out across the country. I think Trinity's experience can be instructive here.

* * *

Excellence is always the result of collaboration and indeed imitation. In Trinity we learned about fostering innovation and creativity through studying what universities like Stanford and M.I.T were doing. When looking to develop our alternate admissions route, we studied a Harvard model. And our current mentoring and leadership programme, Access 21, which we're carrying out with secondary schools, was developed in partnership with a leading global NGO, called College for Every Student, based in New York.

But regardless of what Trinity does, every university in Ireland, including the proposed Technological University in the South East, could look to develop similar programmes. It's about identifying which schools and areas might need support, and then providing that support. In Trinity, the students who came through our Access Programme and successfully completed degrees are now acting as mentors to pupils in their old schools and in other disadvantaged schools. And as you can imagine, they are proving excellent mentors.

Similarly, it pays to study successful innovation projects. How did the project get off the ground? How were academic researchers enabled to collaborate with industry? What supports did the government provide? How were investors brought on board?

I'm not suggesting Trinity is the only or best model for improving access or innovation. Where we serve as a model, I think, is in our proactivity and our willingness to learn from, and collaborate with, others.

Wexford, of course, has a brilliant showcase of innovation and creativity: the Wexford opera festival, which serves as a model to other towns seeking to establish music or cultural festivals. It's an astonishingly dynamic festival which has led to Wexford benefitting from a significant capital development project: the country's national opera house.

In Dublin no music promoter would dream of going into competition against the Wexford opera festival. Instead Dublin musicians and audiences free their calendars to make sure they can participate in the festival.

This is an important point. Should Dublin and Wexford enter into competition with each other? Not over opera, and I would suggest, not necessarily over other industries or opportunities either. Dublin is emerging as a global city region, with significant FDI in industries that are set to grow. There's a great opportunity for Wexford to be part of this, to be contributing people and skills and industries associated with the capital, at the same time developing as a cultural hotspot that people really want to live in.

Maybe it's because I'm from here but I see Wexford as unique - with its world-class opera festival, and its world-class writers like Colm Toibín and John Banville and Eoin Colfer and Billy Roche, and its stunning beaches and ports and distinctive architecture and historical significance. All this in such proximity to a potential global city region, a centre of European innovation. The opportunity is huge.

Let's prepare Wexford youth to seize that opportunity. I hope something of what I've said is useful in helping prepare them - getting them excited about further study and training, about unleashing their potential, and about contributing to the economy and improving the world we live in.

Thank you very much.

* * *

05 February 2015

Trinity College Dublin World Hijab Day 2015 Event

Joly Lecture Theatre, Hamilton Building, Trinity College

Good evening,

And thank you for your invitation. I'm delighted to be here for this important campus event.

I'd like to talk this evening about diversity and inclusivity, which are core values of this university. Here, in the new Strategic Plan, they are listed on page 10. Let me quote:

"Trinity College Dublin continues to value and promote diversity and inclusivity. We reach out to a wide cultural, social and educational spectrum with the aim of creating a community based on a collegiality in which all are encouraged to use their talents to achieve their potential."

This value is placed at the front of the Strategic Plan because it permeates all our missions, goals, and actions. It is intrinsic to Trinity's identity, to our way of being in the world.

You'll have noticed my emphasis: Trinity continues to value and promote diversity and inclusivity. These values are not new; they have emerged as Trinity has evolved over the centuries.

Trinity was established in 1592 at a time when, throughout Europe and the world, only men were granted a university education. And at the time of its founding – and for the next few hundred years – universities were confined mostly to the privileged classes. And with travel slow, difficult, and costly, there weren't the significant international exchanges of staff and students that we see today.

So totally male, mostly privileged, and mostly Irish and British: that doesn't sound too diverse. But allowing for the conditions of the time, Trinity did manage 'to value and promote diversity': the college admitted Catholics and 'Dissenters' in 1793, 36 years before Daniel O'Connell won for Catholics the right to sit in parliament in Westminster; and a full seventy years before the University of Oxford allowed Catholics and Dissenters to receive degrees.

And Trinity had grants, called 'sizarships' for lower-income students. The College was keen on this, probably because many of the 'sizarships' were particularly talented, like the playwright, Oliver Goldsmith, whose statue looks out on College Green.

And from early on, Trinity looked to diversify and globalise its courses of study, and to internationalise its staff and students. Back in 1762, a Professorship of Oriental Languages was founded, and an Indian Muslim, Mir Aulad Ali, known as 'The Mir', was appointed Professor of Arabic, Hindustani, and Persian.

And then came the twentieth century, the great century of improved access to third level and the ending of educational discrimination against particular groups.

In the course of the century it became the norm, rather than exceptional, for women, different ethnic groups, those from economically deprived backgrounds, mature students, and those with disabilities to attend university.

This was happening globally, and Trinity embraced these advances with particular enthusiasm. For instance, we were the first university in Ireland to establish an access programme to bring in students from backgrounds under-represented at university.

With the enormous advances in communications and travel of the past few decades, it has become possible to deliver a global education, and for campuses to be truly international and cosmopolitan. Again Trinity has been proactive in creating opportunities:

Today, 20 percent of students and 40 percent of staff come from non-Irish backgrounds; we have academic partnerships with universities round the world, including in Australia, Brazil, China, India, Malaysia, Sri Lanka, and Rwanda. We have a Vice-President for Global Relations, and a Global Room on campus which, in its first year, facilitated 300 international-themed events.

So that's the background and the actuality: that's why we talk about continuing to value diversity and inclusivity. Trinity is, was, and will be, diverse, inclusive, and a standard bearer for these values.

In the name of these values, I welcome the event this evening. I welcome it because it's a sign of the rich diversity of our campus - we now have over 330 Muslim students, and counting. And I welcome it because the philosophy behind this event is inclusive: it's about explaining, educating, and promoting understanding.

The Hijab Day is not without controversy. There are feminists, perhaps some among the Trinity community, who see the Hijab as a mark of female oppression, the sign of a culture that devalues women. As against this, there are feminists, perhaps some among the Trinity community, who see mini-skirts and make-up as marks of female oppression, signs of a culture

obsessed with women's appearance. And perhaps there are feminists who hold to both viewpoints.

I don't myself pretend to understand all the nuances of these debates, but I do know that we are fortunate enough to be in a university where debate is reasonable, resonant, respectful, and most importantly, carried out in a spirit of genuine inquiry.

A good starting position in any debate is to aim to find out something you don't know. Let's not forget this. Let's not start by defending what we think we know.

Sometimes, this defending what we think we know involves projecting onto others – telling them that they are not free autonomous agents; that they are the products of their familial, cultural, religious and societal environment; or that they only hold a position because they've been conditioned.

We are all products of our environment - and often that's a good thing - and we've all been conditioned to an extent. I can't say that I haven't been shaped by growing up male in late twentieth century Ireland. But I would be insulted if my arguments about how to improve education and society were reduced to my gender and nationality and upbringing, and I'd be right to be insulted because such reduction belies my existence as a rational human being.

I know from reading the literature around this Day that it's a particular irritant for women to be told that they are only wearing the Hijab because they are oppressed and conditioned. I sympathise. Especially as students in a high-ranking university educating for critical thinking and independence of mind, to be told that you're conditioned and not thinking for yourselves...well, that's just insulting.

Equally, it's insulting for students wearing heels and make-up to be told they are victims of advertising and of male pressure.

How we dress is important. Clothes give out messages about who we are, and what we stand for. Certain garments, like the Hijab, are a link to faith. We should respect people's choices about what to wear; and, of course, we should respect people's faith. We are lucky enough to live in a multi-faith society, premised on religious tolerance, and a society where we can express ourselves through what we wear - within reason.

Allowing for these standards, we have plenty of choice and room for creativity. The Trinity campus is particularly colourful because our student body is diverse and international – and because university is a time of exploration.

You, who choose freely to wear the Hijab, should be accorded the same respect for your individual choices as everyone else on campus. You should not be subject to assumptions and stereotyping.

But the fact that we are here marking this event, World Hijab Day, on campus means, I think, that you may sometimes feel subject to presumptions and suppositions. That's not right.

But instead of getting angry and defensive, you have organised this event, which is open, informative, and inclusive. I congratulate you. When I was approached and asked to be part of this event, you said simply (I quote)

"We are hoping to clear misconceptions that people might have about the Hijab and to create a better understanding and awareness in the Trinity College community and Irish community at large."

'Clearing misconceptions...creating better understanding and awareness' – that is what education is about; that is what Trinity values. Today the whole college gets to hear from people who have chosen to wear the Hijab; we listen to your reasons and your inspirations.

At this time it's particularly important that we reach out across communities and cultures, and try and 'stand in each other's shoes' and understand each other's motivations. Diversity and inclusivity – these aren't just words. They are virtues that we aspire to. It's not always easy to live our lives by these virtues - but as with everything, the greater effort brings the greater reward.

Diversity is the recognition that differences are creative and interesting, more so than sameness and conformity. *Vive la différence*, as the French say. Inclusivity is the recognition that, with our differences, we still share a common humanity.

I want Trinity to be a flagship of diversity and inclusivity, in deed and action, not just on paper. Therefore, I thank you for organising this day.

In the name of inclusivity, I note that the official World Hijab Day is the 1st of February, which as every schoolchild knows is St Brigid's Day – Lá 'le Bríde' - and traditionally regarded in this country as the first day of spring.

St Brigid is a favourite among Irish saints. And because of her strength and independence, she is now regarded as a feminist icon. The most famous story about St Brigid concerns her cloak. Told dismissively that she could have only enough land for her convent as was covered by her cloak, she spread that cloak upon the ground, whereupon a miracle took place: it grew and grew and covered three counties or more.

The cloak is the symbol of Brigid, of her steadfastness and of her faith. She is always depicted with her cloak. Let us allow for an imaginative connection between her cloak and the Hijab.

To reiterate the College values: “let us create a community based on a collegiality in which all are encouraged to use their talents to achieve their potential”.

Thank you.

* * *

10 February 2015

Launch of the Online Postgraduate Diploma in Applied Social Studies

Senior Common Room, Trinity College

Good evening,

And welcome, all, to the Senior Common Room for this seminal launch: Trinity's first ever online diploma course, which the School of Social Work and Social Policy has the distinction of delivering.

It's now exactly two years since Trinity held an important symposium on online education in the Science Gallery. It was organised by Professor Veronica Campbell, our then Dean of Graduate Studies. It provided an opportunity for me and the other speakers, who were coming from academia and from innovation industries, to brain-storm about the potential of this tremendous new resource.

The symposium was entitled 'Disrupting Higher Education' – that was 'disrupting' in the positive sense of 'shaking up', 'changing' and 'innovating'. I recall saying then that online education was perhaps the biggest educational development in centuries, and was revolutionary in its implications. And I recall that I, and the other speakers, referenced a famous TED talk by Daphne Koller of Stanford University about techniques for embedding online learning. There was a palpable sense, at the symposium, of excitement and expectation, as Trinity was getting ready to move into a new era.

Well, two years is a long time in higher education! Today we have an Associate Dean for Online Education – Tim Savage, who will speak after me – and our new Strategic Plan includes a roadmap to increase the numbers of student online learners to a thousand by 2019, on up to 20 courses. We are becoming more assured and confident about online education, as we begin to see it in action – as we move from the brain-storming to the implementation phase.

Trinity likes to take the lead, nationally, with higher educational initiatives. We were the first Irish university to launch a MOOC - 'Irish Lives in War and Revolution', which started last September. The course attracted almost 12,000 participants, and enjoyed a much greater retention rate than is normal for MOOCs.

In the Strategic Plan, we commit to ensuring that (I quote) "the online student experience matches the research-led Trinity education, based on

academic rigour and built upon the existing culture of scholarship, innovation and creativity”.

It was important to deliver on this commitment for the MOOC. And it is, of course, even more important for the Diploma.

This online postgraduate diploma in applied social studies is a pioneer within the College. As we all work on meeting the target of 20 online courses by 2019, our other Schools will be following this diploma course carefully – looking to learn from its design, implementation, and operation.

In a calm, consistent and measured way, the School of Social Work and Social Policy has risen to the challenge of being a pioneer, of preparing the way, and leading by example.

This School is currently celebrating its 80th anniversary, having evolved from the Department of Social Studies. From the start, the School has been collaborative, synergistic, and proactive about applying research. This is in the nature of the discipline - there has always been strong cross-over between researchers, social workers, and social policy makers.

This experience of collaboration and applying research has helped in the design of this diploma which is aimed at graduates from all disciplines. The goal is to help students develop their understanding of the role and function of social policy – particularly its role in engaging with societal problems, such as crime and poverty, which are resistant to solutions put in place by governments.

The course educates students in developing policy interventions, and looks at the challenges of implementing policy. Online courses have to be structured but flexible, allowing students to engage in learning activities at a time that suits them, at home or in the workplace; but also giving students the opportunity to engage with other students and their lecturers.

Online offers exciting and innovative ways to deliver research and ideas. It has the potential to return us to a more oral, and aural, culture – one where ideas are articulated and debated. It offers students the chance to hone their presentation and communication skills.

I'll leave it to our Associate Dean for Online Education, Tim Savage, and to the course director, Stephanie Holt, to explain the design of this diploma and how it meets the requirements of the student users, and the high standards of a Trinity education, as well as exploiting the potential of this new medium.

I note that the demand for this diploma has been very high, which is in itself an indication of its quality. I congratulate Tim and Stephanie, and the Head of School, Eoin O'Sullivan, and the course co-ordinator, Julie Byrne, and all

within the School and the Online Education Unit who have helped design, implement and deliver this diploma.

This online diploma depended on an excellent partnership between the School of Social Work and Social Policy and the Online Education Unit. In this, too, the diploma is a pioneer and a trailblazer – an example to other Schools of what can be achieved.

I look forward to excellent student and staff feedback from this diploma; and to meeting and surpassing our target in the Strategic Plan of twenty online courses by 2019.

In Trinity we are committed to serving the public good and to opening up access to university education. Online is one of the ways that we can engage people from different cultures and from all round the world with our research and education. Through online education we strengthen the Trinity community.

Thank you very much.

* * *

16 February 2015

Launch of Green Week

Steps of the Public Theatre, Trinity College

Thank you, Senator Norris for your powerful and inspiring launch of Green Week.

I am delighted to welcome you all here today to celebrate the launch of Green Week at Trinity College.

We in Trinity aspire to be global leaders in university sustainability. As we move further towards becoming a sustainable campus, a key objective will be to become the first university in Ireland to join the eminent group of visionary universities constituting the International Sustainable Campus Network.

As outlined in the College's new Strategic Plan, we will achieve this objective by:

- publishing an Annual Sustainability Report, that included carbon, energy, waste, transport and water consumption data ensuring, refurbishments, and purchases comply with and, where possible, exceed, energy-efficiency standards
- promoting research into, and teaching on, sustainability issues as well as promoting the campus as a living laboratory setting up a Sustainable Campus Advisory Group and appointing a sustainability champion
- working towards developing an environmental management system and an energy management system
- publishing a carbon footprint and action plan for reducing carbon emissions fostering links with Dublin City Council's 'Greening the City' and with national and EU smart city and other relevant initiatives.

Both staff and students have been working hard to improve the quality of the Campus and in 2013, the College was awarded Green Campus status.

The award of the Green Flag to Trinity College was the result of the tremendous efforts of the Green Campus Committee. The committee has been extremely proactive in encouraging all staff and students to participate in making Trinity a green campus.

I am delighted that our efforts have been rewarded and that we are the first university in Dublin to 'fly the Green Flag'. Environmental initiatives have been on-going in Trinity for many years, and this award has validated the

work which has been taking place. It will act as a motivator to continue the work that still needs to be undertaken across campus. In 2016, there will be a full review of the Green Flag by An Taisce which means continuing commitment across College to ensure College retains this award.

Green Week has gone from strength to strength and is now in its thirteenth year. I'm delighted to be able to present today a cheque for €4,700 to Marie Kinsella from Our Lady's Hospital for Sick Children in Crumlin from the proceeds of the College Print Cartridge Recycling Scheme. This fundraising demonstrates how a greener Trinity can have positive effects for those who are in need.

Thank you.

* * *

24 February 2015

Farewell for Brian Fitzgerald as CEO for St. James's Hospital

Provost's Saloon, Trinity College

Good evening,

Minister Varadkar, colleagues, welcome to the Saloon in the Provost's House. Today, we celebrate Trinity's connection with St James's Hospital, and we mark the very considerable achievements of Brian Fitzgerald as CFO, and then CEO, of St James'.

Trinity has a long association with St James's Hospital, formalized since 1994, when we opened the Trinity Centre for Health Sciences there. In the succeeding twenty years, the association between our two institutions has been hugely strengthened by, for instance:

- the founding of the Institute of Molecular Medicine;
- the opening of the HRB-Wellcome Trust clinical research facility,
- the establishment of Trinity Health Ireland;
- the founding of the Mercer's Institute for Successful Ageing;
- and the upcoming new National Children's Hospital.

Each of these outstanding initiatives is helping to:

- maximise delivery of high quality clinical care;
- provide excellence in medical education and training;
- ensure world-class biomedical research;
- and contribute to economic and social development in an integrated way.

Trinity and St James', and Dublin and Ireland, have benefitted immeasurably from the association between our two institutions.

The success of this association - and the boost it has provided, nationally, to health education, research, and clinical care - has much to do with Brian Fitzgerald. To say that he has been an outstanding CEO and a committed lecturer on our MSc programme doesn't quite capture the full extent of his commitment to, and vision for, St James', and for public health, and for academic-health centres.

As many of you know - as Brian himself has recounted in an interview he gave to the Sunday Business Post - he grew up in the community served by

St James', and he started working at the hospital at a very young age, at just 16. He has said that James' gave him "great opportunities" in terms of studying accountancy and then for an MBA. He has certainly repaid those opportunities in full!

I can't speak on behalf of the hospital, but as Provost, and previously as Vice-Provost & Chief Academic Officer, it's been my pleasure to have worked with Brian on a number of initiatives, so I've seen first-hand his efficacious approach to getting things done.

Brian sees challenges and opportunities, not difficulties and impediments. He is innovative, quick-thinking, meticulous, and effective. He leaves nothing to chance but he is not deterred by obstacles. He is renowned (and envied) in the public hospital sector for his capacity to balance the books - and even generate a surplus... It's no wonder that he's so highly sought after, and at such a young age.

He's a role-model and inspiration to our students on whom he lectures in health system management. For this, he's able to bring to bear a wide range of experience, including serving as a key member of the National Paediatric Development Board, and being a highly sought after consultant on financial management, insurance, and patient level costing schemes.

St James's is a major national cancer centre – its ten-year audit, carried out in 2012, revealed that the number of patients being treated for lung, melanoma, prostate, and other cancers, had increased 100 per cent in the past decade. This was, of course, the period when Brian held the significant job of CFO.

St James' currently sees over 4,000 new cancer patients each year and this figure will increase as people live longer and the incidence of cancer rises. The hospital is now intent on developing and expanding cancer services, with more focus around patients' needs.

Cancer is also a major interdisciplinary research theme for Trinity – our new Strategic Plan pledges to (and I quote)

"work with partners to create a Cancer Institute, which will consolidate cancer-related activities, including research and education, in one location."

So our aim is for our two institutions to work even closer together to great mutual benefit and to the benefit of Irish cancer patients. We will have a new translational Cancer Institute located in St James's campus.

We will now begin the process of seeking accreditation from the OECI – the Organisation of European Cancer Institutes. Such accreditation is a mark of international best practice. If successful, ours will be the first cancer

institute in Ireland to be so accredited. This will be a significant achievement – a milestone - in cancer research and cancer care in Ireland.

We've come a long way since we began our association with St James'. Brian has been integral to our collaboration. I would like to take this opportunity to thank him most sincerely for his magnificent work in strengthening the association between hospital and university, and for supporting our ambition to develop cancer care and research. I hope that he's proud of what's been achieved to date; we're honoured to have worked with him, and we've benefitted greatly from it.

Brian, I wish you the very best in the Beacon. I commend them on their perspicacity in appointing you! I'm sure that we'll continue to seek your advice in relation to the new Cancer Institute – because while you are, of course, looking forward to the tremendous new opportunity that's opened up for you, I also know how much you believe in St James' and how much importance you place on excellent public health care, and on academic health centres, of which Trinity Health Ireland is an emerging exemplar.

For two decades now, the health sector in Ireland has benefitted from your significant gifts. And it will continue to do so.

Thank you

* * *

26 February 2015

Brazilian Delegates for Brazil-Ireland Science Week

Provost's Saloon, Trinity College

Good morning, and welcome to the Provost's House. I see many of our prominent Brazilian professors here, Mario, Fabio, Luiz, - good to see you.

It's a great pleasure to receive you here in Trinity and in Dublin. I know you've had a very full week so far in the conference. I hope you enjoy a tour of our university - from the beautiful old buildings and squares, to the very recent contemporary structures, like the Science Gallery

Trinity was founded over 420 years ago, in 1592, when it was granted a charter by Queen Elizabeth the First, whose portrait hangs in this room. This house that we are now in was built in 1759 at the instigation of Provost Andrews, whose portrait we see at the end of the room.

But the Trinity Biomedical Sciences Institute – TBSI as we call it - was only opened last year.

The juxtaposition of old and new, of heritage and innovation, is fundamental to Trinity's identity. It is part of what makes us unique. We are Ireland's highest ranking university and we are among the top twenty universities in Europe.

But let me introduce myself, I am Provost, or head, of Trinity College, the University of Dublin. I was elected to this position by staff and students. It's a ten year post, and I'm now in my fourth year.

I'm an engineer, and my research has centred on bioengineering and medical device technologies. This has meant working with colleagues in the Schools of Medicine and Dentistry, so I am a strong advocate of interdisciplinarity, of disciplines working together, sharing and refining research to produce excellence. In Trinity, we offer a broad spectrum of disciplines. We have 24 Schools – ranging from medicine to law, from business to history, from engineering to social sciences. We encourage all our Schools to collaborate on research, to push the boundaries of their disciplines.

We encourage interdisciplinarity by putting in place initiatives like the MPhil in Music and Media Technologies, which is jointly delivered by the Schools of Music and Engineering, and by establishing research institutes in cross-disciplinary fields like nanotechnology and biomedical sciences.

I did my degrees here in Trinity but my postdoctoral work in universities in Bologna, Italy and in Nijmegen in the Netherlands. This has made me a strong advocate of the international dimension of academic activities. We want our students to have the experience of living and studying abroad, and we value greatly that so many of our staff – more than 40 percent - come from abroad.

We actively encourage our staff to collaborate on research and on teaching programmes with universities round the world, including, of course, in Brazil. In 2013 we signed a memorandum of understanding with the Federal University of Rio de Janeiro, as part of the Science without Borders initiative. I know that there are some of you here from that university.

Active global relations is fundamental to our identity. So we are delighted that you are here in Dublin and that you have a similar interest in developing international research collaborations.

When it comes to research consortiums, Trinity is particularly strong. Last year, 2014, was an excellent year for Irish universities in general in the European Research Council grants, and Trinity performed the best of any Irish university. These prestigious grants are very generously funded, and what makes them most exciting is that they fund curiosity-driven research. Thanks to the ERC, we now have, in Trinity, diverse new projects on the human brain, and Quantum Field Theory, and 3D printing, and corneal regeneration, and more.

Our researchers are fortunate that the importance of research is increasingly being recognised and supported at national, European, and global level. The scale and range of funding instruments is unprecedented in history.

We believe that all research, from all academic disciplines, is capable of making an impact – a positive impact – for society.

As Ireland's leading university, we know, in Trinity, that we are educating the next generation of researchers and leaders. Our research priorities centre on the major global challenges of the day including ageing, energy, and environmental and economic sustainability.

This successful commercialisation of research has come about through a college-wide emphasis on creativity, innovation and entrepreneurship. Not only Trinity staff, but students, are now encouraged to develop their creative and business ideas, and to think of themselves as possible innovators and entrepreneurs. We've enabled this through different pathways – by setting up, for instance, LaunchBox, a seed funding programme for undergraduates. Successful campus companies have included major Irish companies like Iona Technologies in software and Havok in computer gaming - both were acquired by multinationals for many millions of dollars.

We take our responsibility as Ireland's leading university very seriously. Indeed, our stated goal is to play for Ireland on the world stage.

We think globally and internationally, which is why our connection with you and with other international academics is so important. We know that we have much to learn from each other.

Ireland is already a country where international students come and study, academic stars come to teach and research, global industries find research partners, and foreign investors locate their companies because they know they'll find here a skilled, technological workforce.

Brazil is also such a country. We want to continue to develop, to go from strength to strength. We look forward to working to the benefit of both our countries, and of global society.

Thank you.

* * *

03 March 2015

The Society for International Affairs (SOFIA) Inaugural Ambassadors' Ball

Dining Hall, Trinity College

Senators, Your Excellencies, Ladies and Gentlemen,

Trinity has always had the pleasure of welcoming distinguished guests to the Dining Hall, but I don't think I can recall an occasion when so many ambassadors, from such diverse countries, have gathered in college in the one evening. From Europe, South America, the Middle East, Africa, Asia – this is a truly international gathering of diplomats.

And I'm delighted to welcome from the Houses of the Oireachtas of this country, Senator Lorraine Higgins and Senator Catherine Noone.

You're all very welcome to the Dining Hall in Trinity College. This was built in the 18th century, largely thanks to the efforts of Provost Baldwin, whose portrait hangs over here. All the portraits in this room are of 18th century gentlemen. Many of them show lawyers and politicians, Trinity graduates involved in the great issues of the late 18th and early 19th centuries – the issues of Catholic emancipation and of Ireland's relationship with Britain.

While these were, of course, diplomatic issues, we don't have portraits of career diplomats in this room. But we do count diplomats among our outstanding graduates – these include Frederick Boland, the leading Irish diplomat of the mid-20th century, who was secretary of the Department of External Affairs, and permanent representative at the UN from 1956 until 1964. He was also Chancellor of this university for twenty years. We have a fine photograph of him – but not a painting, which I think is a pity.

And they include Conor Cruise O'Brien who, as well as being an outstanding writer, was a diplomat who was appointed representative of the UN Secretary General in the Congo in 1961. He served during the cataclysmic period when Patrick Lumumba was assassinated and UN Secretary General, Dag Hammarskjöld died in a plane crash - he later wrote an acclaimed book on these events.

More recently, Sally Fegan-Wyles, former Director of the United Nations Development Group Office, UNDG, is a Trinity graduate; as is Rory Montgomery, who recently served as Permanent Representative to the EU in Brussels and Ambassador to France and is now Second Secretary-General in

the Department of the Taoiseach. And of course our current Chancellor Dr Mary Robinson, formerly of the UN and a former President of Ireland.

Trinity is proud of these graduates' contribution to international affairs, and proud of our long tradition of educating diplomats. And we're delighted that students have now, on their own initiative, established a Society for International Affairs – with the suitably international acronym of SOFIA.

SOFIA is one of Trinity's newest societies: It was founded just two years ago, but last year it won the Best New Society award, and already, it exemplifies all that is best in clubs and societies in Trinity.

We value our clubs and societies as intrinsic to the Trinity Education. In Trinity we are educating, not just for a first job, but for a career and for active citizenship. We understand that participating in clubs and societies and in other extracurricular activities helps imbue students with more independence, initiative, entrepreneurship, communication skills, civic-mindedness and other attributes key to career and to character development.

This is SOFIA's inaugural ball. As an inaugural event this is, I think we'll all agree, a most impressive debut – it's high-level, ambitious, and successful in terms of conception and execution.

The thinking behind this ball is simple but strong: first, to raise funds for vulnerable children round the world through the agency of UNICEF, and, second, to provide a space for students with an interest in international relations and foreign affairs to meet with diplomats. The Ambassadors' Ball is the first of its kind in Trinity and, I believe, in Ireland.

Some of our students here tonight are considering careers in diplomacy; others are considering international careers in business, in NGOs, or in one of the professions. And of course many of the students are themselves international, coming here from abroad to study. All have a keen interest in international relations, and in contributing to a just and peaceful world, characterised by partnership and cooperation.

For the ambassadors, this is a wonderful opportunity to meet with students, who represent the country's hope and future. In the normal course of your diplomatic duties, it can be difficult getting to meet the young, upcoming generation. Your presence here today signals the importance you attach to this.

Global Relations is a core activity for Trinity. Our five-year Strategic Plan, which we unveiled a few months ago, outlines significant goals and actions to develop global relations. I won't go into all the targets here, but suffice to say they are ambitious as befits a university with a worldwide reputation. We aim to educate for global citizenship, recalling the words of the great European

humanist Erasmus – Ego mundi civis esse cupio, I long to be a citizen of the world.

The Ambassadors' Ball – like the other activities of this Society – supports the College's global mission. SOFIA encourages its members to be internationally focussed, to be responsible and respectful towards other cultures, and to think in terms of global impact.

Already this Society is having impact. To organise an event of this size and calibre takes considerable energy, vision, and attention to detail. I congratulate SOFIA – it's a great debut, and I hope to see this become an annual event.

Thank you.

* * *

09 March 2015

Launch of the Tyndall Correspondence

Senior Common Room, Trinity College

Ladies and Gentlemen,

Welcome to the Senior Common Room in Trinity College Dublin for this most important launch of the first volume of the John Tyndall correspondence.

The completed correspondence will eventually stretch to eighteen volumes. So today we celebrate a massive international research project, involving universities and libraries from all round the world. The quality of their work is immediately evident from this first volume, which is a model of its kind – publishers, editors, and all involved deserve huge commendation.

It's an honour for Trinity to be hosting this event. Trinity library holds a number of Tyndall letters so we were able to help in a small way with this project – however Tyndall's thousands of letters are held by about sixty institutions and archives around the world - in Canada, Sweden, the UK, Germany, France, and the US. So I really can't claim any particularity for Trinity in this matter.

I've also learnt – from Norman McMillan – that Trinity awarded Tyndall an honorary LL.D. I'm very glad that we recognised the great man – although somewhat bemused as to why we decided to honour him with a Doctorate in Laws and not in Science, but then he seems to have been a remarkable polymath, so why not?

Trinity has the honour of hosting this launch because Tyndall was Irish, and he has benefitted from the recent national drive to celebrate our great scientists.

We have a long tradition in this country of honouring our writers – as we should – but we were late to the table when it came to recognising our scientists and engineers.

Fortunately this is now changing, and Ernest Walton, William Rowan Hamilton and John Tyndall are becoming household names, whose achievements the public is taking pride in. This is thanks to the efforts of many people and institutions, high among them the National Committee for Science and Engineering Plaques, who are the organisers of this evening's event. The former chair of the committee, Ronald Cox, is a Research Associate in Trinity's School of Engineering, and as an engineering historian

he has greatly helped boost public awareness of Ireland's engineering heritage.

Norman McMillan is also a member of this National Committee and has been indefatigable in his promotion of Tyndall, and organising this launch.

I'm not going to go into why Tyndall was such a great scientist or why his correspondence is so significant – there are many speakers more qualified than me here to speak of this. I will just say that in this university we put particular emphasis

- on multidisciplinary and interdisciplinarity,
- on international collaboration and global relations,
- on innovation and
- on independent, critical thinking.

These are the values we espouse and promote before all others.

Tyndall is a remarkable embodiment of all these values. A self-made man, he worked as a surveyor before attending university; his studies took him to Germany where he did his PhD, indeed he must have been among the first Irish persons to obtain such a degree; he enjoyed, as the introduction to his correspondence puts it, 'several interconnected lives': as an experimental physicist; as one of the great outspoken champions of science in the 19th century who took on the church in his defence of Darwinism; as a mountaineer, and as an inventor. And now I discover, from this volume, that he also found time to stand up for the rights of workers.

In all this, he is a model to our students. He packed enough into his 56 years for three or four or more lives. This large volume contains the correspondence for just three years of his life. I look forward to the ensuing volumes, and to being further awed by his stamina, brilliance, and appetite for the fight.

I congratulate all involved in this tremendous feat of research.

Thank you.

* * *

14 March 2015

The Friendly Sons of St Patrick 24th St Patrick's Day Gala

Union League of Philadelphia

Good evening,

It's a real pleasure to be here in Philadelphia at this St Patrick's Day Gala dinner. This is always a great time of the year to be Irish in the United States. On Tuesday, on St Patrick's Day itself, many of us are invited to the White House itself. There could be no more potent sign of the unbroken friendship between our two countries.

That the relationship continues so strong is greatly due to societies such as yours, devoted to "strengthening the bonds of friendship". Yours is the 'oldest continuously meeting Irish organisation in the United States' – as such, it's the progenitor of all Irish-American societies. Your foundation goes back to 1771; you will shortly be celebrating your quarter millennium.

I like to think there is a special connection between your Society and my university, Trinity College Dublin. Two days ago was your annual Patriots' salute. In Dublin, at the time of the American war of independence, a group of politicians founded the Irish Patriot Party: inspired by the American example, they pushed for legislative independence from Britain.

The founders of this party, Henry Grattan and Henry Flood, were Trinity graduates – if you come to our university, you will see their portraits in the Dining Hall; Henry Grattan in the military uniform of the Irish Volunteers.

So there is this potent link between the American revolution and the radicalisation of Trinity students – including in the 1790s, Wolfe Tone and Robert Emmet, who were both executed for planning revolution, and Robert's brother Thomas Addis Emmet, who escaped to become Attorney General of the State of New York.

Irish Patriots link my university to your Society. There's also the potent link of education. Your Society recognises the importance of education. For over sixty years now, you've funded scholarships to enable Irish students study in the United States, and American students study in Ireland. And you've also endowed research in Irish-American studies.

And twenty-five years ago, you commissioned a facsimile reproduction of the Book of Kells for Gwynedd Mercy College, here in Pennsylvania. The Book of

Kells is probably Ireland's greatest treasure, and it's held in the Library of Trinity College. So that's another link between us.

And, of course, some of your members are graduates of my university. I'm delighted to have this opportunity to meet Trinity alumni.

It's my awareness of these links between us, and of your great interest in education and in Ireland that informs my words tonight: I'll talk a bit about Ireland and Trinity and the education we offer, and about the importance of global partnerships.

* * *

In Ireland, as a country, we've had a difficult six years. The downturn which affected all the world, hit us with particular savagery. The contrast between the Celtic Tiger boom years at the start of the century, and the austerity years, was very great – and was felt by everyone.

However we are resilient as a country, and as a university. And our hard work and tough decisions are now paying off. Growth is up and Dublin is now the European headquarters of many of the world's top social media and software companies, including Google, Facebook, Twitter, LinkedIn and eBay. And Ireland has built on its strengths in the biomedical industries and in creative arts.

In Trinity, we continued delivering quality education throughout the austerity years. We never allowed our ambition to be lessened, because we know that excellent education and research is intrinsic to growth. I don't have to persuade you of this, because it's clear from your activities how much you prioritise education.

To echo the words of Nelson Mandela: "Education is the most powerful weapon which you can use to change the world". Or, to quote someone closer to home, the 19th century Irish patriot and Trinity graduate, Thomas Davis. He said simply: "Educate that you may be free."

Trinity is Ireland's leading university, and we're ranked 71st in the world in the latest QS Rankings, and 25th in Europe, and in subjects like immunology and nanotechnology we are in the top 1 percent worldwide. So if education is a powerful weapon for change and for freedom, Trinity is one of the heavy hitters, globally.

Trinity is contributing strongly to Dublin's emergence as a key European technology centre. Our campus is located right in the heart of Dublin city, and close to the Docklands, where many technology and social media companies have their headquarters.

We count on significant industry partners and investors in our spin-out companies. We're helping fuel growth in Ireland by contributing research for new products and services, and by educating a skilled and technological people.

* * *

Six months ago, we launched our Strategic Plan, which sets out our mission, goals, and actions for the next five years, until 2019. It's an ambitious, comprehensive and wide-ranging Plan.

I spoke earlier of patriots - what is it to be a patriot? It's love of your country, yes, but it's also the drive to be excellent, to be ahead of one's time - and through that excellence, to serve the public good.

Educating for patriotism means educating for excellence – it means developing an individual's skills and anticipating what's required for a successful career - which in turn helps build a successful country. Our Strategic Plan puts in place actions to make this happen – actions for innovation, entrepreneurship, creative arts, interdisciplinary research, and international partnerships.

I'd like to go through all our inspiring actions, but that would take all evening, so let me just pick out some of the highlights:

To realise our vision in research and education, we are planning three vital capital development projects:

- A new Trinity Business School, which is to be co-located on our campus with an Innovation and Entrepreneurship Hub;
- A new Engineering, Energy and Environment Institute, which we're calling E3. It will ensure that Ireland is at the vanguard internationally in meeting the emerging opportunities in energy sustainability and engineering design for development of our natural capital.
- And a new translational Cancer Institute which will consolidate cancer-related activities, including care, research and education.

We also have significant plans for global relations. In Trinity we have a truly international campus – 40 percent of our staff come from outside Ireland, as do 20 percent of our students. Our 100,000 alumni are located round the world.

We will increase enrolment of international students, and we “will provide further opportunities for global exchange, study abroad, and global internships”.

To achieve these important goals, we're relying on broad support. The scholarships you endow facilitate global exchange - bringing American students to Trinity and Trinity students to the US.

Today, innovation and industry partnerships are key activities for any successful university. In Trinity we encourage our students to engage early with industry – and to engage internationally, because a successful career means having international experience.

* * *

But this isn't a message I need to hammer home to the Friendly Sons of St Patrick. The feast of St Patrick's Day is one of the great global triumphs of internationalism. It's celebrated round the world, and its growth started here in the United States, and in Philadelphia.

The successful Irish immigrant experience in the United States was, and is, the result of establishing bonds – bonds between emigrants and between our two countries. All of you draw strength from your membership of this connected Society.

In Trinity we are building a global community - of staff, students, and alumni, including international students who study with us on a semester exchanges. We want membership of our community to benefit the individual, Trinity, and Ireland. We want a community bound - as your American poet Robert Frost put it - 'by countless silken ties of love and thought'.

I look forward to strengthening the silken ties between my university and your society, between Dublin and Philadelphia - and I look forward to what this will mean for the citizens of my country, and of yours.

Thank you.

* * *



Provost Patrick Prendergast (Centre) and Nick Sparrow (1st on the left) with the Trinity Alumni and spouses at The Friendly Sons of St Patrick, Philadelphia.

16 March 2015

**Washington Ireland Programme 2015 Class
Announcement Breakfast**

Washington DC

Thank you Claire, and good morning everyone,

It's a great pleasure, and an honour, to be here at this most important day for the Washington Ireland Programme. I know from Trinity students who have been through the programme, just what a rewarding experience it is.

To be chosen among so many applicants – to be identified as a future leader, is already a tremendous endorsement.

On behalf of my university, Trinity College, and all universities on the island of Ireland, let me thank the Washington Ireland Programme, its organisers and visionaries, for your immense contribution to education and stability as we face the challenges of social and economic development.

In Ireland, as you know, we're coming through a particularly difficult six years. Higher education was badly hit in the downturn because our universities, being publicly funded, are subject to austerity measures. Our universities do have private revenue streams, and great efforts are being made to grow these.

But to put it simply, as I said at a symposium on the future of higher education in Dublin last September: we have an excellent model of higher education in Ireland, which emerging universities in Asia are copying. But we don't currently have in place the means to fund our model.

This will be sorted out, because it must be sorted out.

In the meantime, we remain most grateful to your programme, and the opportunities it offers our students.

And I should reassure you that, despite pressures on state funding, our universities remain strongly competitive. Recent success in attracting prestigious European Research Council awards suggests that Irish universities are performing 'above their budgets'.

We can be proud that our universities continue to show resilience and ambition. Let me focus briefly on one area of ambition which is, I think,

particularly relevant to the Washington Ireland programme: that is, admissions and access.

There have been growing concerns that access to higher education in Ireland is insufficiently diverse. Studies show that many schools, and whole areas and regions, have little tradition of sending pupils to university.

Trinity has addressed this through piloting an alternate admissions route, and through launching an initiative, called Access 21, which partners with secondary schools, local businesses and community groups to create a 'college-going culture' within schools. Access 21 was developed in partnership with the American NGO, College for Every Student.

Simultaneously, we became concerned in Trinity that the numbers of students coming from Northern Ireland to the Republic, and vice versa, was reducing, almost to a trickle. This was as a result of changes to university admissions systems in both the Republic and Northern Ireland, and a lack of concern - on all sides - about familiarising students with the alternate system and setting admissions at a fair level.

Trinity felt the problem keenly because of our long tradition of educating students from Northern Ireland. In the 1950s, it was said that Trinity had more Belfast students than Dublin ones. So, we've put in place a specific new admissions route for UK students, which we're piloting in Northern Ireland.

Our aim is to triple the numbers of students admitted from Northern Ireland, thus reaffirming Trinity's historic mission as a university for the whole island.

With these initiatives, we're encouraging a more diverse student profile. I look forward to returning in the next six years - before the end of my provostship - to tell you how these initiatives are working out. I know the importance you attach to developing communities and to imparting leadership skills where they are needed most. I thank you again for the inspiration you provide.

Let me conclude by wishing the Class of 2015 a most exciting and rewarding programme. I must admit to feeling envious of the marvellous summer that awaits them here in the US. To paraphrase Wordsworth's famous lines 'to be young and brilliant is to be in heaven'.

Congratulations to you all, and thank you.

* * *

27 March 2015

Alumni Awards

The Dining Hall, Trinity College

Good evening,

I hope you're enjoying the dinner, which I won't keep you from, but I can't let this evening pass without thanking you all for being here, and helping to make these awards such a success. Some of you, I know, have travelled great distances. It means a lot to us.

I'd like to share with you, briefly, what's been happening in Trinity - on campus and further afield. As a graduate myself - the Engineering Class of 1983 - I know what this university means to you.

When we re-connect to Trinity, we re-connect to the place, its people and to our younger selves - it's an incredibly powerful combination.

Returning to Trinity after a time away - coming in through Front Arch and out into the cobbled expanse of Front Square - is to remember old friends and teachers, to be magically cast back to the excited, sometimes nervous undergraduates we once were.

Front Square today looks the same as when we were students - reassuringly and beautifully the same. But much of the College looks different. It has new entrances, new sculptures, new glittering buildings. But somehow, it still looks itself. It has not so much altered, as expanded. Areas, such as around the Pearse Street entrance - a windswept carpark when I was an undergraduate - have opened out to embrace the city.

In the next few years, as many of you know, we will be adorning the campus with some significant new buildings - first up will be the Trinity School of Business, followed by new student residences, and then the Engineering, Energy and Environment Institute, which we're calling E3. These will be crucial contributions to the college - and they will make Trinity look ever more itself.

But what I want to talk to you about tonight isn't development on the campus, but development beyond the campus. Because, among the many initiatives designed to secure Trinity's future, the new global relations strategy - GRS2 as we call it - is particularly exciting. And it's also particularly relevant to alumni - you, who are Trinity's community beyond the campus.

What do we mean by ‘global relations’? I’m talking about Trinity’s drive to be a global university, to play for Ireland on the world stage. Of course Trinity has always been ‘global’ in the sense that for centuries we’ve attracted staff and students from around the world. Our graduates have enjoyed global careers. And Trinity’s curriculum has always drawn on the latest international research.

But increasingly, in the past few years, we’ve been implementing specific initiatives to grow our presence globally. Three years ago we created the Global Relations Office, with the aim of:

- promoting academic partnerships with our peer institutions around the world;
- developing student and staff exchanges;
- furthering international research collaborations;
- and creating an ever more cosmopolitan and diverse campus here in Dublin.

This Office – now under the leadership of Professor Juliette Hussey - who is here this evening – continues to be strikingly successful. Just in the past six months, we’ve signed thirty College-wide agreements, formalising our partnerships with institutions across the globe, from China to Australia, from Japan to Canada, from India to the Americas.

Just last week indeed, Trinity’s School of Law signed a dual degree proposal with the University of Sao Paulo to be implemented at both Masters and PhD level.

* * *

Our global mission is at the heart of our new Strategic Plan, launched in November last. Among the actions planned for the next five years are:

to double the number of students enrolled from outside the EU; and

to create global-learning communities through the provision of open-access online courses in areas where Trinity has proven excellence.

The Plan also envisages Trinity addressing a Global Research Question of significance to the future of humankind. We’re currently debating what this Question will be. It’ll play to Trinity’s research strengths and will be a meaningful, long-term intervention.

When it comes to being a global university, alumni are, of course, fundamental. At this moment, in more than 130 countries round the world,

Trinity graduates are carving out successful careers. That's a tremendous network. We're most fortunate.

We know that, as alumni, you take a warm interest in your 'successors' if I may so characterise today's students. The engagement of you, our alumni, with our students is wonderful. We're indebted to you for the training, mentoring and support you provide.

For alumni based further afield, it can be harder to connect with students. But an exciting new initiative from Global Relations, gives the opportunity to help Trinity students, wherever you're located.

Increasingly, international experience is key to a successful career and successful citizenship. So we're now planning for our students to intern in companies outside Ireland. We recently connected with businesses in Mumbai, and the scheme will expand to other cities and countries, when we formally launch a Trinity Global Internship Programme.

Alumni are intrinsic to this Programme. It's through your companies and workplaces, through your goodwill towards our students, and your confidence in the education they've received, that we will grow this scheme. Obviously, the students will benefit. And in turn, your businesses and workplaces will benefit from the confidence, dynamism, and critical intelligence of our students.

Trinity's finest achievement is educating graduates of quality. Tonight we honour four such outstanding graduates. I will not repeat the achievements of Lenny, John, Catherine and Philip. Suffice to say that each has made their own permanent contribution. They have enhanced life on this island of Ireland, and beyond. They are inspiring role models. And, while the college does not claim credit for their success – their success is their own – I feel that they demonstrate the power of a Trinity education more potently than any ranking does.

Ensuring that the students of today leave Trinity prepared to make their mark in the world – as this evening's awardees have done – is why I became Provost.

Through ambitious but realistic strategizing, and with your help, we will give our students global opportunities. In the words of Erasmus, we will make of them 'civis mundi' – citizens of the world.

Why is it that returning to Trinity is so powerful? It's not only the beautiful grounds, the buildings, the rooms like this 18th century Dining Hall. It's also the students, who are the living link and continuum with our own student days. If this campus became a park, with museums and libraries – well, even if it were beautifully preserved, it would only be of passing interest to many of us. It's the people that make the place, down the generations.

It's the student on the Ramp, so nervous yet so hopeful; so hesitant yet so brave, who transports us back. To paraphrase Patrick Kavanagh on his father: 'Every young student we see / Reminds us of ourselves'.

These students, in their turn, will become alumni. And we want them to become like our awardees this evening, and like all of you – to be successful, assured, with positive memories of a youth well spent. We want this for them. But we also want it for ourselves. Their success uplifts us, because we are all involved in this community.

I congratulate our awardees, and I thank everyone for being here tonight, and for the continued goodwill, focus, and support which helps keep this university great.

Thank you.

* * *



(L to R) Lenny Abrahamson, Provost Patrick Prendergast, Catherine McGuinness, Philip Moynagh and John Connolly

30 March 2015

Launch of 'The Correspondence of James Ussher, 1600-1656'

Long Room, Trinity College

Distinguished Guests, Colleagues, Ladies and Gentlemen,

You are all most welcome to the Long Room in Trinity College for this most important launch.

This project – to produce a definitive scholarly edition of Archbishop Ussher's correspondence – is of significance to the Church of Ireland, to Trinity, to Ireland, and to international scholarship, because Ussher was a huge 17th century figure, in Ireland, Britain and Europe.

His multiple roles and manifest importance are apparent in the scope of this project and launch:

- the project was funded by the Irish Research Council for Humanities and Social Sciences, with support from the Royal Irish Academy, Trinity College, and the London Trust;
- the correspondence is published by the Irish Manuscripts Commission, and has benefitted from the expertise of Irish and international scholars, under the editorship of Elizabethanne Boran from Edward Worth library;
- And the launch is being held in Trinity, here in the Long Room, where the shelves are stacked with the valuable books that Ussher purchased for the university.

I'm not going to talk about why this definitive edition of the correspondence is so necessary, nor about Ussher's pivotal role as scholar and churchman in post-Reformation Europe. That's something the speakers after me – Professor Mordechai Feingold and Dr Elizabethanne Boran – will do much better. I'd just like to take this opportunity to speak briefly about why Ussher is so very important to Trinity.

Ussher's name is all over this university: our newest, and physically our largest, library is the Ussher library; since 2010 we've had the 'Ussher Assistant Professors', a programme to recruit academics of the highest calibre to Trinity at the start of their careers; and Ussher is one of the first names to appear on our 'Benefactors Wall', which is the frieze outside the Dining Hall commemorating those individuals and corporations who have given to Trinity over the centuries.

James Ussher is often referred to as Trinity's first scholar. He entered as one of the College's very first students in 1594 and for next 29 years he built a career in Trinity – as, successively: student, Fellow, vice-chancellor, and vice-provost. He refused the provostship. During this crucial early period in the life of the college, he was instrumental in establishing Trinity's reputation for scholarship and independence of thought.

We are indebted to him for building up the library. As his entry in the Dictionary of Irish Biography puts it, "he made book-buying trips to England on a triennial basis – in 1603, 1606, 1609, and 1612". His concern was to provide a library for the nascent college. He set the pattern, which continues to this day, of making valuable acquisitions, so that this library has comprehensive and unique holdings.

He was also an early practitioner of multi-disciplinarity. His scholarship ranged across theology, history, ancient languages, oriental languages, and chronology.

Of great significance is the way that he prioritised and respected primary sources. I understand that his use of medieval manuscript sources was meticulous and exemplary. He insisted on authenticity, rigour and accuracy. There is a portrait of James Ussher hanging in the saloon of the Provost's House, and when groups of students visit I like to recall for them that in an age of religious warfare – and Ussher was certainly not neutral about religion – he set and maintained high standards of scholarship and objectivity.

This is why, in our new Strategic Plan, launched last autumn, we mention Ussher in our opening pages, when we speak about our values. We're extremely proud that the young man, who entered in our first intake of students, grew to be one of the foremost intellectuals of the age. We're very grateful that he used his gifts to benefit this university – and that we can point to him as evidence that multi-disciplinary excellence, independence of thought, and academic freedom were embedded in this university from the start.

It's almost as if Ussher had not existed, then we would've had to invent him... Fortunately, he did exist. And not only did he exist – like all great scholars, he wrote about existence. He wrote often and he wrote widely, to all manner of correspondents, and all around the 'known world'. Thanks to this magnificent project, we can read his words and engage with his thoughts.

The launch of this correspondence is a national event. It's an honour for Trinity to be hosting. I congratulate all involved in bringing this great project to completion.

Thank you.

* * *



Back Row (L to R) Ciaran Brady, Cathy Hayes, Provost Patrick Prendergast, James McGuire, David Dickson, Jane Ohlmeyer; Front Row (L to R) Alan Ford, Elizabethanne Boran, Aidan Clarke and Mordechai Feingold

2 April 2015

Business Student of the Year Award 2015

House of Lords, Bank of Ireland

Ladies and Gentlemen,

It's wonderful to be back in this great chamber for what is 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 year we're celebrating the Award's twentieth anniversary. It was founded in 1995, the brainchild of the Business School and Trinity Business Alumni, and it has been sponsored by the Bank of Ireland from the outset. This makes it one of the most sustained and successful of all student awards in Ireland. A great deal of work goes into reviewing and interviewing the applicants, and organising the event. All involved should feel very proud: the Bank, the Business School, alumni, and of course the students.

An award is only as good as its applicants. We're fortunate in the calibre of the candidates. The task of the selection committee – to short-list five or six students – cannot have been easy. I've seen some of the applicant letters and the level of talent, commitment and breadth of experience is inspiring. These are students who excel academically and outside the classroom. They are entrepreneurial, creative, and civic-minded. They understand – far better than I think we did at their stage – how to apply their training and research to real-life situations.

I congratulate, most sincerely, all the applicants. At the college Alumni Awards, held last week, I remarked that the reason why I wanted to become Provost was to ensure that the students of today leave Trinity prepared to make their mark in the world. Students with this level of drive and talent make this ambition realizable. You make our work as educators exhilarating.

These are exciting times for Trinity School of Business. We have a new Professor of Business Studies and Dean of the School, Andrew Burke. I thank him and other staff, particularly Dr Mary Lee Rhodes, Angela Brady and Ceara O'Connor, for the work they put into organizing and managing these awards.

You will have heard that the project to build a new Business School is underway. I believe we first announced the scheme at this Award two years ago. We are now at implementation stage. The new building will allow the

School to significantly expand – in terms of student and staff numbers, and also in terms of developing skills in innovation and entrepreneurship.

We also recently learnt that the latest Eduinversal 2015 world rankings – which specifically rank business schools - place our Business School in the top 40 in the world, and 1st in Ireland. This is a tremendous result and shows how right we are to invest in expansion and development.

How did we get to this stage – where we're placed in the top 40 worldwide? Well, I think a consideration of what makes the awards we're announcing today such a success will help us to answer that. Because, in the way in which they draw in the talents and expertise of many sectors, these awards are a microcosm of what makes Trinity work.

These awards came about because academic staff and alumni wanted to incentivise students to develop their skills and broaden their scope. In addition alumni wanted to remain connected to the university and the School where they themselves had flourished. And they wanted to give something back, to help mentor the new generation.

Bank of Ireland came on board for similar reasons – to help foster the new generation of entrepreneurs and innovators; to be part of the education of the country's business leaders. And of course it's useful for the Bank and for business alumni to have a window onto the new generation – to identify talent.

And the students got involved because they were, and are, up for the challenge. They are prepared to stretch themselves. They are ready to fund-raise, volunteer, learn languages, debate, edit business journals, head up clubs and societies, run social enterprises, intern with multinationals and start-ups, manage investment funds – all on top of demanding course work! The skills of Business students only ever seem to expand.

So we have these four elements: professors, students, alumni, and the business and corporate world. Four elements - I don't know which is fire, air, water, or earth, but I do know that if you took away one of these elements these awards would be less successful and less sustainable.

It takes a village to raise a child, as Hilary Clinton likes to say. I'd agree - it takes a community to educate a citizen. We need our students to realise their potential - that's the only hope for the world. And for this to happen, students need the involvement of their professors, of past students, of government, industry, and business. It also ideal to have parents involved, and it's great to see parents here this evening.

A university is not an ivory tower. It's more like a pivot, a node or a hub, or even a hive, a hive of activity and creativity - a point where different sectors can communicate and spark off each other.

Increasingly universities are being seen in this light. I don't need to emphasize how university research and education contribute to the economy and to society. The founders and organisers of this Award can be proud that twenty years ago, before anyone was speaking of innovation ecosystems or the knowledge economies or spin-outs or spin-ins, there was this understanding that no student is an island, and that if you bring together the four elements of professors, students, alumni, and the business corporate world, you'll get something special.

We know that previous student winners of this award went on to become mentors of this award as alumni. So now I wish for you students here who are coming to the end of your undergraduate years, that you remain part of the Trinity community, that you continue to draw benefit from it, and to enhance it.

Given that the skills-set of Business Students only ever expand – twenty years ago students were not creating social enterprises or inventing apps – well, God knows what our Business students in twenty years' time will be up to! Organising space travel? Whatever it is, I know that with the support of professors, alumni, and the Bank of Ireland, they will be expanding their potential, and making life better for those around them.

Thank you.

* * *



Ritchie Boucher, Thabata Sylten, Tom McAleese, Peter Gillen, Richard Murphy, Vitalyia Bikmametova, Ben Butler, Dervla Malone, Provost Patrick Prendergast, Professor Andrew Burke

10 April 2015

Trinity's College Gallery 'The Swing of the Sixties'

Lismore Castle Art Gallery, Co. Waterford

Good evening,

It's an honour and pleasure to be here in Lismore Castle, launching this exhibition of artwork from Trinity's 'College Gallery'.

'The Swing of the Sixties' indeed. We are now almost sixty years from that great decade but its verve, excitement and radicalism is caught in these paintings. They still look new and surprising – to my eyes anyway.

Seen here in Lismore, they have something of the same effect as they have in Trinity: they complement and expand the surroundings – opening our eyes to the juxtaposition of the old and the new, tradition and innovation. Just as Trinity's 18th century squares make a marvellous setting for radical 20th century art, so too does Lismore Castle.

Trinity College in the Sixties was very lucky – it had a young Professor of Genetics who channelled the spirit of the age. I don't know what we would have done without George Dawson. Looking back, it seems to me that the most 'sixties' of all the college initiatives, the most quintessential legacy of that iconic decade, is George Dawson's Picture Hire Scheme - from which these exhibition works are taken.

I don't need to explain George Dawson to this audience. His role is explained in the excellent catalogue to this exhibition. Let me just say three things:

First, the whole college is in George's debt. In the Provost's House, I get to enjoy wonderful works by Camille Souter and Mainie Jellett – and in rooms somewhat less grand, the students are enjoying Picassos, Lichtensteins, Le Brocquys. That's thanks to George Dawson. Few people have made such a difference and added such enjoyment, to daily College life.

Second, what made George so distinctive, and what makes the College collection so vibrant, is that he threw the net wide – out to the students. He had the boldness of vision of a great collector, but, more, he was a great educator, and he understood that it's not only what we can do for the students, but what the students can do for us. He knew that he needed youthful iconoclasm to keep his ideas fresh. That goes for all of us educators, in all our fields of endeavour.

With his student volunteers, George built a unique collection. They were genuinely radical. The 1967 exhibition, 'Banners by American Artists' was the most extensive display of these works in Europe at the time, and their first outing in Ireland and Britain. There were two Roy Lichtensteins in the exhibition – the students insisted on buying one, and it's on display here this evening.

This evening's exhibition is curated by one of these student volunteers – Richard Wood, who is both a Trinity alumnus and a supporter of Lismore Castle Arts. Richard was involved with the Picture Hire Scheme in the heady days of the Sixties, and he has managed, with this wonderful exhibition, to get across the excitement that he and the other students felt on being exposed to such challenging, avant-garde work. I think only someone involved in that movement could have brought this distinctive energy to tonight's exhibition.

Third, George's 'picture hire scheme' was devised to provide art for student rooms, because as he used to say: "I never understood the educational value of bare walls". But it soon also evolved to hosting public art exhibitions. The Trinity Exhibition Hall, which opened in 1967, was Ireland's first university art gallery. In 1969, it hosted the first and only solo show of Picasso in Ireland while the artist was still alive. During a six-week run, 42 thousand people saw that exhibition.

George was a natural communicator, educator and enthusiast, who wanted as many people as possible to see contemporary art. He also had a vision of Trinity as a public space. He felt that such a beautiful place in the heart of the city should be shared. In the Sixties, the campus was quite hermetic, sealed off - only professors and students tended to venture in. Today the College has thousands of visitors, and numerous programmes of public lectures, seminars, and exhibitions. George played a key role in the 'opening out' of Trinity.

That's why I think this exhibition in Lismore Castle is so significant. Lismore has a similar relationship with its surrounding area as Trinity: it's this exceptionally beautiful place which naturally draws people in. Nine years ago, Lord Burlington created the art gallery, Lismore Castle Arts. Among the sculptures in the garden is a work by Eilis O'Connell, who also created Trinity's most recent sculpture, Apples and Atoms, in honour of Professor Ernest Walton – splitter of the atom.

There's no doubt but that George Dawson would have been thrilled by the dedication to contemporary art and the boldness of vision of Lismore Castle Arts. There's no doubt how pleased he would have been by the marriage of this vision with his collection.

I congratulate all involved – Richard Wood for his wonderful curation; Lord Burlington, Eamon Maxwell and Paul McAree for all they have done to

organise this exhibition and to make Lismore Castle Arts such a success; and from Trinity, Catherine Giltrap, our curator of the university collections, and Carolyn Kelly, assistant curator, who coordinated with Lismore Castle to prepare this exhibition.

Catherine and Carolyn have done significant work to increase access to Trinity's art collections. This has involved hosting more exhibitions on campus and lending out art works to carefully chosen galleries. Loans and exhibitions allow Trinity's art works to be viewed by larger audiences and to be placed in a wider context of visual arts practice, and so inspire further research.

It's a privilege for Trinity to own such works, a privilege to be in a position to lend them out, and a privilege to see them now in these surroundings. Thanks to George, Richard and the other student-collectors, the swing of the Sixties was brought to Trinity; and now, thanks to tonight's organisers, that swing reverberates here in Lismore.

Thank you.

* * *



(L to R) Eamonn Maxwell, Director, Lismore Castle Arts; Professor Patrick Prendergast, Provost, Trinity College Dublin; Carolyn Kelly, Curatorial Assistant, Trinity College Dublin; Richard Wood, Curator of 'Trinity's College Gallery: The Swing of the Sixties' and alumnus of the College; Catherine Giltrap, Curator of the College Art Collections, Trinity College Dublin; William Cavendish, Earl of Burlington

Trinity Monday, 13 April 2015

Scholars' Dinner

Dining Hall, Trinity College

Your Excellency, the Papal Nuncio to Ireland, the Most Revd Charles Brown; Archbishop Neill; Former Provosts Drs Mitchell and Hegarty;

Fellows, Scholars, Distinguished Guests,

Welcome to the Scholars' Dinner, and to a great week of academic and sporting events. On Friday we will have the Trinity Ball, and today we saw the traditional announcement of the new Fellows and Scholars from the steps of the Public Theatre.

This evening we formally welcome the new scholars. You have excelled in a difficult examination and you now join the distinguished community of scholars and past scholars, several of whom, I'm delighted to say, are here this evening. Later we will hear from a scholar of 1945, the Very Rev'd Victor Griffin. He is a former Dean of St Patrick's and is 91 years old. We are most honoured to have him here.

Tonight we also recognise 7 new Fellows and 4 new Professorial Fellows. Fellowship is a singular distinction bestowed on those who have achieved an international standing in their scholarly research. In each new generation, the Fellows mould the College's distinctive traditions.

I'd like to extend a particular welcome to the Visitor to the College, The honourable Dr Justice Maureen Harding Clark, and to our guests from our sister Colleges across the water: St John's College, Cambridge, and Oriel College, Oxford. From St John's we welcome Professor John Rink and Professor Deborah Howard, and from Oriel we welcome Dr Paul Yowell.

Tonight we're also delighted to announce the awarding of honorary fellowships to two distinguished scholars: Yvonne Galligan and Leo Goodstadt.

Yvonne Galligan is a graduate of Trinity and has built a significant academic career in comparative politics, with a focus on gender equality. She is currently professor in Queen's Belfast, where she is founding Director of the Centre for Advancement of Women in Politics and Director of the university's Gender Initiative. Her research provided the foundations for the introduction of the 2012 Electoral Funding (Political Parties) Act, which allowed for candidate gender quotas in Ireland. 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. After arriving in Hong Kong in 1962 as a Commonwealth Scholar, he was deputy editor of the Far Eastern Economic Review and Hong Kong correspondent for the London Times, before serving as chief policy adviser to the Hong Kong government and head of its Central Policy Unit between 1989 and 1997. He is currently completing a book on poverty in Hong Kong, and was awarded the CBE in 1996. With this honorary fellowship, we recognise his contribution to Asian studies, and his support for our university - he has been particularly instrumental in the development of the Trinity Centre for Asian Studies.

* * *

In Trinity Week we celebrate the achievements of staff and students, and this dinner is my chance to tell you about some initiatives we're embarking on, and about some of the global movements in education that are impacting on us.

Previously, at this dinner, I've talked about the College's initiatives in innovation and entrepreneurship, admissions and online education, and the Trinity identity. This year is particularly significant because some months ago we launched our Strategic Plan, which lays out our mission, values, goals, and actions for the next five years.

So there's much to fill you in on, but what I'd like to talk about briefly this evening is Global Relations. Growing globally is intrinsic to our Strategic Plan, and it's what one might call a horizontal action: the drive to promote international staff and student exchanges; to develop academic partnerships and research collaborations with peer institutions around the world; it's a drive that engages the efforts of all the Trinity community, students and staff, alumni and friends; and one that helps us deliver on other important goals.

Three years ago we created the Global Relations Office, now under the leadership of Professor Juliette Hussey. Just in the past six months, Global Relations has organised the signing of thirty College-wide agreements, formalising our partnerships with institutions across the globe, from China to Australia, Japan to Canada, India to the Americas. Among the actions planned for the coming years are:

- to double the number of students enrolled from outside the EU;
- to create global-learning communities through the provision of open-access online courses in areas where Trinity has proven excellence;
- to inaugurate a Trinity Global Internship Programme which will see our students interning in businesses outside Ireland; and

- to address a Global Research Question of significance to the future of humankind. We're currently debating what this Question will be. It will play to the research strengths of Trinity and will be a meaningful, long-term intervention.

So we're being highly proactive about growing Trinity globally, extending our international reach, and ensuring a cosmopolitan campus here in Dublin. Why is this so crucial to do?

It's crucial because of our tradition, and because of the way that higher education is evolving.

Trinity has always sought to educate for global citizenship. For centuries Trinity students have gone out into the world to build careers – in times past it was frequently within the British Empire; today our alumni live and work in 130 countries worldwide.

Our campus has never been insular – we've always welcomed students from far afield; and we've always recruited staff from abroad, and drawn on the latest international research.

In his Trinity Monday discourse today on the mathematician James McCullagh, my colleague Professor James Lunney painted a wonderful picture of international scholarship in the early 19th century. He spoke of scholars around Europe working, separately and together, to further our understanding of light: Augustin Fresnel in France, Franz Neumann in Königsberg, Michael Faraday in England, and MacCullagh and William Rowan Hamilton here in Dublin. Much like today, these scholars were both racing against, and feeding off, each other.

It has been natural for Trinity to encourage internationalism and diversity. In his beautiful sermon this morning, the Most Revd Charles Brown had a marvellous phrase: the truth, he said, is symphonic. It is not just one note, but many notes. True education is multifaceted and outward-looking. "Ego mundi civis esse cupio", as Erasmus said – "I long to be a citizen of the world".

Today we have more international staff and students than ever before and many more global academic partnerships and research collaborations. This does not represent a change of direction - it is rather a deepening of established traditions. It's to our advantage that our traditions fit so well with the way that higher education is developing.

At my inaugural speech, as Provost, almost four years ago now, I spoke of the emergence of higher education as "a globally traded and borderless activity". I pointed out that, increasingly, staff, students, and research projects are switching countries and institutions, going to where the money and expertise

is. I characterised this as a definitive new direction and said that if Irish universities wanted to remain competitive, they must be a part of it.

In subsequent speeches I linked this new global direction with higher education's new emphasis on innovation. Innovation prospers in an environment of global connectivity. You don't get world-class innovation if professors and students are inward-looking and risk-averse – academics should be collaborating internationally; and students seizing opportunities to travel and learn languages.

Global connectivity is also, of course, a means of fostering trust, collaboration, and openness. Knowledge admits no boundaries, prioritises no colour or dogma. Academic collaborations help keep dialogues open, replacing suspicion and paranoia with understanding and knowledge.

For all these reasons, world-class universities are working on strengthening global connectivity. Trinity's focus on global relations over the past few years has seen us create a rich web of partnerships and collaborations around the world, in both education and research. And we're determined that this is only the start of it.

Crucially, we've embedded global relations into our Strategic Plan and ensured that it connects to all our other goals – to innovation and entrepreneurship, to online education and holistic admissions. Our Strategic Plan is characterised by joined-up thinking. Individual goals don't stand in isolation from each other.

So we have in place an excellent action plan and launch pad. We know what we have to do to achieve success. We don't have to re-design or re-invent ourselves. Our actions, successfully completed, will lead to more actions: this is a Plan that can see us growing exponentially.

The College's most recently-created position is the Dean of Development. This new Dean will have responsibility to strengthen Trinity's fund-raising capability and ensure that it aligns with our Strategic Plan.

It's a new position, but it's an example of innovation within tradition, something that Trinity is particularly good at. We're confident in our Plan and in achieving our goals because we know that in the course of our history we've constantly addressed challenges, anticipated new developments, set targets, and met them. We're now entering another new phase of the 'Trinity story'. It's an ambitious phase. But we're well-prepared and, most importantly, we're excited about what can be achieved.

I look forward to the part that our new Fellows and Scholars, and our distinguished alumni, can play in helping Trinity become an ever more cosmopolitan, diverse, connected, innovative, and global university.

Let me now propose the toast.

All new Fellows and new Scholars should remain seated. Everyone else please rise.

“To the new Fellows and Scholars”.

* * *

I now call on the Very Revd Victor Griffin, scholar of 1945, to reply on behalf of the scholars.

* * *

15 April 2015

Dean of Students' Volunteering Awards

Printing House Hall, Trinity College

Good evening,

and welcome all to this most important event.

It's appropriate that we're announcing these awards in Trinity Week, which is, in many ways the most important and quintessential week for students in all the college year. This is the week of the Ball, the announcement of the new Scholars and Fellows, the Chariots of Fire race and now the Volunteering Awards.

Volunteering – that is contributing one's free time and energy, one's talents and enterprise, to better the conditions of certain groups or individuals – is a strong tradition for Trinity students. It's in the nature of students to care about improving society, to be idealistic and committed, to be radical about seeking solutions.

Winston Churchill caught something of what we think of as the student spirit when he remarked that 'anyone who has a heart at twenty, votes Labour; anyone who has a head at forty, votes Conservative'.

One doesn't have to agree with the specifics of that division – and I don't – to respond to his foregrounding of the heart as the essential organ of the young. The implication behind his pithy dichotomy is that the young should not be heartless, and if the young are heartless, that is very bad news for society at large.

Trinity students are not heartless. For generations they have supported people and communities, at home and abroad. They acknowledge their good fortune in attending a world-class university and they're ready to use the opportunities they've been given for the good of others.

A few years ago, we established the Dean of Students' Roll of Honour in order to recognise the contribution our students make locally, nationally and internationally.

Part of the thinking behind the Roll of Honour was our understanding that the skills involved in successful volunteering – skills like leadership and communications and HR and fund-raising and project and event-management – are skills which are not optional add-ons to the Trinity Education. They're intrinsic to it.

Employers of our graduates are specific about what they're looking for. They want graduates who have gained the kind of skills I've just outlined. They want graduates who have taken on leadership and management roles in clubs and societies, and in projects, events and volunteering. They want graduates who actively apply their skills and talents to improve conditions in the world.

It's this understanding that learning outside the classroom is as important as learning inside that has led to people starting to refer not to 'extra-curricular' but to 'co-curricular' activities. 'Extra' suggests extraneous and expendable; 'co' suggests coordination and coherence.

I do not mean to suggest that students get involved in volunteering merely to boost their CVs and skills-sets. There is nothing wrong with boosting one's skills-set – we should all be doing it – but the reasons students volunteer are much more multifaceted. And it is, in fact, false to separate humanitarianism and public spiritedness from self-improvement. The two are compatible.

The reason why employers are interested in students who volunteer is because the type of person who takes an interest in the welfare of others, who seeks to better society, who wishes to find solutions and lead by example is, frequently, the type of person who is motivated and committed in whatever job they're doing – who makes a better scholar, a better leader, a better entrepreneur and professional.

It's our awareness of the importance of volunteering - to society, to the individual, and to the College - that has led us to create these awards. By celebrating these awards we send out the message that we value the altruism that motivates students to get involved, and the skills they develop through that involvement.

A great deal of work has gone into running these awards. I would like to thank, for their inspiration and dedication, the Dean of Students, Professor Kevin O'Kelly; the application review committee; and the Civic Engagement Officer, Simone Cameron-Coen.

There are three categories of Award, reflecting the different levels at which students get involved:

- The **Dean of Student's List for Volunteering** recognises participation in a volunteering activity over a sustained period of time, as well as reflection by the student on the impact of the activity on themselves and the group or individual they're helping.
- the **Dean of Student's Leadership Award** acknowledges students who have taken on leadership or management roles; have accepted a high level of accountability and responsibility in named projects; and have reflected on the value leadership has for them and the beneficiaries.

- the **Trinity Legacy Award** acknowledges exceptional students or graduates who, during time in Trinity, have left a legacy based on their contribution, leadership over time, and innovation in bringing about a permanent or sustained positive impact on the organisation or individuals they have worked with. Because of the very high standards associated with this award a maximum of three will be presented in any year, and it is not expected that it will be given every year.

Today we award the Leadership Award. Out of 145 impressive applications, sixty were successful, and are now acknowledged leaders and role-models in volunteering. I congratulate them most warmly.

We're delighted to announce that of 13 nominations for the Trinity Legacy Award, three were shortlisted, resulting in two winners. I congratulate all the nominees – students cannot nominate themselves so to have your name put forward is already a significant endorsement.

Interestingly, all three short-listed candidates are involved in youth and school organisations. The two winners, Aoife Price and Gareth Walsh, have focussed on helping young people through mental health issues, and on mentoring and tutoring school-age children. Both have been involved with their respective organisations, Headstrong and Trinity's Voluntary Tuition Programme, for four years and both have made remarkable contributions and have had lasting impact.

Aoife and Gareth are examples of what can be achieved by students volunteering. I congratulate them, the other winners of the Dean's awards, and the nominees. May your example inspire your peers and future students, and may you take that proactive spirit of reform out into the world with you, to benefit yourselves, and society.

Thank you.

* * *

16 April 2015

Centre for Literary Translation Dinner

Saville Club, London

Distinguished Alumni and Guests,

Ladies and Gentlemen,

It's my pleasure to welcome you, on behalf of Trinity College Dublin, to this dinner celebrating our Centre for Literary Translation.

This is a hugely exciting event. Almost exactly two years ago, to the day, we launched the Centre for Literary Translation with a special event, Translating Seamus Heaney. Five of Heaney's translators – from Poland, Russia, Mexico, Italy and Hungary – were there, with Seamus himself, and we heard the famous poems being rendered in the familiar rhythms, with unfamiliar words. The only one of those languages I have any grasp on is Italian. It's wonderful to hear 'The Haw Lantern' become 'La Lanterna di Biancospino'.

It was right to launch the Centre by translating Heaney, so much of whose own work is concerned with translation. He believed in the vitality of the word as a means of transmission between cultures and epochs. And he was an Honorary Fellow of Trinity, and of course, a wonderful supporter of Trinity – and of writers and translators everywhere.

That event two years ago was held in the College Chapel. The Centre at that stage was of 'no fixed abode' as they say. This will change; the Centre now has one of the finest abodes in Dublin: a Georgian house all to itself in Fenian Street. This magnificent building has long been the property of the College but for many years it was unused and it's in need of extensive refurbishment.

There were many uses the College could have put the building to, but the Centre for Literary Translation won out. It's right that something as cultural, aesthetic and historically significant as literary translation should have a cultural, aesthetic and historic setting. We only regret that Seamus is not here to see the Centre take up residence in Fenian Street; he would have loved it. But I'm absolutely delighted to announce the new premises at this dinner, before some of Ireland's foremost writers and translators.

About six months ago we launched, in Trinity, our Strategic Plan, which lays out our nine goals for the next five years. It's a comprehensive Plan putting in place actions to develop important objectives including creative arts practise, global relations, and research for impact.

The Centre for Literary Translation will help us deliver on these objectives in a very immediate, direct way. The Centre is a flagship for creativity and multiculturalism. It will build on Ireland's and Trinity's remarkable reputation for nurturing literary talent, and brings new dimension to this tradition.

While many Irish writers have been effortlessly multilingual and some, like Samuel Beckett and Flann O'Brien and Michael Hartnett, have written masterpieces in two languages, literary translation has not been greatly practised or taught in Irish schools and universities.

Trinity's Centre for Literary Translation will change this. It will:

- offer a taught postgraduate programme, which will attract students from a round the world;
- it will hold an ambitious schedule of seminars, workshops, and lectures and connect with publishers, authors and booksellers in Ireland and beyond;
- it will create a community for visiting translators;
- and it will host an annual literary translator in residence scheme. This will complement our other writers- and poets- in residence schemes.

The Centre for Literary Translation will draw strength and inspiration from Trinity's other centres of creative arts practice, like:

- the Lir National Academy for Dramatic Art
- the Oscar Wilde Centre for Creative Writing, and
- the Royal Irish Academy of Music, now an associated College of Trinity.

One can imagine, for instance, the actors and directors in the Lir working with translators to put on new masterpieces of world theatre. Trinity prides itself on its interdisciplinarity, and this Centre will be key to leveraging the talents of our other arts disciplines.

The Centre will likewise connect to a campus which is increasingly multicultural in terms of staff and students, and to a global relations policy which has seen us develop academic partnerships and research collaborations with peer institutions all around the world, from Japan to India, from China to Brazil. I'm excited when I think of how our existing connections with these countries will help create an environment of interest and understanding towards their literary masterpieces.

But I won't keep you from dining any longer, let me just say... When I took the plane from Dublin to come here today, I left from Terminal 2 and I looked up to see the tapestry hung there. In the centre of this tapestry, a tiny figure sails along in a sea, or sky, of shimmering blue, surrounded by ghostly creatures and mysterious objects. He is clinging to a parachute, which is a book, or pages from a book.

This is the Czech artist, Peter Sis', tribute to Seamus Heaney, unveiled last year.

On the parachute of pages, you can read lines taken from Heaney's poem, *Lightenings viii*, which is a free translation of an old Irish story from the *Annals of Clonmacnoise*. The poem imagines a spaceship coming down to the abbey, and on the pages you can read these lines:

So
The freed ship sailed, and the man climbed back
Out of the marvellous as he had known it.

'Sailing', and 'climbing back', and 'out of the marvellous' – that says so much about what happens when we sail into other languages and other texts, and then sail back, bringing the 'cargo' back into our own languages.

I know this means as much to you as it does to us. I thank you all for being here tonight. You are friends of Trinity, and friends of literature. I know how excited you are about this Centre. I thank you for your support; I hope you will continue to support us, and I look forward to welcoming you all in the magnificent new premises.

* * *

17 April 2015

**EUA Annual Conference 2015 'European Universities in
Research and Innovation: People, Policies and
Partnerships'**

Antwerp, Belgium

Good morning,

It's a great pleasure to be here in Antwerp, and to have this opportunity to meet with those engaged in boosting Europe's research capacity.

Fostering favourable conditions for research is, of course, a crucial issue, and one of the key things that Europe has to get right – at the institutional level of universities, at government level, and at EU level.

What do we have to do to ensure that pathways to research are open and supported, so that we get innovative products and services, engaged and dynamic entrepreneurs, and growth and competitiveness in Europe?

Like the rest of you, I've been thinking about this very seriously, both in my capacity of President, or Provost we call it, of Trinity College Dublin, Ireland's highest-ranked university, and in my capacity as board member of the EIT, the European Institute of Innovation and Technology.

There are many possible approaches to this issue. What I'd like to do in the time I have today is to break down what I see as false or artificial barriers and distinctions, which are preventing us from creating the right pathways and support systems for innovative research.

What barriers and distinctions? Well, I think in our discourse and in our *modus operandi*, unhelpful distinctions are made all the time:

- between research and education,
- between applied and basic research,
- between commercial disciplines and non-profit making ones,
- between entrepreneurial businessmen and ivory tower researchers, and
- between public and private funding.

These distinctions result in categorizing and compartmentalising and rationalising and prioritising, which I think should be replaced by collaboration, cooperation, and interconnection.

I think it's time to break down the orthodoxies.

****Public vs Private funding****

Let's start with public and private funding. What a hornet's nest that is! On the one hand there's an orthodoxy within many European countries, including my own, Ireland, that higher education should be publicly funded and that it's 'bad' to ask students to invest in their own education.

On the other hand there's a presumption that it's private funding and private corporations that produce innovative products and services. We associate all the great advances in innovation with companies like Apple and Google and Pfizer. Public funding is seen as risk-averse and unexciting.

Just laying it out like this, we can see the problem: we believe that exciting research comes from the private sector, but we think our universities should be public bodies...but at the same time we want our universities to produce exciting research... How does all that square?

Fortunately, the reality is very far from the orthodoxy. In fact: our universities are not solely public bodies, and innovative research does not only result from private funding. The reality is much more interconnected and overlapping, and interesting.

How 'public' are Europe's universities? Let me take the example of my university, Trinity.

Trinity is publicly-funded and legally defined as a 'public body'. In practise however we count on private resources and this is growing all the time. Half our revenue now comes from non-exchequer private sources – these sources include commercial revenue from spin-out companies and industry partnerships, and revenue from research contracts, philanthropy, and student fees.

I say 'student fees' but nobody says that in Ireland – it's a political hot potato – we talk instead about a 'student contribution'. Like all euphemisms, that's not helpful, it fudges the issue – we should call a fee a fee, and admit that we need students to invest in their own education. Their investment isn't high compared to student fees in other countries – it's €2,750 per annum – and it's climbing all the time, but as it does so the state contribution decreases by at least the same amount.

Other Irish universities also rely on private funding – and this is also happening in other countries in Europe. The increasing reality is that higher education is publicly and privately funded.

We're fine with this in Trinity – first, because we don't have a choice. The state subvention to universities has declined in the recession – if we only relied on state funding we could not remain competitive.

Second, we believe that private-public funding is the right model and is philosophically justifiable, because of our understanding of higher education as beneficial to the individual and to society at large. Universities benefit the private individual, who is enabled to embark on an interesting career, and they benefit private industry and corporations, who avail of university research and of highly trained graduates. Universities also of course benefit the public good by providing the doctors, legislators, historians, teachers, environmentalists and engineers, without which society could not function.

Since universities are a public and a private good, it follows that they should be both publicly and privately funded. Which is, in fact, what's happening. The problem is that the de facto situation isn't recognised – legally universities continue to be defined as public bodies and are subject to the full range of public controls and restrictions.

This false position has become highly problematic. In Ireland the response to the recession was to impose strict budget and employment controls and regulations on the public sector. There were reasons for this, but the result for universities has been disastrous. At a time when our private revenues are growing, we are being subjected to impositions about who we can hire, and how much we can pay. This has a direct result on research since, of course, excellent research requires excellent people.

Apparently, there were similar reactions to the recession in other EU countries, so much so that the EUA has created an Autonomy Scorecard which rates countries on the managerial and operative freedom of their universities. Last September, Thomas Estermann of the EUA, came to Dublin, at our invitation, to talk about this Scorecard. I hope he gave our government a wake-up call!

He marshalled a range of arguments about the importance of autonomy for universities. I support his arguments. And I note that, if the de facto situation were accepted – that universities are public-private bodies - it would logically follow that we cannot be subjected to full public controls.

Universities rely on private sources. Trinity, like most of your universities, counts on industry partnerships for a whole range of exciting research projects. This is great and it makes sense. But let's not run away with the idea that it's only the private sector supporting the exciting research.

Distinguished economists have challenged that orthodoxy. They have pointed out, not only that public money should take risks, but that historically, states have taken risks with public money – and with great success.

You may have read Mariana Mazzucato's book, *The Entrepreneurial State*. The book sets about debunking the orthodoxy of an entrepreneurial, risk-taking private sector and a cautious, conservative public sector. This, she says, is not how successful economies are actually built.

Mazzucato unpicks the Apple iPhone and shows that all the technologies behind it were originally state-sponsored: the US armed forces pioneered the internet, GPS positioning, and voice-activated "virtual assistants". They also provided much of the early funding for Silicon Valley. Academic scientists in publicly funded universities and labs developed the touch-screen and the HTML language. And a government body lent Apple half a million dollars before it went public.

Likewise, the research that produced Google's search algorithm, the fount of its wealth, was financed by a grant from the National Science Foundation.

Steve Jobs, Larry Page and Sergey Brin had the entrepreneurial genius to harness those technologies into products and services, but US state investments enabled the consumer-electronics revolution.

As for pharmaceutical companies, they are even bigger beneficiaries of state research than internet and electronics firms.

America's National Institutes of Health, with an annual budget of more than 30 billion dollars, finances the studies that lead to revolutionary new drugs. The UK's Medical Research Council discovered monoclonal antibodies, which are the foundation of biotechnology.

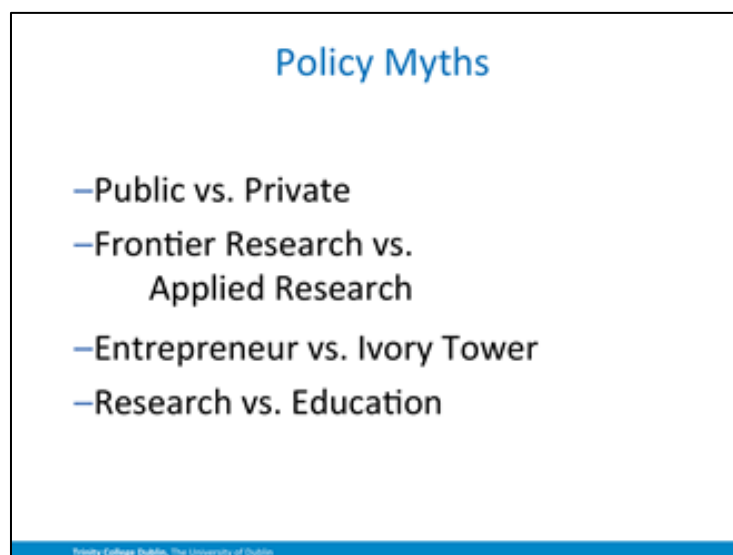
These ideas aren't that radical once you start thinking about them. Anyone working in a university knows that our research, often funded by government bodies, is used by the private sector. This shouldn't matter – because it all results in societal benefit – and it wouldn't matter if it weren't for the false distinction which downgrades the role of public bodies in the innovation ecosystem.

* * *Four other myths* * *

Let's try to debunk some other orthodoxies that I find unhelpful: frontier research vs applied research, and the entrepreneurial businessman vs the ivory-tower researcher.

I understand why there are different funding streams for applied research and frontier research, but we shouldn't make too much of the differences. Because it's all research, some of it is more curiosity-driven and risky and will take longer to have results. But applied research is built on frontier research, and frontier research is often motivated by problems that arise in applied research – the research behind the iPhone is a case in point. If we

have to argue for the importance of frontier research, then it seems to me we have lost sight completely of what research is.



I don't have to debunk the myth of the ivory tower researcher. We all know that top academics are now very frequently also top entrepreneurs, founders of spin-out companies, which employ large numbers and turn over huge profits.

I could keep going with these distinctions and barriers. There's the myth of commercial disciplines vs non-profit making ones, which has led to rationalisation - to institutions, regions, even countries, putting all their eggs in one discipline.

In Trinity we promote interdisciplinarity rather than rationalization. By encouraging our Schools and departments to connect and collaborate we reject the model which says that certain disciplines and areas of research are more important and lucrative than others. What we say is keep combining, let disciplines play off each other; it's at the interface between disciplines that you get the really interesting results.

And there's the myth of research vs education, as if the two can be separated, as if what and how you educate doesn't depend on what and how you research, and vice versa. This myth leads to separate policies being formulated for education and research, which is deeply frustrating. If ever an area needed joined-up thinking it's this one!

I won't elaborate these points, because I don't have time, and because I think they're intuitive.

****The dystopic and the ideal****

On one side, we have all the received ideas and orthodoxies: an imagined, dystopic world where universities are purely public bodies; where all exciting research comes from the private sector; where if you want to achieve growth and competitiveness, you only invest in applied research; where academics beaver away in ivory towers making no connection to the real world; where training excellent graduates is perceived as separate from producing excellent research.

On the other side, we have the ideal, which is a virtuous circle of public and private investment in higher education; of public and private working together for societal benefit; of arts and science combining for brilliant innovation; of academic and industry link-ups; where frontier and applied research are part of a spectrum and where research which is illuminating and doesn't need qualifying adjectives.

Somewhere in the middle we have the way things actually work. I'm happy to say that this is closer to the ideal than to the dystopic, at least in my university, and I trust in yours. But we'd like it to be closer still.

For this to happen, we need to clear away the false distinctions and orthodoxies which are resulting in poor policies – in universities being subjected to public sector controls, and in decisions on how to educate our young people being taken in isolation to decisions on how to fund our research.

I am hopeful that I have the policies to get this right. A lot of indicators and initiatives are extremely positive. Recent policy in the most important EU funding streams, in the EIT and Horizon 2020, is against categorizing and compartmentalising and towards integration and coordination between the sectors of higher education, business, and research and technology.

We should never doubt that ideas can have a huge effect on public policy - once it becomes accepted and uncontroversial to talk about states investing in risky innovative research, then down the line, we won't have to expend energy arguing why this is a good idea.

And finally, in Ireland this year we achieved remarkable success with the ERC. We jumped from second-lowest ERC performer to second-highest! Only Israel outperformed us! And this happened during the recession, in a period of cut backs. Ireland performed below the European average for FP7, but these promising first results show that this trend is set to change for Horizon 2020.

Success with the ERC came about because universities and public bodies adopted a partnership approach. In pursuit of the goal of ERC funding, all

partners - the government funding bodies, the universities, and industry - worked cohesively together, sharing knowledge and pooling expertise.

This is just one area. It doesn't mean we've cracked the solution.

'Partnership' doesn't describe all our relations with government! But it's a good indicator and a good start. It helps to focus on a common goal. We all want the same thing – a higher education system which delivers excellent research and excellent graduates and which contributes to growth and competitiveness. In pursuit of this goal, we should be pulling together, not setting up barriers.

The title of this conference is an example of the joined-up thinking which will contribute to success. People, partnerships, and policies – these are interconnected; there is no point evaluating one without the other. The more we can embed this thinking, the stronger our policy solutions will be.

Thank you.

* * *

22 April 2015

Alumni Reception

Irish Consulate, San Francisco, U.S.A.

Thank you Philip, and good evening everyone.

It's great to be here in San Francisco. I understand that we have graduates here from 1967 through to 2013. That's almost fifty years of alumni commitment to Trinity, and it's wonderful to see. Indeed, the Consul-General, Philip Grant, and the Vice-Consul, Kevin Byrne, are both Trinity graduates.. so this truly is a corner of "Front Square" away from home.

On my travels as Provost, there's nothing I enjoy more than meeting graduates - and believe me, wherever you are in the world, you will meet Trinity graduates!

New alumni branches are always being opened - last year saw new branches in Florida, Moscow, South Korea, Ottawa, and Uganda. The sun never sets... as they used to say of the British Empire.

It's crucial for the College to maintain active contact with alumni. Trinity is a community of over 3,000 staff, 17,000 students, and 100,000 alumni living in 130 countries worldwide. The strength of any community depends on the commitment of its members. Ideally, the relationship between alumni and college should be life-long, and mutually beneficial.

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 Trinity, and with each other. I'd like to think that if you found yourselves in Ottawa, Moscow or South Korea, that you would make contact with the local Alumni branch and receive valuable support... and insider information. And that Trinity graduates arriving in San Francisco could do the same for this branch.

A branch is only as good as its members. I'm delighted with the intended revival of this San Francisco branch. I thank in particular Colette Minnock, the new head; I'd urge you all to make yourself known to her, if you haven't already, or to new committee member, Ronan McGuire, who graduated from BESS only two years ago.

In the time we have today, I'd like to update you a bit on the College's direction, and on our recent initiatives. I know that some of you were students only recently, but even in the few years since you graduated, there have been significant changes.

* * *

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 focussed on maintaining quality in education and research. Right through the recession, Trinity generated excellent headlines about our research and endeavours - for instance about:

- our multidisciplinary studies in neuroscience and ageing;
- the opening of the Lir, the National Academy of Dramatic Art;
- and the success of Trinity spin-out companies, like biotech spin-out Opsona Therapeutics.

Trinity helped contribute to Ireland maintaining a positive, proactive spirit through the recession. And in October last we launched our Strategic Plan, which lays out our mission, goals, and actions for the next five years.

The Plan is ambitious - we consulted widely with all our stakeholders; with staff, students, government, state agencies, employers, industry, and alumni. I wish I'd time to talk about all the inspiring actions we're planning, but let me just take you through some of the highlights:

- As part of global engagement, we'll be doubling our enrolment of students from outside the EU: from 1,500 currently to 3,500 by 2019;
- We'll continue to attract, as staff, the most talented people from around the world, and to further develop international research collaborations and academic partnerships. We will address a global research question in a way that enhances Ireland's reputation on the world stage, and will have long-term impact.
- We're planning three vital capital development projects:
 - You may have heard of 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 for company incubation projects.

- And there's our new Engineering, Energy and Environment Institute, which we're calling E3. It 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.

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.

- We're also planning a new translational Cancer Institute which will consolidate cancer-related activities, including care, research and education, in one location, in St James' Hospital.

These are some of the significant expansions we're undertaking. We've estimated the cost at €600 million, and we've drawn up business plans to raise this sum through internationalization, online education, philanthropy, research and commercial activities.

While we're confident of our plans, we do underline the necessity of securing a sustainable funding base for higher education in Ireland.

Studies time and again show that successful economies, and successful societies, invest in education and research.

This isn't a point I have to hammer home in California where universities like Stanford and Berkeley have done so much to drive growth and innovation.

Trinity is a driver of innovation in Dublin and Ireland. The College generates a fifth of all Irish spin-out companies, in areas as diverse as medical devices, computer gaming, new materials, agri-food, and social enterprise. Our staff collaborate with industry to license technologies and maximise research.

We're also embedding innovation and entrepreneurship into the Trinity Education. This is a natural progression of our traditional strengths in educating for critical thinking and original research.

Not everyone is going to start a business, but everyone can benefit from the entrepreneurial mindset, and from training in how to turn challenges and "gaps" into ideas and solutions, and in how to attract funding and make sales.

Our Innovation and Entrepreneurship Strategy draws from a unified, cohesive vision for Trinity and Ireland. It enables us to fulfil our commitment to students, staff and to the whole country.

We want Ireland to continue to be a place where our students receive a world-class education; where international students come to study and academic stars to teach and research; where global industries find research partners, and foreign investors locate their companies because they know they'll find a skilled, technological workforce.

This is our mission. It's fully achievable. With your help we will excel in it.

* * *

As I've said, Trinity couldn't operate in the way it does without active alumni support. Alumni help the college with financing, networking and fundraising. You act as mentors to current students, and assist with enrolling new students. Many of our key activities, like the prestigious Business Student of the Year award, and the Trinity Angel Investors, are organised by alumni.

We're heartened and humbled by the effort and resources you put into the university. So much so, that we're looking to make it easier for alumni to engage, particularly global alumni.

If you're living in Dublin, it's not hard to engage - you can attend events and develop a particular relationship with a department, club or society of your choice. If you're abroad it's less obvious, but so many Trinity alumni *are* abroad and that shouldn't be an impediment.

In 2013, we tested the ground, so to speak. We convened a Trinity Global Graduate Forum, to which we invited just over a hundred graduates, who have all achieved great success in their fields. We asked them to come to campus for two days to give us the benefit of their experience on key issues.

The success of the Forum proved alumni willingness to engage. These high-flying graduates, whose time is so precious, arrived from all corners of the globe, listened, and provided invaluable expert advice, some of which informed the Strategic Plan.

We're now planning other such fora, and we've embarked on another initiative - the Trinity Global Internship Programme. This Programme looks to place students to intern in companies outside Ireland. We've already connected successfully with businesses in Mumbai, and we're expanding the scheme to other cities and countries.

Alumni are intrinsic to this Programme. It's through your companies and workplaces, through your goodwill towards our students, and your confidence in the education they've received, that we will grow this scheme. Obviously, the students will benefit. And in turn, your businesses and workplaces will benefit from the confidence, dynamism, and critical intelligence of our students.

So, this is a truly exciting initiative, which I hope you'll engage with. San Francisco is, of course, one of the innovative centres of the world, and many of you are involved in inspiring start-ups and companies. Certainly you are role models to our students of what a Trinity graduate can achieve.

I thank you for your commitment to Trinity, shown by your presence here this evening. I thank the Consulate for hosting this event. I look forward to meeting everyone this evening, and to us remaining connected, for life, through our connection to the great university that is Trinity College Dublin.

Thank you.

* * *

30 April 2015

Captains and Presidents of Clubs and Societies Reception

Saloon, Provost's House

Good evening, and welcome all,

Meeting with you - the student officers of Trinity's clubs and societies - has become an annual fixture on the college calendar and it's something that I particularly look forward to. It's a pleasure to meet you personally, and it's crucial that we emphasize the centrality of clubs and societies to the Trinity Education and to life in the College.

As you know, in October last we launched our Strategic Plan, which lays out the College's missions, values, goals and activities for the next five years, to 2019. In outlining our mission in education, research, and public engagement, the Plan pledges (I quote) 'a transformative student experience' and to 'fearlessly engage in actions that advance the cause of a pluralistic, just, and sustainable society.

Goal 2 of the Plan is: 'Promote Student Life' – which incorporates, of course, clubs and societies. Let me read you the relevant section in Goal 2:

Trinity recognises that participation in extra- and co- curricular activity enhances both the intellectual and personal development of students [...] The role of the university is to create an environment that fosters and encourages student initiative through clubs and societies. Trinity also recognises the importance of individual initiatives in local, national and international engagement. The university's primary task will be to ensure that its academic and administrative structures allow and encourage student activity to flourish.

There follows a list of actions to achieve this objective – actions like:

- developing the academic programme and timetable to facilitate participation in clubs and societies;
- enhancing the Dean of Students' Roll of Honour; and
- providing training and professional skills development to student officers of clubs and societies.

Clubs and societies are also referenced in Goal 3 of our Strategic Plan, under 'Renew the Trinity Education' – in this goal we emphasize the importance of developing 'a capacity for creativity and innovation and an aptitude for cross-

cultural understanding'; and we specify (I quote) *'promoting student-led and peer-to-peer activities through which critical life-skills are developed.'*

And again, in Goal 8, 'Demonstrate Institutional Leadership', we state our commitment to 'embedding a culture of volunteering, public service and engagement amongst staff and students' and we pledge (I quote) *'to formally recognise student engagement and volunteering by means of an extended transcript with validation of co- or extra-curricular activities'*.

I've dwelt on this at some length because the Strategic Plan both formalises and augments the college's long-standing commitment to clubs and societies and to student-led activity. The actions I've just outlined are strong and far-reaching, and it's useful, I think, for you to be familiar with the Plan – to be aware that the College has committed to academic timetabling that facilitates clubs and societies, and to providing training and professional skills development to you, the student officers.

The College has made these commitments in recognition of what student-led activities bring to individual students, to the college at large, and to the wider community. Since 2012, when I first addressed clubs and societies as Provost, I've been emphasizing that student-led activity is not an optional add-on, but is a cornerstone of our education policy. I'm delighted now to have this formalised in the Strategic Plan, and to see student-led activity embedded so strongly in our mission and across different goals.

Fostering and encouraging clubs and societies is about making sure you have a great time in college and get to meet diverse people and not only those in their own Schools and faculties – but it's about more than that.

It's about making sure our students stretch themselves and discover skills and character traits which they didn't know they possessed and which they mightn't have discovered if they weren't doing something new – but it's about more than that.

It's about encouraging our students to take on responsibility and leadership roles and to develop important skills, which we know are sought after by employers – skills like fund-raising, competing, public speaking, event-management, innovation and entrepreneurship – but it's about more than that.

It's about our students engaging with communities and society, nationally and internationally – whether that's through volunteering and working with non-profit organisations, or through participation in sports tournaments or in theatre, music, or other festivals. All such participation is about being part of something larger, about reaching out to different communities, about using your skills and talents to engage with the world.

That's why, for all these reasons, we talk about student-led activity as essential to the student, the college, and the community.

So what I really want to do today is to thank you for making this essential facet of college life possible. The College can provide facilities and enable clubs and societies, but that's all we can do. The creation, recruitment, organisation, fund-raising – all that's down to you; it's your achievement. To run a successful club or society requires drive, imagination, energy, enthusiasm, and sheer hard work.

We know how successful Trinity's clubs and societies are – you participate, and frequently excel, in international tournaments; you are regularly awarded at national student awards. And just this academic year, the Choral Society performed Verdi's Requiem in the National Concert Hall, and 'DU Quiz Society' hosted the first ever 'Irish Quiz Intervarsity' – which is a 'University Challenge'-style quiz.

Some of our clubs and societies are household names, by reason of their longevity and high profile; other clubs and societies are more niche, catering to particular interests. We're proud of all of you, and proud that we have the highest number of clubs and societies of any university in Ireland. Variety is indeed the spice of campus life.

In conclusion, as has become tradition, allow me to mention some of the significant anniversaries which we will be celebrating this year:

- we welcome three 'revitalised' societies
 - the Trinity Greens,
 - the Hispanic Society, and the
 - Clinical Therapies Society;
- we celebrate the 40th anniversary of Sporting Commons; and of the
 - Zoology Society,
 - the Vincent de Paul Society, and
 - the Orienteering Club;
- it's the 30th anniversary of both
 - the Politics Society and
 - the Literary Society,
- and the 20th anniversary of
 - the Food & Drink Society, and
 - the Jazz Society;
- the Chapel Choir and the Orchestra celebrate their quarter centenaries, and the Christian Union 60 years;
- and although it's not a 'significant anniversary', it's worth noting, for the impressive longevity, that the Theological Society celebrates its 185th anniversary this year, and the Hist, its 245th!

Just hearing the names of these few clubs and societies is to get a flavour of the huge range of student interests represented, and a sense of change and

evolution.

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 – providing mentoring, brainstorming, fund-raising, a whole myriad of skills.

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.

* * *

01 May 2015

Inaugural Trinity Global Engagement Awards

Saloon, Provost's House

Good afternoon,

And welcome to the inaugural Trinity Global Engagement awards. These awards recognise the contribution made by staff to global education, cultural understanding and global experiences that directly benefit the Trinity community, raise the College's profile, and support the development of students as global citizens.

Why have we launched these awards? Why do we need them?

Well, when you create an award, you're announcing to the world what you value and consider important – you're saying that this activity is so significant that to incentivize around it, and to reward those who excel at it.

The last significant award which the College created for staff was the Provost's Teaching Awards in 2001. They are now an important fixture in the calendar. The impetus for the Teaching Awards came from awareness that the Rankings and research performance indexes were threatening to prioritise research over teaching. It was felt that this was distortionary and deviated the university from its core mission in research and education.

The Teaching Awards put in place rigorous assessment methods, and they were our way of saying – to staff and students - that we value teaching and will reward those who put effort into it. These Awards have been successful in their impact and are today an important instrument of the College.

And now we're proposing new awards. Why global engagement? And why now?

Well, the comparison with the Teaching Awards remains instructive: when we established them in 2001 we weren't saying that teaching was a new activity for the College or had suddenly acquired new importance. Excellent teaching has been intrinsic from the start – it's a core, traditional strength. What we were saying in 2001 was that we valued this strength and were ready to put the time and effort into measuring it, and evaluating it.

So it is with global engagement. We know that Trinity has always been outward-looking and international. Our campus has never been insular - we've always welcomed students from far afield; and recruited staff from abroad; and drawn on the latest international research. Our graduates have

always gone out into the world to build careers. Global engagement is another core, traditional strength, and one which we have built up strongly over the past few years. This is recognised in the rankings - on the key criterion 'internationalisation', Trinity scores highly, particularly on 'international faculty'.

Because of this, 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 inaugural year of the awards, we received a very high number of applications – 28 – across all three faculties, from 14 Schools, 3 research centres, and 3 service areas. This confirms what I said of global engagement in the Scholars' Dinner a fortnight ago: that it's a horizontal activity which engages the efforts of all the Trinity community - students and staff, alumni and friends - and one which helps us deliver on all the important goals in the Strategic Plan.

The applications were of particularly high quality. It has been no easy process to select winners. The VP Global Relations, Professor Juliette Hussey, will speak further of the applications. I will just say that the exceptional quality of the winners is indicative of the wider quality of all the applicants.

Trinity staff are highly globally engaged, in a myriad of different ways. Let me list some of these ways:

- developing Trinity's academic partnerships abroad;
- supporting international students' integration on campus;
- expanding the suite of language options available to students;
- developing exchange programmes;
- contributing significantly to global research issues; and
- helping to raise Trinity's visibility internationally – both online, and through lectures, exhibitions and open days abroad.

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 must take this opportunity to thank Juliette and all the team in Global Relations for the great work they have done in growing Trinity globally and

enhancing our reputation abroad. I also wish to acknowledge here the work of the former VPGR Professor Jane Ohlmeyer who was, and still is, such a powerful advocate for Trinity's global engagement activities. And I must thank all of you, particularly the applicants and the winners, for your initiatives in this area, for building on our core strength, and helping to make Trinity a truly global university.

* * *

When I made my inaugural speech, four years ago now, I ended with a quotation from Erasmus - *Ego mundi civis esse cupio* – I long to be a citizen of the world. I've repeated that quotation a few times since – you may now be all too familiar with it! I admit – global citizenship is a major preoccupation with me, something I attach, and have always attached, huge importance to.

It's a personal preoccupation, but it tallies with the way the world is developing. Only by continually opening out, by internationalising staff, students, and research projects, can Trinity continue to be a great university. Among all my distinguished predecessors as Provost, the one I guess I admire most is Provost McConnell because of the way he took the rather marginalised university of the 1950s and 1960s and placed it back at the centre of national life, where we have flourished ever since.

The aim now is to complete McConnell's work – to achieve internationally what he achieved nationally. With your drive, talents, and commitment, I look forward to us achieving this together.

Now I call on the VPGR to speak about the applicants.

* * *

VPGR speaks

* * *

Thank you Juliette. It's now my great pleasure to congratulate all applicants and announce the winners:

Professor Lorna Carson,
Professor Mac MacLachlann, and
Professor Roger West.

It's also my pleasure to give a special mention to the Digital Resource and Imaging Centre. These awards were not set up to merit a department as

such, but the panel felt that the Digital Resource and Imaging Centre deserves a particular commendation. It will receive €500 towards its work.

I congratulate you as the winners of the inaugural Global Engagement Awards.

* * *

05 May 2015

Introduction to Mrs Carrie Lam's Public Address: "Hong Kong: Asia's World City"

Printing House, Trinity College

Thank you, Lorna,

And welcome everyone to the Printing House in Trinity College, for this unique and exciting event: a public address and Q&A session with Mrs Carrie Lam.

It is indeed a signal honour that Mrs Lam, in the course of her busy European trip, is taking the time to give this address in Trinity. It's a measure of her commitment to research, education, and public engagement that she has chosen to share with us her experience of, and contribution to, the latest developments in infrastructure, innovation, higher education, and creative arts practise in Hong Kong.

Trinity is greatly interested in these developments because Hong Kong is, of course, a flagship city of innovation and competitiveness and we are proud of our increasing engagement with the region. This engagement includes:

- the development of the MPhil in Chinese Studies;
- the recent expansion of Trinity's Centre for Asian Studies; and
- partnerships with top Hong Kong Universities, including recently-signed student exchange agreements with Hong Kong University (HKU), and with Hong Kong University of Science and Technology. We will begin receiving students college-wise on both these exchange agreements from September of this year.

These agreements are helping build on Trinity's already significant profile in Hong Kong. The Trinity Alumni branch in Hong Kong is our largest in China as a whole, and spans all generations.

Trinity's engagement with Hong Kong reflects a wider Irish engagement. Last year, Ireland opened its first diplomatic mission in Hong Kong with the establishment of the Irish Consulate there, and just six weeks ago Hong Kong held its first ever St Patrick's Day parade. And in July, Hong Kong will host the sister to Dublin's now world-famous Web Summit – the Hong Kong summit is called RISE and it's being organised by Web Summit founder Paddy Cosgrave - who, as it happens, is a Trinity graduate.

* * *

So there are many, increasing and exciting links between Dublin and Hong Kong and the visit of Mrs Lam and her delegation helps cement this growing and important relationship.

In Trinity, we have placed global engagement at the heart of our mission in research and education. We want to seize the opportunities open to leading universities today, and capitalise on the emergence of higher education as a globally traded and borderless activity. We seek to operate in a dynamic environment where staff, students, and research projects are not bound to one institution, but move freely and flexibly round the world, gaining the experience, partners, and expertise needed to confront global challenges for the benefit of all.

In pursuit of our global mission, Trinity has put in place numerous actions, including:

- developing academic partnerships abroad;
- promoting an international campus here in Dublin;
- developing student and staff exchange programmes; and
- contributing significantly to global research issues.

Connecting to Hong Kong is of particular importance to us because of the region's strength in innovation and because of the way it has developed into a global education hub. In secondary schools in Hong Kong, pupils are expected to be bilingual or trilingual; and one in four Hong Kong undergraduates goes on exchange programmes abroad in the course of their degree. This represents a high level of global engagement, the good effect of which is seen in the strength of the Hong Kong economy.

The Hong Kong government takes a proactive approach to encouraging such engagement: they recently launched a generous scholarship programme for Hong Kong students going to the world's top 100 universities. Trinity is among this top 100, and we look forward to receiving Hong Kong students in our faculties.

Some of our Trinity experiences and initiatives are of interest and relevance to our partners, including in Hong Kong. I think particularly of:

- the Science Gallery, where science experiments meet art exhibitions;
- our creative arts practice which has found expression in the Long Room Hub, the Lir Academy of Dramatic Art, the Oscar Wilde Centre for Creative Writing, and the Centre for Literary Translation, soon to be housed in a magnificent renovated Georgian building on Fenian Street;
- our planned new Business School and Innovation and Entrepreneurship Hub;

- And I think of the development of a creative and innovation ‘corridor’ from the College all the way up to Grand Canal Dock, where creative, technology and social networking industries are clustered.

Through these and other initiatives, Trinity is helping to contribute to Dublin, and Ireland’s growth and expansion as a creative and innovation hub. We like to say that Trinity is ‘playing for Ireland on the world stage’. This, I note, is close to the title of Mrs Lam’s talk today – Hong Kong as ‘Asia’s World City’.

In recognition and support of our shared global mission – to be world players, to work for the benefit of all – I am delighted now to invite the Chief Secretary for Administration of the Hong Kong government, Mrs Carrie Lam, to address the room.

* * *



Mrs Carrie Lam, Chief Secretary of the Hong Kong SAR; and Provost, Patrick Prendergast

08 May 2015

CIMA Ireland New Members Graduation

Dining Hall, Trinity College

Good evening,

And what a fine sight this is, the procession of graduates! It's a sight worthy of this Dining Hall, which for almost 300 years, since it was first built in 1760, has been receiving great scholars and leaders – some of them you see here on the walls. These portraits show 18th century politicians, judges, churchmen, and educators connected with Trinity. Two of them at least – Henry Flood and Henry Grattan – were household names for two centuries, famous for their commitment to Irish legislative and parliamentary independence.

It's a pleasure, and an honour, for Trinity to be hosting this graduation on behalf of CIMA. It's great to celebrate the achievement of these men and women. By your graduation today, you demonstrate your discipline, talent, and ambition.

It takes hard work and application to achieve a prestigious professional qualification, such as this. It's particularly demanding when you couple studying with holding down a job and building a career, as many of you have done.

Your achievement is personal and individual to each of you; it's also, in a sense, a public achievement because now wider society will benefit from your skills and determination as you apply all you have learnt to your professions and to business leadership.

This is why for centuries universities have celebrated graduation with all due ceremony - in recognition of the effort and achievement of each individual graduate, and to send out the message to the wider community that we recognise the importance to society of this achievement.

Trinity is proud to be associated with CIMA. We share educational aims, and our approach is premised on lifelong learning and global engagement.

In Trinity, we seek to imbue in our students the sense of education and research as a continuous journey. We want them to be driven by curiosity and by the wish to discover. We don't want them sitting back complacently, concluding 'thus far shall I go and no further'. That's no solution for individuals, universities, or societies. It's the adventurous spirit always

looking for the next challenge that enjoys the most successful life; that contributes most significantly to the community.

More important even than imparting specific skills, is imparting the mindset that seeks to acquire new skills as the need arises. Many of these graduates today are already highly qualified and have embarked on successful careers, but instead of sitting back and deciding that this was as far as they wished to go, they have aimed higher. It's that wish, coupled by the drive and discipline to act on it, that marks them out.

Of course, those with such ambition and drive need to be well served by institutes of higher education and training opportunities to take them further. CIMA is such an institute: CIMA offers the most up-to-date business training and education, with qualifications recognised round the world and a global community operating in 179 countries.

CIMA's position as a world leader is key to its success. We live in an increasingly globalised world, one where people are no longer bound to one institution or one job. In order to gain experience and expertise in research, education and career development, people move freely and flexibly round different countries, institutions, and professions.

This is a wonderful progression for everyone. Global connectivity fosters trust, collaboration, and openness; it strengthens skills-sets and boosts innovation. You don't get world-class innovation if people are inward-looking and risk-averse.

CIMA is a global network – 227,000 students operating in 179 countries – and it has embedded global skills into its professional training. Recently CIMA launched the Global Business Challenge, aimed at undergraduates, and designed to help create the global business leaders of tomorrow. We look forward to our Trinity undergraduates organising into teams when the Challenge launches in June.

This Challenge is fostering in our students a spirit of entrepreneurship, innovation, and global competitiveness. We want them to continue to develop this spirit throughout their careers. The graduates today are demonstrating this spirit. And I congratulate each and every one of you, and I wish you great success in your careers. I am confident that, with your proven drive and discipline, you will indeed achieve success – for your own benefit and for the benefit of the communities and societies you work in.

Thank you and well done!

* * *



Professor Andrew Burke, Dean of the Business School and Professor of Business Studies; Dr. Patrick Prendergast, Provost; Sheila Lewis, Deputy Chair, CIMA Ireland and Denis McCarthy, CIMA Ireland Director.

12 May 2015

Address at the AGM of the TCD Association of Northern Ireland: "Trinity College Dublin: a global community, past and present"

Parochial Hall, Church of St John the Evangelist, Malone Road, Belfast

Mr President of the Association, Ladies and Gentlemen,

Good evening,

It's a pleasure to be back here in Belfast, meeting you all again. The last time I addressed this Association was in November 2012. A lot has happened since then with Trinity, and with admissions for Northern Ireland students. I'm delighted to have this opportunity of addressing you and talking to you about some of our initiatives, in particular our initiatives in global engagement.

I'd like to thank the Association for giving me this opportunity, and I'd like to thank all of you for your great commitment to Trinity. A university is a community of students, staff, and alumni. The strength of any community depends on the commitment of its members. Ideally, the relationship between alumni and the college should be life-long and mutually beneficial.

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.

Trinity is able to count on engaged alumni in 130 countries around the world – and our alumni in Northern Ireland have always been particularly committed.

I won't go into the strength and tradition of Northern Ireland's connection to Trinity, since this is well known and goes back to when the university was founded in 1592. I'll just point out that, in the last three years, we have appointed three new pro-chancellors to Trinity. Of these three, two - Dame Jocelyn Bell Burnell and Sir Donnell Deeny – are from Northern Ireland, and Sir Donnell is also a Trinity alumnus. Connections go deep; just last month the speech at the Scholars' dinner was delivered by the Very Revd Dr Victor Griffin, scholar of 1945, well known to you all here.

So this is a living, vibrant connection, which reflects the rich tradition of Northern Ireland in Trinity. We want our student body to be a reflection of this tradition too. As you know, in recent decades the numbers of students from Northern Ireland coming to Trinity has been declining drastically for a

variety of reasons, but principally because there are two different university admissions systems on the island of Ireland: UCAS and CAO. Under CAO, the A-Level requirements for entry to universities in the Republic of Ireland have been set unreasonably high – at four A Levels for many courses. Less than 15 percent of students take four A Levels.

*****Admissions*****

In Trinity we're concerned at the fall-off of students from Northern Ireland. We're committed to our historic mission as a university for the whole island. This issue formed the crux of my speech the last time I addressed this Association. I talked to you then about initiatives we were taking to change this. These included a student ambassadors' scheme and a feasibility admissions pilot study for Ireland.

These have had success, and I'm delighted now to be able to report two additional initiatives launched in the past two years: first, a programme of school visits and, second, a scheme recalibrating A-Level results, aimed at tripling our intake of students from Northern Ireland.

Starting in 2013, we initiated a series of school visits. To date 43 schools in the province have received visits from Trinity officers. I myself visited sixth formers in Armagh last year. On these visits our student ambassadors have been a real asset in terms of enthusiasm and ability to communicate persuasively why they chose Trinity and what it's like to be a Trinity student. We've also liaised with Careers Guidance teachers, and last June I met with a delegation of headmasters and principals when they visited Trinity.

The response from schools to this increased engagement has been hugely positive. However it's not enough just to 'spread the word' - we also need to level the playing field in terms of admissions. So universities in Ireland will be recalibrating the A-Level / Leaving Cert conversion scales, and weighting in favour of the first three A-levels taken. I won't get into the intricacies of the Leaving Cert points – sufficient to say, that under the new system, students can now receive a maximum of 570 points, as opposed to 515 points previously. This will make a significant difference in terms of accessing higher points courses.

This scheme is for A-Level students across the EU, and will be implemented in 2016. It arose partly in response to Trinity's own initiative - a feasibility study for Northern Ireland that involves reserving places for NI applicants and allowing 3 A-levels for admission. That study will run this year ahead of the one for all universities, and our target is to admit 300 students from Northern Ireland annually, up from 74 currently. I have every confidence we will meet this target.

The recalibration is fairer, and the School visits and Ambassadors' programme will help spread the word about it. I look forward to increasing

numbers of excellent students from Northern Ireland applying to Trinity. Some will be children and grandchildren of existing alumni; others will apply 'cold' as it were; all will have a rewarding experience and will help make the campus a more diverse and dynamic place.

It's a tremendously exciting time for Trinity: we're poised to reverse the decline of decades and to return a strong Northern Irish influence to our college. For this initiative, I'm indebted to our former Dean of Undergraduate Studies, Patrick Geoghegan, whom some of you will have met; also to Sir Donnell Deeny, who has been an important adviser for Patrick. I also acknowledge the sterling work of the 'new' Dean Dr Gillian Martin.

And I must mention the former president of this Association, William Devlin, who up to his death just five months ago in December 2014, provided invaluable support and assistance. We regret that William is not here to see what we are doing on this issue – an issue he gave so much time and consideration to – but we know how absolutely delighted he would be at the prospect of bringing Northern Ireland and Trinity back closer together again. It's a delight that we all share.

I look forward greatly to working with your new president, Professor Brian Walker, and with all of you to make sure that this new scheme is widely publicized so that pupils here are aware of the favourable new conditions, and are encouraged to apply to Trinity.

*****Global Engagement*****

Our mission in Trinity is to be a global university, a hub of international staff, students, and research projects. Of course this mission starts at home, with being a university for the whole island of Ireland.

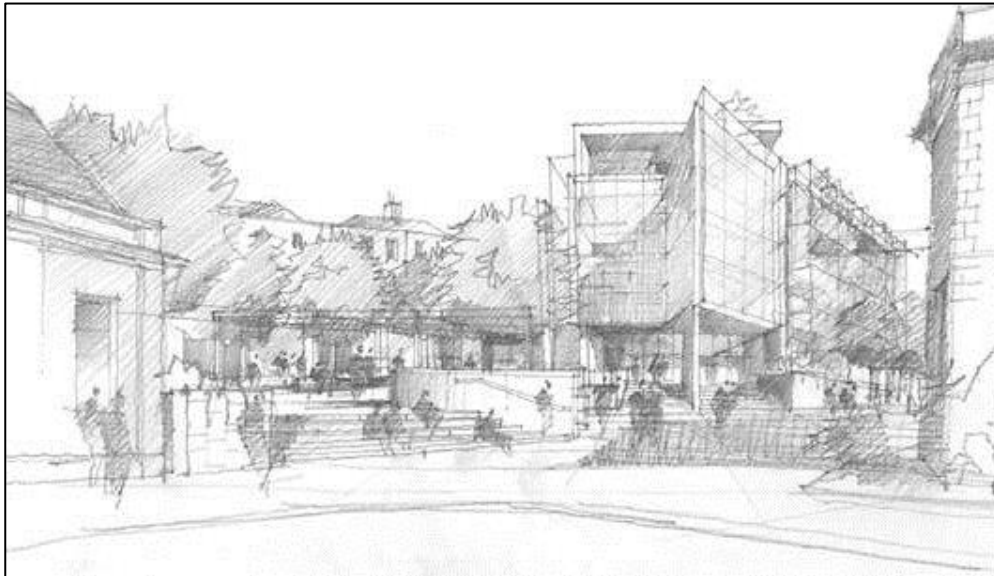
Trinity has always been outward-looking and international. Our campus has never been insular - we've always welcomed students from far afield; and recruited staff from abroad; and drawn on the latest international research. Our graduates have always gone out into the world to build careers.

Because international engagement is a core, traditional strength, we find ourselves well-positioned to take up the challenge confronting all higher education institutes today: to seize the opportunities of globalisation and the communications revolution to become a truly global university.

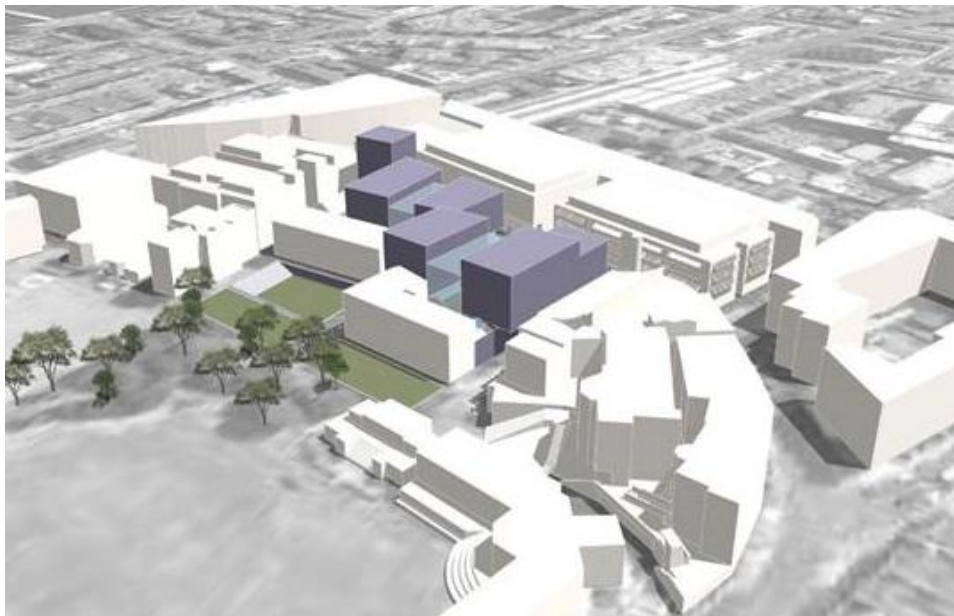
In October last we launched our Strategic Plan which lays out our mission, goals, and actions for the next five years.

The Plan is ambitious – we consulted widely with all our stakeholders, with staff, students, government, state agencies, employers, industry, and alumni. You may have heard something about some of the initiatives in the Plan. These include highly significant capital development projects like:

- 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 for company incubation projects.



- A new Engineering, Energy and Environment Institute, which we're calling **E3**, and which 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.



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.

- We're also planning a new translational **Cancer Institute** which will consolidate cancer-related activities, including care, research and education, in one location, in St James' Hospital.

These are some of the significant expansions we're undertaking. We've estimated the cost at €600 million, and we've drawn up business plans to raise this sum through internationalization, online education, philanthropy, research, and commercial activities.

Growing Globally is intrinsic to our Strategic Plan, and it's what one might call a horizontal action: the drive to promote international staff and student exchanges; to develop academic partnerships and research collaborations with peer institutions around the world; and to create an ever more cosmopolitan and diverse campus here in Dublin - is a drive that engages the efforts of all the Trinity community, students and staff, alumni and friends; and one that helps us deliver on other important goals.

Three years ago we created the Global Relations Office, now under the leadership of Professor Juliette Hussey. Just in the past six months, Global Relations has organised the signing of thirty College-wide agreements, formalising our partnerships with institutions across the globe, from China to Australia, Japan to Canada, India to the Americas. This map depicts our current research collaborations.



We're happy about our level of global engagement, but there are multiple opportunities to improve it across many fronts. Among the actions planned for the coming years are:

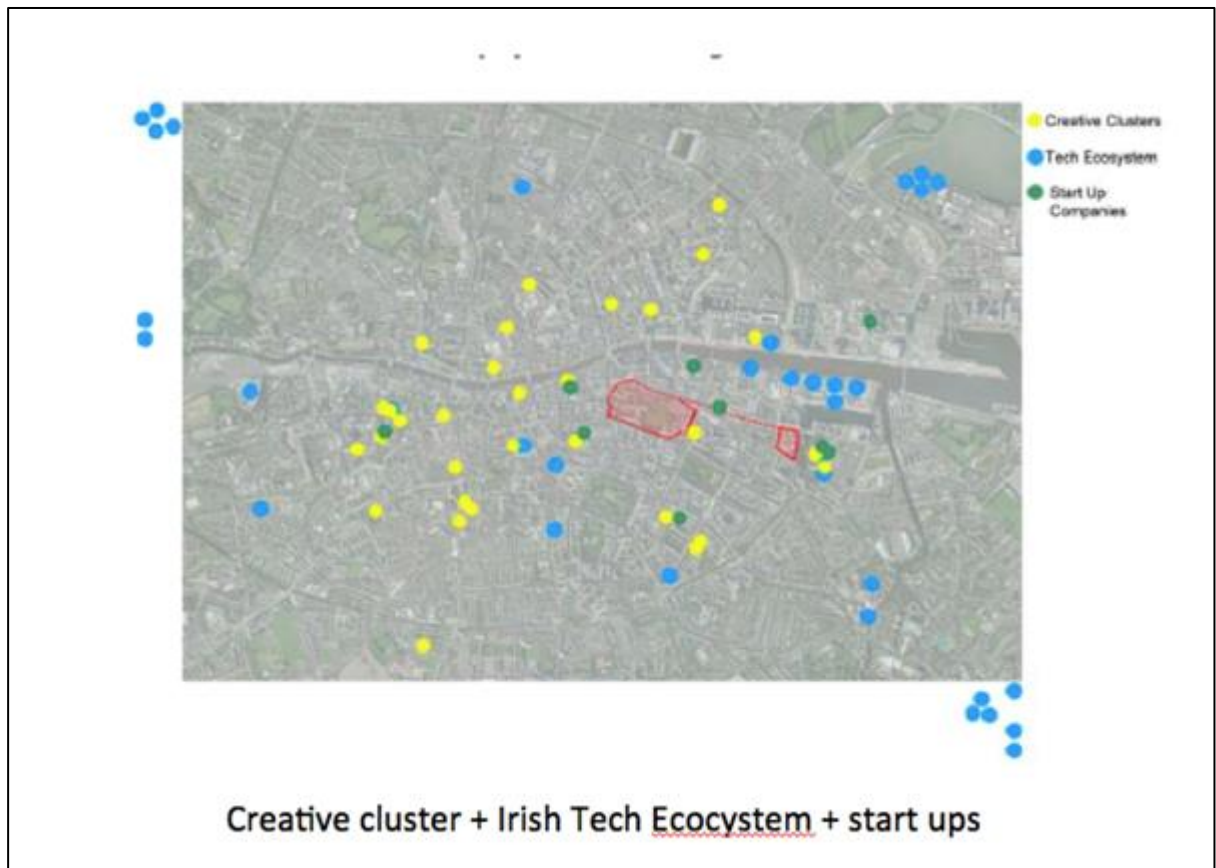
- to double the number of **international students** enrolled from **outside the EU**;
- to create global-learning communities through the provision of **open-access online courses** in areas where Trinity has proven excellence. You may have heard something about our MOOC, *‘Irish Lives in War and Revolution: Exploring Ireland’s History 1912-1923’* which we launched September last. It was Trinity and Ireland’s first MOOC and about 16,000 people signed up, more than half from outside Ireland. This MOOC also enjoyed exceptionally good retention rate, with many subscribers completing the course. It was unsurprising that it performed so strongly since Trinity was recently ranked in the top 50 universities worldwide for history.
- to inaugurate a **Trinity Global Internship Programme** which will see our students interning in businesses outside Ireland. We’ve already connected successfully with businesses in Mumbai, and we’re currently expanding the scheme to other cities and countries.
- to address a **Global Research Question** of significance to the future of humankind. We’re currently debating what this Question will be. It will play to the research strengths of Trinity and will be a meaningful, long-term intervention.

So we’re being highly proactive about growing Trinity globally, extending our international reach, and ensuring a cosmopolitan campus in Dublin.

It’s crucial to do this if we’re to honour our tradition of global engagement; take advantage of new developments in higher education; and secure our mission to “play for Ireland on the world stage”.

Global engagement favours innovation. You don’t get world-class innovation if professors and students are inward-looking and risk-averse – we need academics to be collaborating internationally, and students to be seizing opportunities to travel and learn languages.

Trinity is a driver of innovation in Dublin and Ireland. The College generates a fifth of all Irish spin-out companies, in areas as diverse as medical devices, computer gaming, new materials, agri-food, and social enterprise. The diversity of our spin-out companies reflects Trinity’s interdisciplinarity. Our staff collaborate with industry to license technologies and maximise research.



And we're embedding innovation and entrepreneurship into the Trinity Education – this is a natural progression of educating for critical thinking and original research.

Not everyone is going to start a business, but everyone can benefit from the entrepreneurial mindset, and from training in how to turn challenges and 'gaps' into ideas and solutions, and in how to attract funding and make sales.

We've embedded Innovation and Entrepreneurship into all our other goals like global engagement, education and admissions. Our Strategic Plan is characterised by joined-up thinking. Individual goals don't stand in isolation from each other.

We want to play our part in ensuring that Ireland continues to be a place where students receive a first-class education; where international students come to study and academic stars to teach and research; where global industries find research partners, and foreign investors locate their companies because they know they'll find a skilled, technological workforce.

We're ambitious for our university and our students and our country. I know that all of you here share this ambition. And I know that you're aware of some of the major issues confronting us.

*****Funding*****

We're confident in our Strategic Plan and in the efficacy of our business plans, but we're under no illusion: we know that as a public-private body, we only have so much control over our funding options.

Since I became Provost, almost four years ago now, I've reiterated strongly the necessity of securing a sustainable funding base for higher education in Ireland.

Studies time and again show that successful economies, and successful societies, invest in education and research.

There is consensus in Ireland that higher education is a valuable resource which cannot be allowed to fail, so I'm confident that we will find a solution tailored to our particular situation.

In the meantime Trinity is fortunate: we're fortunate in the strength of our industry partners, our research contracts, our commercial activities, and our alumni engagement and philanthropy. In Trinity, half our budget now comes from non-exchequer private sources. This didn't just happen: we put in place initiatives to bring it about. We're proud of our success, and we're immensely appreciative of the support of our wider community, including of course our alumni.

*****Alumni Engagement*****

Trinity couldn't operate in the way it does without active alumni support. Alumni help the college with financing, networking and fundraising. You act as mentors to current students, and assist with enrolling new students. You work closely with clubs and societies of your choice. Many of our key activities, like the prestigious Business Student of the Year award, and the Trinity Angel Investors, are organised by alumni.

We're heartened and humbled by the effort and resources alumni put into the university. We're constantly looking for ways to make it easier for alumni to engage. I mentioned earlier one of our new initiatives - the Trinity Global Graduate Internship Programme. Alumni are intrinsic to this Programme. Already alumni in corporations round the world are offering to facilitate our students to gain work experience in their companies.

Another recent initiative was the Trinity Global Graduate forum, held in October 2013, which saw over a hundred high-flying graduates, all at the top of their fields, come to College for a two-day forum to give us the benefit of their expert advice, some of which informed the Strategic Plan.

We were delighted at the response and we are now planning future graduate fora. We want to provide multiple ways for our graduates to connect – for the

benefit of students, of the university, and of graduates themselves. Collegiality is to be highly prized – it helps maximise opportunities for all. We are fortunate in Trinity at our high level of collegiality. We welcome any ideas you might have for increasing alumni engagement.

Looking around, I'm struck with a sense of relief that we have acted just in time to ensure a continuing strong Northern Irish presence in Trinity. Some of you are of the period in the 1950s, 1960s, and early 1970s when, as was said, the Northern contingent was at its peak. This period was followed by the 'lost years' which thankfully we're now in the process of making up for. This Association will continue in ever-gathering strength and my successors as Provost will address an unbroken line of Northern Irish alumni – who will be a source of continuing strength for the College, and for the alumni themselves.

I thank you for your commitment to Trinity, shown by your presence here this evening. I look forward to meeting everyone this evening, and to us remaining connected, for life, through our connection to the great university that is Trinity College Dublin.

Thank you.

* * *

14 May 2015

Launch of Trinity Creative Challenge

Saloon, Provost's House

Colleagues, Ladies & Gentlemen,

You're all very welcome to the Saloon in the Provost's House for the launch of the Trinity Creative Challenge.

This launch is, I believe, the first of its kind: the first time this university has sponsored a funding award to foster creative interdisciplinary projects and works. It's a significant award, and I think it marks how far we have come, as a university and as a country, in our support and recognition of the creative arts.

In October last, the Taoiseach, Enda Kenny, launched Trinity's Strategic Plan, which lays out our vision, mission, goals and actions for the next five years, to 2019. Under Goal 5 in this Plan – 'Build Valuable Partnerships' – we specify our commitment to being a creative arts catalyst and to (I quote)

"engaging creative practitioners in open calls and brokered engagements around creative challenges and research themes".

Today's launch sees us delivering on that goal.

Under Goal 6, Research for Impact, we specify the interdisciplinary research themes which the College is particularly focused on – these include 'Creative Arts Practice' as well as 'Creative Technologies' and 'Digital Humanities'.

Why is Creative Arts highlighted so strongly in our Strategic Plan? Because it's now central to the Trinity Education, to our innovation and entrepreneurship strategy, and to our global engagement.

Of course there's always been creativity on campus - from the start Trinity has educated extraordinarily creative people, right back to Jonathan Swift and Oliver Goldsmith, through to Bram Stoker and Samuel Beckett, and on to Anne Enright, Eavan Boland, and Lenny Abrahamson.

Conditions in college helped foster this creativity - specifically the student magazines and the debating, theatrical and other student societies. The space given to extracurricular activities gave students free rein to explore and develop their creativity. But a divide prevailed: creativity was for 'after hours' – it was not curricular as such.

This began to change at the end of the last century. In 1997 Trinity established the Oscar Wilde Centre and the first creative writing Master's programme in Ireland, followed the next year by the first postgraduate programme in Music and Media Technologies, which was a ground-breaking interdisciplinary collaboration between the Electronic & Electrical Engineering and Music.

To further develop this new curricular direction for the College, my predecessor as Provost, John Hegarty, launched the Creative Arts, Technologies and Culture Initiative, or the CATC, to spark collaborations across the university, linking the arts and sciences.

The past decade has seen truly remarkable and inspirational advances in creative arts practice in the College, including the opening of the Science Gallery, the Long Room Hub, the Lir Academy for Dramatic Art, the Music Composition Centre, and the Centre for Literary Translation, which is housed in a wonderfully renovated Georgian building on Fenian St.

And we recently launched a Masters in Creative and Cultural Entrepreneurship, for which we're partnering with Goldsmith's University of London.

So this is the background to today's launch: Trinity's Creative Challenge is part of a cohesive, comprehensive programme which links into all the other goals in our Strategic Plan.

The link between creative arts and innovation and entrepreneurship is I think evident: when you begin studying the reasons behind successful innovation in countries or regions, what you find is that a region's innovation almost always derives from its particular strengths and traditions. The high tech revolution didn't come out of nowhere in Silicon Valley - it came out of that area's long 20th century focus on electronics and radio transmissions.

What are Ireland and Dublin and Trinity's particular traditional strengths? We have a few - but high among them, on any reckoning, is cultural and artistic creativity. Irish creativity reverberates round the world. It would be irresponsible to overlook it.

The cultural and creative industries can be powerful drivers of individual and community well-being, and of economic success. An EU study* published last year demonstrated that cultural and creative industries are among the EU's biggest employers, generating 4.2% of EU GDP, far higher than, for instance, the telecommunications industry.

* *Creating Growth - Measuring Cultural and Creative Markets in the EU* (2014)

And a report just published by the Warwick Commission* in the UK had similar findings: the Cultural and Creative Industries are the fastest growing industry in the UK and in 2013 represented 5% of the economy. This is forecast to grow to 10% in the coming years if the cultural and creative ecosystem can be supported more effectively.

Effective support is key. We must seek to forge the conditions for creative and cultural entrepreneurship to flourish on this island, and to be carried by artists beyond this island. The country's social and economic regeneration depends on this.

We all have a part to play in this mission – government, universities, philanthropists, social partners, community groups.

Trinity's Creative Challenge is aimed at developing new approaches to interdisciplinary creative and cultural arts practice; and at identifying emerging talent and supporting ambitious projects in Trinity and the wider community.

We've ensured that this award is sufficiently generous to attract strong projects; we've planned for four winners so that we can reward a diversity of projects; and we've kept the selection criteria broad. We don't want to specify theatre performances or music compositions or visual exhibitions: we don't want to impose our idea of what art is; we want applicants to lead us.

Instead of being prescriptive, we're emphasizing simply quality, innovation, and experimentation. To quote Francis Bacon: "The job of the artist is always to deepen the mystery."

I hope that this call for projects unleashes such a wealth of mystery, such an embarrassment of riches, that it makes the judges' job particularly difficult.

I hope that this Challenge becomes a fixture and that the projects arising from it become a byword for quality and zest and surprise; I hope that these projects, or word of them, travels round the world. If this happens, then it will enhance Ireland's reputation, and Trinity's, and the artists' involved – but, even more importantly, it will mean that visions and expressions and compositions first conceived in this city have moved the world. That is what I hope from Trinity Creative Challenge.

Thank you.

* * *

* *Enriching Britain: Culture, Creativity and Growth*



Brian Cass and Provost Patrick Prendergast

19 May 2015

Launch of The Centre for Inclusion and Intellectual Disability

Science Gallery, Dublin

Thank you Mei Lin,

And welcome everyone to the Science Gallery for this celebration of Trinity's Centre for Inclusion and Intellectual Disability.

Today:

- We celebrate the work of this Centre over the past decade and the achievements of the graduate students, some of whom we will hear from later;
- We welcome Paula Flynn as the recently appointed director of the new Centre;
- We mark the Centre's move from the School of Social Work and Social Policy to the School of Education; and
- We re-launch this newly titled Centre. Previously the National Institute for Intellectual Disability or NIID, it has now been renamed the Centre for Inclusion and Intellectual Disability, or just The Centre. That extra 'I' is important since the Centre is founded on the imperative to include people of intellectual disability in higher education and in the workforce, as high-functioning members of society.

So we are marking today the progress and evolution of this Centre from its beginnings to its current place at the heart of Trinity education and research.

This Centre is a flagship institute. When it opened, it was the first of its kind in Ireland, and its innovative two-year programme, entitled the 'Certificate in Contemporary Living' pioneered the rights of people with intellectual disability to a third level education.

In Trinity we have a mission, enshrined in our current Strategic Plan, to promote 'diversity and inclusivity'. I quote:

"We reach out to a wide cultural, social and educational spectrum with the aim of creating a community based on a collegiality in which all are encouraged to use their talents to achieve their potential". And, we engage to "fearlessly pursue actions that promote the cause of a pluralistic, just, and sustainable society."

Our actions in pursuit of this mission are wide-ranging and multi-faceted. They include, for instance: community liaisons, encouraging staff and students in volunteering and civic engagement, carrying out ethical research, and cultivating an academic culture that respects the dignity of the person and the sustainability of the natural world.

The Centre for Inclusion and Intellectual Disability is key to the fulfilment of our mission. For too long, for most of human history, people with intellectual disability were denied the right to develop their gifts through higher education, and the right to contribute to the workforce. This was a tragedy at the level of the individual, and it was a waste for society, which was denied useful talents and skills.

Trinity is proud to be a pioneer, within Ireland, in redressing this wrong.

The Centre has aligned its work within the framework of the 2006 United Nations Convention on the Rights of Persons with Disabilities. Its aim is to create a paradigm shift in opportunity, policy and service provision and empower people with intellectual disabilities to become active participants within Irish society.

The Centre's approach is three-pronged: it delivers on its mission through education, research, and advocacy. Having recently moved to the School of Education, The Centre has been fully integrated into the '*Inclusion in Education and Society*' research group, established to examine inclusive theory, policy and practice in education. This research group is redressing the dearth of research which integrates disability, citizenship and pedagogy.

The Centre's achievements are many. But much remains to be done. This is a whole new area, for Trinity, and Ireland, and the world. The Centre has laid out key goals, including:

- developing appropriate curricula, particularly at post-primary level;
- establishing transition pathways to post-school life;
- creating more opportunities for tertiary education;
- making meaningful employment and an independent life more accessible and achievable.

Through its education and research agendas, and its links to national and international networks and advocacy groups, The Centre will help inform governmental and supra-governmental policy in these key areas.

Trinity's academic environment supports the Centre in its mission. Our emphasis on collaboration and interdisciplinarity is particularly meaningful: TILDA, the Trinity-led longitudinal study on Ageing, has done ground-breaking international research on ageing of people with intellectual disability. Their recent findings inform us this group is experiencing increased longevity. This is unequivocally good news but, of course, it has

huge implications in terms of lifelong learning and career opportunities. Collaboration between the Centre and TILDA is key to developing the right policies in these areas.

To realise its commitments, the Centre will be setting up an external advisory committee to:

- Establish viable pathways to employment programmes;
- Provide models that can be replicated nationally;
- Support mentorship opportunities within our Business Partners network;
- Examine necessary skills that students need for employment that could feed directly into the re-designed Certificate for Contemporary Living.

The Centre will continue to count on support from individuals and organisations. I'd like to acknowledge the significant contribution of all who have been involved with the Centre over the last 10 years, in particular the support received from:

- Atlantic Philanthropies and the Ireland Funds;
- Our Business Partners, many of whom are represented here today;
- The members of the former Management Committee, notably Fergus Finlay, Mary Davis, Alan Crosbie, Tom Murray, and PJ Drudy;
- the Iris O'Brien Foundation;
- the McLoughlin family, Frieda Finlay, and Hugo MacNeil;
- And colleagues from the Trinity Foundation, and from support services.

Just naming these mentors, benefactors and friends gets across the extent and range of support for The Centre and for its mission of inclusion of people with intellectual disability.

I salute The Centre, our friends and supporters, and most particularly our students and graduates. The greatest advocacy of the work of this Centre is you. Third level education and lifelong learning is something that everyone can benefit from, and everyone should have access to – you are the great proof and the validation of this.

Thank you.

* * *



(L to R) Professor Mary McCarron, Provost Patrick Prendergast, Dr Paula Flynn, Dr Michael Shevlin, Vice-Provost/CAO Linda Hogan, Ms Denise Kelly, and Dr Carmel Sullivan

25 May 2015

Launch of 'Villain of Steam, A Life of Dionysius Lardner'

Saloon, Provost's House

Good afternoon,

And welcome, all, to the Saloon in the Provost's House for this significant launch: the biography of one of Trinity's more exciting and controversial graduates, and one who has never been comprehensively profiled until now.

Like very many in this room - and beyond it - I'm an extreme enthusiast for William Rowan Hamilton, whom I probably name-check in speeches and conversations more than any other Trinity alumnus, except perhaps Edmund Burke. I've read widely enough on Hamilton, and also on the Provost of the day, the mathematician Bartholomew Lloyd, who did so much to advance the study of maths and science in Trinity - but I must confess that despite my interest in Hamilton and Lloyd and in early 19th century Trinity, I only had a peripheral sense of Dionysius Lardner, who, if not a scientific genius like Hamilton, seems to have been a genius at explaining and popularizing science and technology - a talent which, then like now, is at once rare and immensely important.

It's been an absolute pleasure to have had the gaps in my knowledge of Lardner addressed by this marvellous biography.

It was as writer, editor, and lecturer on science and engineering that Lardner became famous. Let me quote you a verdict on him by the *Athenaeum* magazine in 1840:

He was floated into popularity on the very crest of the tide of diffusion-of-knowledge treatises, popular universities, and popular libraries, of popular institutions, and lectures of all kinds, and he was we think, decidedly, the most popular and the most deservedly popular, of all the popular writers of his day.

The word 'popular' occurs seven times in those few lines: the *Athenaeum* has a message to hammer home: Lardner was a popular writer!

Another, more specialist publication, the *Railway Magazine*, wrote that:

At one time there was not a more popular writer or lecturer in England. As a writer he possessed the power of simplification in an eminent degree, with a style clear, easy, and attractive... As a lecturer he possessed an influence over

*his auditory almost magical. On subjects of the driest nature, he could fix the attention of a motley audience for hours on end.**

That's the kind of praise all lecturers dream of – to fix the attention of audiences on dry subjects for hours on end!

Charles Darwin cited the *Cabinet Encyclopedia*, which Lardner edited, as a major influence - specifically the treatises by John Herschel, which Lardner commissioned.

And Karl Marx mentioned Lardner's masterwork, *Railway Economy*, in *Das Kapital*.

You might ask how someone so extremely famous at the time should now be all-but-forgotten? Partly I think because synthesizers and popularisers, while of immense service, are not generally remembered by posterity to the same extent that original thinkers are. Often, events move on, and it's the work of historians like Anna Martin, to remind us that things might not have developed and progressed in quite the way they did were it not for the work of these individuals.

But, also, it must be said, that Lardner played a part in his own side-lining. He was well-named. Indeed, he seems to have named himself. He was christened Dennis, but as a student in Trinity he took the name 'Dionysius'. In the matter of love, his reputation did indeed become 'Dionysian'. He shocked Dublin by setting up in a ménage à trois in the 1820s, and after moving to London, he shocked that city by eloping with a married woman in 1840 - from this scandal his reputation never recovered.

This was probably a factor in his neglect – but, in the way of the world, it's now a factor in his revival, since a bit of scandal never hurt any biography. This book, as you can see, has more the cover and appearance of a thriller than a biography of a 19th century science writer, and that excitement is carried through to the text.

To give an example of the surprises you'll uncover: Lardner's liaison with a married woman in Dublin produced the only other 'Dionysius' in Irish history – one who eventually became much more famous than his father. This is Dion Boucicault, who was in fact christened Dionysius Lardner Boursiquot so not much effort was made to hide his paternity. Dion Boucicault inherited his father's facility with words, but he was more creative again – his plays are still performed.

*Quoted A.L. Martin, *Villain of Steam*, p.364

Lardner's personal life certainly adds spice, but his work, as recounted in this book, is robust and exciting enough in itself. There are his disputes with Isambard Brunel – from which, it must be said, he generally came off worse; there's him persuading the leading writers of the day, including Thomas Moore, Sir Walter Scott, and Mary Wollstonecraft to write for him in the *Cyclopedia*; there's him giving evidence to the House of Commons on the (Great) Western Railway bill; and there's the sheer energy of his drive to inform the public of scientific advances.

This book vividly describes the highpoint of his career in 1835, when he returned from London to Dublin for a week-long conference, convened by the British Association of Advancement in Science. The main meetings were held in the Library of this College where Lloyd and Rowan Hamilton gave addresses. During the day section meetings for experts were held but in the evening there were general meetings. Lardner gave the talk in the Rotunda one evening. I quote:

*By the time he arrived, the hall was heaving. Women fought each other to get into the crowded hall and jostled for position, some bringing orange boxes to stand on. At one point a part of the stage collapsed from the pressure of the crowd but fortunately nobody was hurt.**

This sounds more like the description of a rock concert. At the end of the week-long conference, the Lord Lieutenant, on behalf of the queen, knighted William Rowan Hamilton. It was a marvellous moment for Hamilton and Trinity, and Lardner had helped make it possible.

The description of the conference and the excitement it generated in Dublin brings to mind forcibly recent science and technology symposiums and conferences held here in this city and campus. There's the same sense of explaining stimulating new ideas to an expectant public. By their nature, science and technology are radical and, for many people, difficult to grasp, and this does not change from one era to the next. It requires communicators of exceptional clarity and eloquence to explain concepts in ways that everyone can understand.

There's no doubt that Lardner would be thrilled by the advances we've seen in communicating and demonstrating science to the public. He'd be thrilled by the Science Gallery; he'd be delighted at the recent sculpture to Walton beside the FitzGerald building; he'd be greatly approving of the accessible, entertaining books on science now available. And I imagine he'd be blown away by the power and potential of online education – the ability for a Trinity

* *Ibid*, 365

professor explaining say nanotechnology to inspire someone on the other side of the world.

* * *

In three days' time I'll be in Boston, where Trinity is holding a Research Showcase. We're bringing over five of our top professors to explain their research to an international audience, including presentations on inflammatory diseases, visual computing, and nanomaterials. It's a high-level event which is generating much excitement.

I'll be reminded in Boston of Lardner and how we are following on in the tradition he helped establish – a tradition not only of discovery and investigation, but of communication. It is not enough to find things out; you need to apply your discoveries, and then you need to tell people about them.

I congratulate Anna Martin, and I thank her for resurrecting this intriguing and talented Trinity graduate. I congratulate Annraoi de Paor as editor, Mac McMillan, honorary secretary of the *National Committee for Commemorative Plaques in Science and Technology*, and the publishers, Tyndall Scientific.

Between you, you have produced a book which is thoroughly researched, accessible, entertaining, and well-priced, with the perfect biographical balance of private life and public work. This is a book that will be enjoyed by general readers and by academics. It's a book which justifies its subject: it will get people excited about science and its possibilities.

Congratulations, and thank you. It is now my pleasure to call on Brian Smith, Chairperson of the National Plaques Committee to introduce the author, Anna Martin.

* * *



Author A L Martin, publisher Norman McMillan and Provost Patrick Prendergast

28 May 2015

Fusion

District Hall, Boston, Massachusetts

Good evening,

And welcome, all, to this greatly exciting event, during the important week of NAFSA's annual conference.

The global significance of NAFSA is underlined by the presence here of Ireland's Minister for Education and Skills, Jan O'Sullivan.

To coordinate with the conference, my university, Trinity College Dublin, is holding this Research Showcase to display some of our ground-breaking research. We're calling this Showcase 'Fusion' because Trinity is an inter-disciplinary university, with schools across the major disciplines in the arts and sciences, as well as in business, law, engineering, and health sciences. We encourage our Schools to collaborate - to 'fuse' their research.

The title is also appropriate because this evening we've brought together partners from the academic community and industry. It's a powerful mix, a 'fusion' with the potential for new, mutually-beneficial interactions.

It's a particular pleasure that NAFSA and this event are taking place in Boston, a city which has such potent links for Ireland, Dublin and Trinity. Boston boasts a particularly high number of Trinity graduates, many of whom, I'm delighted to say, are here tonight. There could be no better city to host Trinity's first research showcase to be held outside Ireland.

I look forward shortly to inviting the Minister to launch 'Fusion', and to hearing from our five leading professors who will give a wonderful sense of the range of Trinity research, as they talk about immunology, visual computing, nanomaterials, history and historiography, and Trinity's expertise in longitudinal studies.

Ahead of this, I'd like to talk, briefly, about the context and strategy behind our current research programmes in Trinity.

* * *

As you know, Ireland is emerging from six difficult years of recession and austerity. The whole country has been affected, including universities. Thankfully, the recovery is now substantive – Ireland currently has the fastest growth rate in the European Union and the fastest employment

growth rate in the OECD, and there are many more markers of success, including, for instance, a 40 percent increase in numbers employed in the technology sector over the last five years. The government deserves – and is getting – commendation for its leadership.

This comeback is premised on delivering high-quality education. The foreign direct investment we draw is underpinned by a reputation for skilled graduates and world-class research. Trinity is Ireland's leading university, and has educated some of the world's most original thinkers, including Oscar Wilde and Samuel Beckett, scientists William Rowan Hamilton and Ernest Walton, the political thinker Edmund Burke and the former President of Ireland and UN High Commissioner Mary Robinson. In small countries like Ireland, universities can hold a pivotal position – so it's no exaggeration to say that Trinity contributes to the competitiveness of the whole country.

In Trinity we take this responsibility seriously, so our response to austerity was to get even more ambitious: we put in place - and we're now delivering on - ambitious strategy across our education and research mission. We seek to:

- Increase global engagement;
- Strengthen research through competitive hiring, interdisciplinary focus, and industry engagement;
- Facilitate commercialisation and innovation, and improve innovation and entrepreneurship training;
- Be a creative arts catalyst;
- Broaden admissions to encompass a diversity of talent; and
- Grow revenue from private sources.

Our initiatives in these fields are inter-connected and cohesive. For instance, we recently launched a programme in Cultural and Creative Entrepreneurship – this marries creative arts practise to innovation and entrepreneurship, and the Masters is jointly delivered with Goldsmith's University of London, which aligns to our global engagement strategy.

And we're planning a new Engineering, Energy and Environment Institute, which we're calling **E3**. It will be a major engagement between the Schools of Engineering, Computer Science, and Natural Sciences, and will leverage the expertise of the new Trinity Business School and the Nanoscience and Biomedical Sciences Institutes.

E3 will be an industry-academic collaboration space, and one of the first institutes internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a livable planet. Technologies should sustain, rather than deplete, our natural capital.

Global engagement is fundamental to what we do. For centuries Trinity has educated international students, and sent graduates around the world.

Today, we have over 100,000 alumni working in 130 countries worldwide. We have more international research collaborations and academic partnerships than anyone can count.

Many of our partner universities are here tonight – from countries such as Singapore, China, Australia, Canada, Brazil, Mexico, and the USA.

Since we're in Boston, I must single out the recent partnership signed with the University of Massachusetts' Medical School, allowing for student exchanges and postdoctoral fellow training in biomedical research.

We're delighted with this and with all our strategic partnerships. We look forward to welcoming U Mass and other international students. They will bring unique perspectives to our campus.

In this context, I'm delighted to announce that as part of our commitment to the Institute of International Education's Generation Study Abroad programme, we've developed scholarships for US students to study in Trinity in 2016, for a semester or a full academic year.

But I'm sure the Minister will have more to say about this programme. So let me close now by thanking you all for being here and for your interest in Trinity's global research. You're about to hear about some of our eye-popping discoveries, which I know you'll enjoy.

It's my pleasure now to introduce Ireland's Minister for Education and Skills, Ms Jan O'Sullivan T.D. She was appointed to ministerial office last summer; previously she was Minister of State for Housing and Planning, in which role she won praise for the urgency with which she confronted the problem of homelessness. As Minister for Education and Skills she has continued to be a champion for equality and fairness, and is a strong voice for Irish education internationally.

A graduate of Trinity where she studied modern languages and literature, she has been a member of Dáil Eireann since 1998, representing Limerick City and Limerick East for the Labour Party.

In speeches she has noted that the teachers who make the most difference are those who engage with us as people, and not just receivers of facts for exams. In Trinity we share this vision, and we are greatly honoured to have her here tonight to launch 'Fusion'.

Ladies and Gentlemen, the Minister for Education and Skills, Jan O'Sullivan.

* * *



(L to R) Professor Luke O'Neill, Professor Valeria Nicolosi, Provost Patrick Prendergast, Minister Jan O'Sullivan T.D., Professor Richard Layte, Professor Carol O'Sullivan and Professor Ciarán Brady

29 May 2015

**Transcript of interview of Patrick Prendergast, Provost
and President of Trinity College Dublin on Boston Herald
Radio's Morning Meeting**

Boston Herald Radio

Hillary Chabot: Hi and welcome I am Hillary Chabot here with Chris Villani filling in for Jaclyn Cashman this morning on Morning Meeting we are joined by Dr Patrick Prendergast- he is from Trinity College and nice enough to come into the studio and chat with us about this trip he has in Boston and what the focus is while he's joining us Bostonians here.

Patrick Prendergast: Well the focus is to tell people about the great things we do in Trinity College Dublin- *[fixes microphone]*- That's it, talking about our research, talking about the great things we do in Trinity College Dublin so that people in the Boston area can learn more about what we do.

HC: Talk about, what kind of research are you talking?

PP: Well we presented 3 professors... 5 professors presented their research, but areas like neuroscience, immunology, history and historiography, particular interest was in the history because it's the history of Ireland 1912-23 which is the period when Ireland became independent.

HC: That's great.

PP: And that was a very interesting thing- longitudinal studies, tracking children as they grow older and older people as they age-

Joe Battenfeld: That's what I'm interested in- ageing, the ageing one-

[Laughs]

PP: Well so are we all, it'll all be coming back to us... ultimately, hopefully!

HC: I'm a history major and that is really of interest to me as well in terms of having that shared history here in Boston that must be a great interest coming from Bostonians-

PP: Our History professors are very highly ranked and the work they do is well known all over the world. Good collaborations here with Boston College as well, one of our professors who will be staying there for a month working on a joint History project with his colleagues in Boston College clearly history is very important to Irish people, very important that we understand it better and we are coming up to the Century now a hundred years of Irish

Independence. A lot of attention is being paid to what happened a hundred years ago, how have we benefitted from it- have we benefitted from it? From independence and so on and Trinity College is leading the way in providing education for people to reconsider Irish history in that period we established on of these massive open online courses which we talked about at our event yesterday-

JB: I was gonna... I'm sorry Dr Prendergast, from Trinity College in Ireland by the way, not where I went to Trinity College in Hartford Connecticut but eh, a little different, but eh, I just want to ask you, are you doing research into the connections with Ireland and Boston as well as Irish History?

PP: Yeah, that would be important to it because so much of Irish History and American History is intertwined of course... in that period, the people fighting for Irish Independence led by Eamon De Valera did a lot of their fundraising at that time in the US and it was the US lobby indeed in the end that pushed the whole issue of Irish Independence so this, so this linkage is very important between Ireland and Boston, between Trinity and Boston. Trinity has more alumni in the Boston area than any other part of the United States-

JB: Really?

PP: Yes?

JB: And your one of the oldest, 1592?

PP: Yeah

JB: That's hard for us in America to comprehend-

[Laughs]

HC: We talk, we talk about history and it's very you know, limited, in terms of how far back we get and you guys of course have a much longer view-

PP: Yea, we had the dean of admissions of Harvard over recently giving a talk and he said, it's very rare, that he comes to a University older than his own... so he was the new guy.

[Laughs]

HC: That's great.

PP: So 1592 we were founded, four hundred and twenty-five years ago-

JB: Wow

HC: That's amazing and so ah, I wonder if you see anything, I dunno how many, you know, how much time you spend in a lot of other American cities... is there anything when you are visiting Boston Cambridge area that you can see the effect of how many people from Ireland have moved here?... you can sort of see how this has become some part of Bostonian culture-

PP: Yeah I think there are a lot of similarities between Ireland and much of life in America because of the deep connections between Ireland and the US, and indeed US politics and Boston politics, we've as I say a lot of alumni here are working in the universities in the Boston area at MIT and Harvard and Boston College and so on. I've met some of them last night who came along to our event... and these connections are important to us, important to them, and bring a lot of traffic across the Atlantic between Boston and Trinity College Dublin.

JB: By the way, in case you're wondering about the Irish accent this is Dr Patrick Prendergast, the Provost and President of Trinity College, which is really the premiere college university in Ireland and the connections with Boston go back way back to the eighteen hundreds the major wave was like what, 1850s/1860s into Boston, a huge wave, that's where my ancestors came at the same time- by the way, my great, great, great grandfather was one of the first Irish elected alderman in Boston-

PP: Congratulations-

[Laughs]

JB: Maybe that where get interest in politics his name was James Power, which is my middle name, Power, but um, the connections, you guys, first of all, I wanna ask you before we get into the research about the recent gay marriage vote, in Ireland, I wondered what, if you were surprised by that or has there been any backlash to that?

PP: Well I think we were all happy and positively surprised by the extent of the yes vote in support of the marriage equality referendum. It proved controversial of course, but the youth vote and as president of a University of course I am meet with young people, and they were really behind this and many people, young people voted for the first time for marriage equality, I think it represents a great step forward for the country really that we've succeeded in doing this in fact, Trinity College, rather controversially, we flew the rainbow flag, which is the LGBT flag on the front of the college.

JB: Really? Wow!

PP: When the referendum result was announced-

HC: That's great.

PP: it was one of my first tweets, I took a picture of the flag-

[Laughs]

JB: That's it? One of your first ones?

PP: Well and I got almost 400 re-tweets!

HC: I was gonna say-

JB: Wow!

HC: you must've got a huge amount of re-tweets absolutely and obviously the college, I love that you mention basically it's the voice of young people but it is also a huge establishment voice to some extent considering how long you guys have been around and how ingrained in the history you are so that marriage of the gay flag and the Ireland flag, and coming from Trinity College, almost is a visual depiction of what happened-

PP: Well Trinity College has always been a bit radical, you know-

[Laughs]

PP: Even going back into our history with great patriots like Wolfe Tone and Robert Emmet but even in our own times the Chancellor of the University the ceremonial head of the university is Mary Robinson of course, well known around the world for her work now on climate change but before that bringing many controversial pieces of social legislation into the Irish Parliament. David Norris who has been a campaigner for gay rights in Ireland for many decades is a former Trinity English professor but Trinity has that role in Irish life a role of being somewhat radical being somewhat to the fore in social issues and certainly I'm proud the way that's been carried forward to our students now in our own time.

JB: As you know Massachusetts led the way in this country as far as marriage equality this was, I can't, this was over ten years ago-

HC&PP: Yeah-

JB: And it's almost like nobody... cares anymore, you know they care but it's not like a big issue here and again that was driven by young people. It really in the legislature did it but it was driven by young people and now they're like what's the big deal, that's really-

HC: Well, that's the interesting thing you know as covering Beacon Hill Joe Battenfeld and I ended up talking about it and dealing with it far more than normal people to some extent right, because this was the court decision and then law makers had a bit of trouble accepting it so that it became one of the

ballot questions things like that and so I felt like oftentimes when I was reporting on this on Beacon Hill and writing about the law makers we were thinking about it much longer than probably just residents in Massachusetts-

PP: Yea well I think the interesting thing about it of course is, your legislature passed it here in Massachusetts, we had to have a referendum, so it was a referendum of the whole population- we're the first country in the world to pass marriage equality by a referendum.

JB: What was the vote there? Was it close or it wasn't that close was it?

PP: It was about 68% yes.

JB: Yea, that's not close.

PP: It's not close really.

HC: Yeah and that's, and it was the courts that decided it, but I mean at the time, and this is what's so great about the voters actually deciding it was that lawmakers felt had it gone to a vote that it would have been overturned which is a, really shows how much things in general across the world have changed since the decision here in Massachusetts but it is really, really great to sort of get your input and insight in that sort of stuff you guys, I'm sorry go ahead-

JB: No I was gonna say I didn't know if we had to take a break I wanted to ask Dr Prendergast about some of the research-

HC: Yea that's where I was gonna go...why don't we hit a quick break and when we come back we'll talk about this collaboration with the University of Massachusetts and Wooster. Stay with us here on 1510 wfmx 8:30am wcrn and Boston Herald radio-

[Break]

HC: Welcome back to Morning Meeting I am Hillary Chabot here with Chris Villani filling in for Jaclyn Cashman and we are also joined by Joe Battenfeld of course who set up this great interview with Dr Patrick Prendergast of Ireland's Trinity College. One of the reasons he is here we've been chatting about this historic vote that they've taken but he's also in town to further partner with UMass Boston and one of those partnerships is in Wooster at the University of Massachusetts in Wooster. There is some medical research and can you maybe tell us a little more about what that entails Dr?

PP: Well it entails research into immunology and inflammatory diseases such as arthritis and developing drugs discovering new therapies indeed to combat these diseases. The Chancellor of UMass medical school has, it's a man

called Michael Collins, of course those with an Irish background would've know Michael Collins a good strong Irish name, and I first met Michael Collins at the Global Irish Forum, which is a thing organised by the government in Ireland every two years of people of Irish background to come and give advice on how to bring the country forward and deal with the issues, particularly recent of austerity and the recession and we agreed there that we'd try and do something together linking Trinity College Dublin and UMass Medical School and I'm glad now to say at this stage, it's come forward, this is a new strategic partnership, which will allow people, students and post-docs, it's very important that senior scientists can also move back and forward between Boston and Dublin working on these areas of immunity, innate immunity, and ways to combat diseases that have an inflammation basis such as arthritis.

JB: See, yeah, that's what I'm interested in, because I've arthritis throughout my entire body, osteo-arthritis, you know knee replacements and all that stuff how, how are you...really there's nothing, as far as I know, right now, you can do about arthritis when you have it, you, you know it's there you can't-

HC: You manage it but you can't-

JB: No you can't change it.

PP: Yeah, well if we succeed in these collaborations there will be drugs that can block the various cycles in the biochemical system that create inflammation. Now last night, one of our top scientists, Professor Luke O'Neill, he explained all of this, if he was here he could do a much better job and I won't, I'm an engineer myself and engineers, many of you would be engineers, we think we know a lot, a little bit about everything, but we don't know the details of how this inflammation works, but it seems that through the work of some PhD students in Dublin working with Professor Luke O'Neill they found how to block one of the critical diseases of the cells that are responsible for dealing with the bacteria on whatever that causes the disease, so- now how to commercialise it becomes the issue, it's all very well to make the discovery, how to make that step to actually have it introduced, and successfully introduced in clinical trials with patients and that's what this collaboration is going to further.

JB: It's such an epidemic here of because people played sports like Chris here saying you're gonna get arthritis eventually-

Chris Villani: Oh yea, I've been told already to just get ready for the knee replacement-

[Laughs]

JB: Yeah but it's become an epidemic I mean their doing many hip replacements, knee replacements now I think it'd be interesting if there is a breakthrough-

PP: The thing to do, these knee replacements and hip replacements, and this is putting lumps of metal into people's bodies-

JB: Exactly

PP: There has to be better ways to deal with things.

JB: Well thanks, now I feel really good that I-

PP: Celebrate!

HC: Too late for you-

CV: I'm counting on you... for me-to heck with Battenfeld, but twenty years from now just have these things ready for me.

PP: Okay

JB: Another thing I'm suffering from is ageing-

[Laughs]

JB: What are you doing, I mean and this is fascinating to me in that you're doing research into ageing and the fact that I think you said it starts when you're first born or not even born yet?

PP: It starts in the womb actually and we're-

JB: That's depressing.

PP: It's kind of depressing but of course maternal health and diet and so on do determine aspects of what happens in the womb brain formation and so on and we've been able to track the relationship between maternal financial circumstances really I suppose and how a child grow up and a lot the diseases that appear later in life such, I dunno, obesity or whatever or cardiovascular diseases are traced back to the early stages of a young person's growth they essentially, when you're young you develop an ability to resist diseases later in life that so we don't all start off life with the same advantages.

JB: That's interesting.

PP: In one way it's depressing but in the other way it's good to know.

JB: Yeah well-

PP: At least we can start looking at these issues and designing a society that can deal with them.

JB: And most people don't think about it obviously till they're older tell me what other kind of research are you doing that you think people will be interested in this is Dr Patrick Prendergast by the way, the Provost and President of Trinity College in Dublin Ireland, which is an historic college I didn't I'm looking at the press release, these are people alumni Jonathan Swift, Oscar Wilde, Samuel Beckett are all alumni from Trinity College, which is amazing to me, but now it's turned into this huge research institution and what other kinds of stuff are you doing.

PP: the stuff we presented yesterday, another project that we talked about was on visual computing. We have one of our top professors who's an expert in this area of games design and visual computing as she calls it- how you can simulate the movement of crowds in games, this has to be done realistically so as people playing the games get maximum enjoyment out of it.

JB: Yes

PP: One other one, another project that I think people were very impressed with last night was the work of a scientist called Valeria Nicolosi who is designing batteries, we are used to batteries being big heavy things...Valeria can design a battery only one millimetre thick made of graphene, it's transparent, and really light, and if we can succeed, if she can succeed in her work of designing these very small light batteries, batteries that can be laid out flat and are transparent and can be folded up and taken away

HC: Yeah, yeah.

JB: What are they used for?

PP: Well, they'll be used ultimately as energy storage devices so when the wind blows you can get the energy stored in a battery and released when you need it. These kind of batteries are very important for green tech and green technology and at the moment battery technology is a bit of an impediment, a blocker, to the development of many new technologies in renewable energy.

JB: is there anything on your trip here obviously you probably come back and forth all the time, that America has some weird stuff and weird sports and everything, the Red Sox do you know what is, you know do you follow, American sports at all? Or is it pretty much rugby and... football?

PP: Well rugby... is big in Ireland of course

JB: It's becoming big here too

PP: And it's a great game, hurling is our and Gaelic football are big

JB: Hurling did you say?

PP: Hurling is a game, c'mon... you don't what hurling is!

HC: I thought hurling is

JB: I've heard of curling

PP: Hurling is played with a stick

HC: Yes, it's huge

JB: Oh right, okay, okay

PP: About a metre and a half long-

HC: Yeah and they whack it sort of like this, right?

PP: And you have a ball you put it on the end of the stick, you pick up the ball from the ground-

HC: Oh no I'm wrong, I see, okay-

PP: The ball can be picked up in your hand I suppose and hit-

HC: So I want to ask you of course though, this is gotta be huge, the FIFA scandal you know, what are your thoughts on that obviously this is a game that is huge, everyone everywhere but America so I dunno if you have any thoughts on this

PP: I don't really have any deep thoughts to share on soccer scandals no-

[Laughs]

PP: Or sporting scandals-

CV: Well the Europeans haven't been too fond of FIFA for a while, I think, your continent has been pretty well united in its distaste for FIFA long before yesterday.

HC: Certainly this is huge, being discussed everywhere I feel like but here.

CV: It's people don't even know what FIFA is-

PP: There are no scandals in baseball or American football?

JB: that's true, the great Tom Brady, do you know about the Tom Brady

CV: FIFA makes a video game that's what Americans know, they make the FIFA video game, that's what my generation knows FIFA as

JB: Ok, do you follow the Tom Brady scandal

PP: I haven't followed that particular one no

JB: Deflate-gate? No? Okay, well football is different obviously there but yea I think it's becoming more-

CV: Playing more games in London so not too far away, playing more games in Europe.

PP: We had an American football game in Dublin I went to-

JB: Oh yeah, right-

PP: And begin to figure out the rules, it was Notre Dame playing University Central Florida in Dublin in the big Gaelic stadium in summer in Dublin

CV: And Notre dame is going back again I think in a couple of years or maybe next year not sure exactly when.

PP: Yeah the have a great fan club and they have these rallies, what do you call these rallies before the game?

CV: Pep rally?

HC: Tailgating?

JB: Tailgating, you don't tailgate in Ireland?

PP: Yeah, we did it once on that occasion.

[Laughs]

JB: It's basically a chance for people to drink.

PP: University presidents don't do the tailgating-

CV/JB: No, no

[Laughs]

JB: Marty Meehan the new president of UMass, I don't know if you know Marty Meehan but he's a well-known tailgater, he has season tickets to the

Patriots and you can see him, well I dunno if you did now, but you can see him tailgating.

PP: Maybe he can give me a tutorial on how to tailgate successfully as a University President!

[Laughs]

CV: Great.

HC: Dr Patrick Prendergast that you so much but the way for joining us and I want to make sure folks who are listening how can they find out more information if they are intrigued by either the work that you're doing with University of Massachusetts Boston or they want to find out more about the school

PP: do look it up, our website is TCD, Trinity College Dublin, tcd.ie it's all on there, but I think when you do see what's going on in the college email people directly in Dublin we'd be only too delighted to take visitors and people who want to know more about what we do.

HC: Great-

PP: We'll be coming back to Boston of course, and the collaborations with UMass will continue so you'll find out more about it there and on their hospitals and on their websites as well-

HC: Great, thank you so much.

END

01 June 2015

The European Approach to Universities supporting Innovation

European Institute in Washington, The Metropole Club

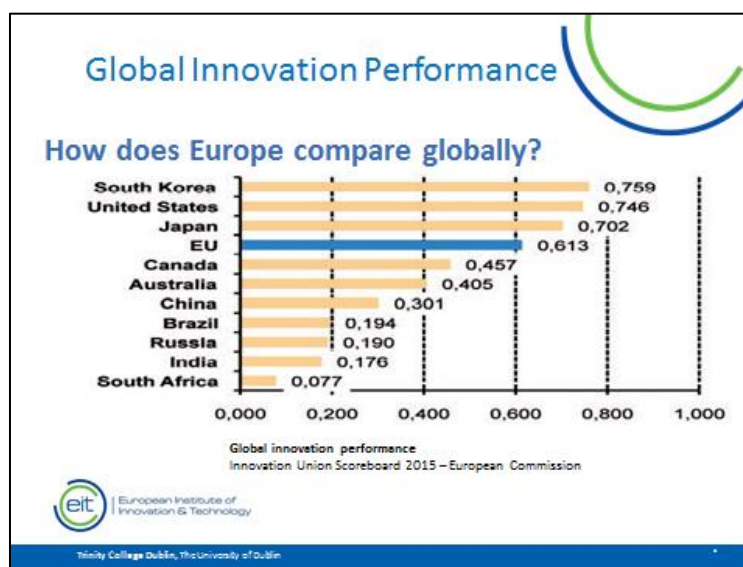
Good afternoon,

Thank you for inviting me here today. It's a privilege to address this audience in my capacity as President - or Provost as we call it - of Trinity College Dublin, the University of Dublin, and as board member of the European Institute of Innovation and Technology, the EIT - an organisation with a 3 billion euro budget and a mission to spur on European technological innovation.

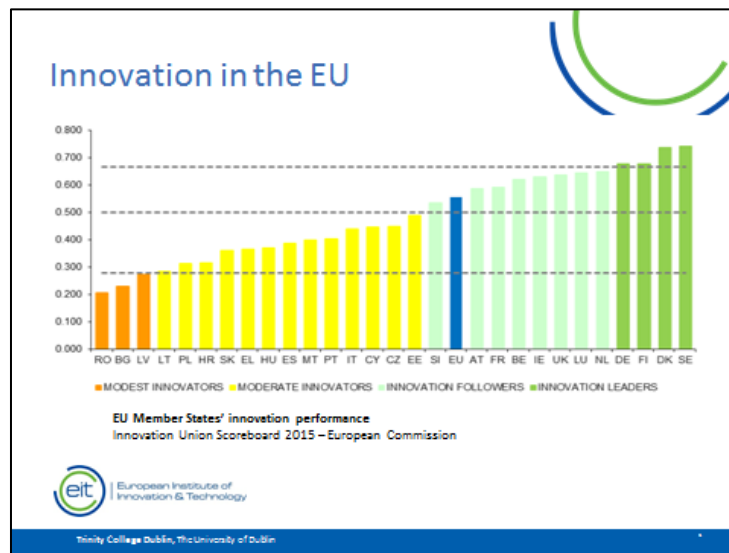
I'd like to talk to you today about what the EIT is doing. And, as an example of universities and ecosystems in Europe, I'll be talking about Trinity College Dublin and the city of Dublin.

The EIT's approach to supporting innovation is new and radical, but before getting onto the 'what', let's look at the 'why'. Why has the European Union established an institute for innovation and technology? To answer this, let's take a look at the current state of innovation in Europe.

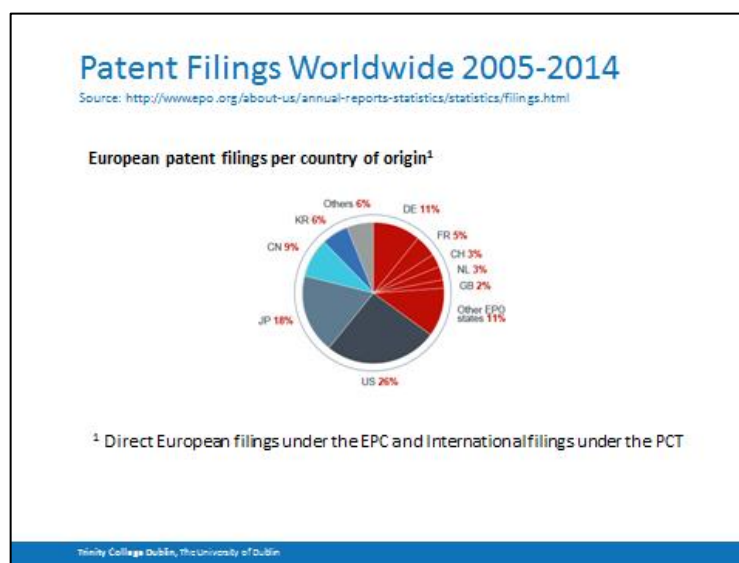
This chart shows the EU's global innovation performance – not bad, but distinctly below the South Korea, the United States, and Japan.



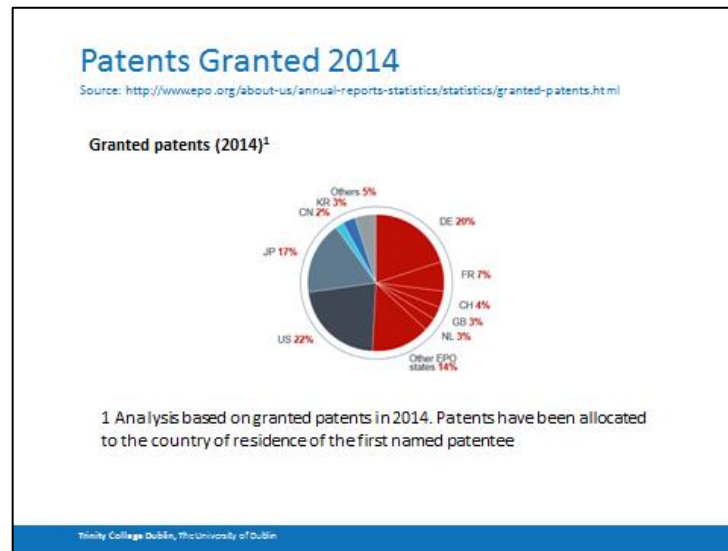
This next chart breaks down innovators within the EU. At the top are countries like Sweden, Denmark, Finland, and Germany. These countries compare with the US, Japan, and South Korea. The dark blue column shows the EU average – my home country – Ireland, the 'IE' here – performs somewhat above the average; the majority of EU states are underperforming.



So, is the problem with the under-performers? Partly of course, but not solely because take a look at this which shows patents filed worldwide between 2005 and 2014. In red are European countries – this is Germany [DE], and France [FR] – in dark grey is the US, in light grey is Japan, in pale blue is China. In the past decade Europe filed about a third of the world's patents.

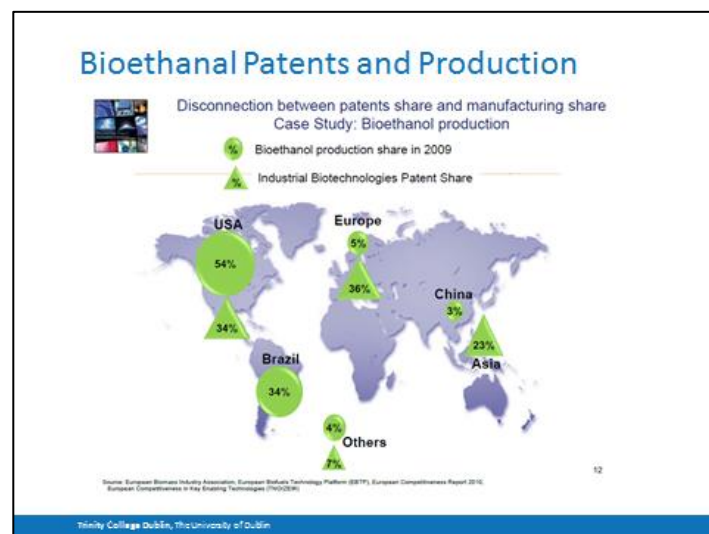


And this shows patents granted in 2014. Europe is doing very well indeed – half of all patents granted last year were filed in the EU. The EU is only about two-fifths the size of the US, but it has a third more people. With 500 million people, it's the world's biggest single market, so it should perform strongly.



In terms of patenting Europe is on a par with, and even ahead of the US and Japan. So why is it underperforming in the translation of ideas into technologies successful in the market? Well, take a look at this as one example:

This map shows bioethanol patenting and production. The 'triangle' shows world patent share in percent, and the 'circle' shows manufacturing share. Europe generates over a third – 36% - of patents but manages only 5% of production, which is carried out mostly in the US – 54% - and also strongly in Brazil – 34%.



Studies of other products show a similar disconnect between Europe's ability to patent and our ability to produce, manufacture, and bring to market. Now this is not the case in every sector, but it is so much the dominant trend that people have long talked about a European Innovation Paradox. The term 'European Paradox' was first coined in this context in a European Commission Green Paper in 1995¹

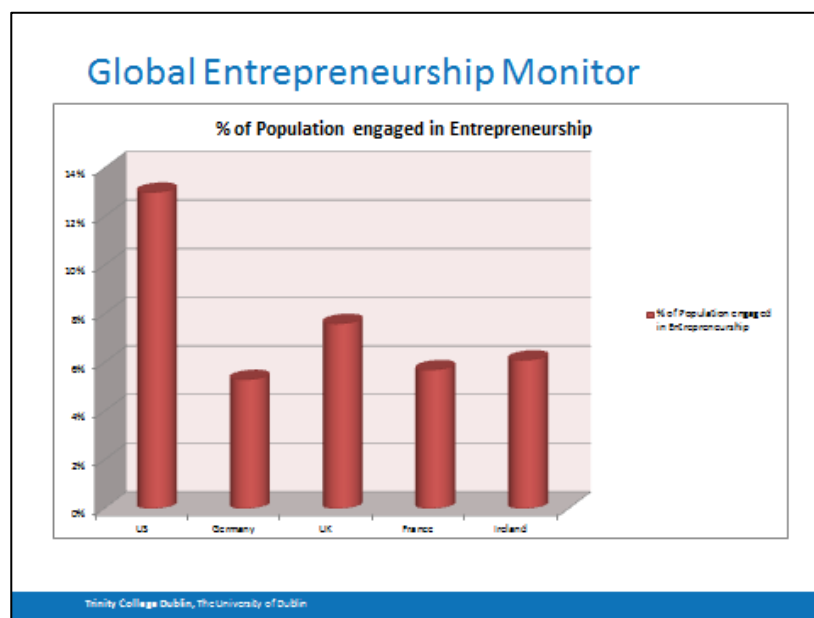


Some people have gone beyond 'paradox' – they now talk about a European 'Valley of Death'! in the translation of knowledge into market success.

This is all rather dramatic!



And this shows data which is surely not unrelated: the number of people owning their own businesses. Europeans are much more nervous than Americans about going into business for themselves. So there are issues hampering European innovation. This is where the EIT comes in.



*** * *EIT* * ***

The EIT is a relatively new body, founded seven years ago in 2008, with an ambitious mandate to bring about a step change in innovation in Europe and a correspondingly ambitious budget. I'm on the governing board of the EIT – and will remain in this position another five years.

The EIT's starting point is that the so-called 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.

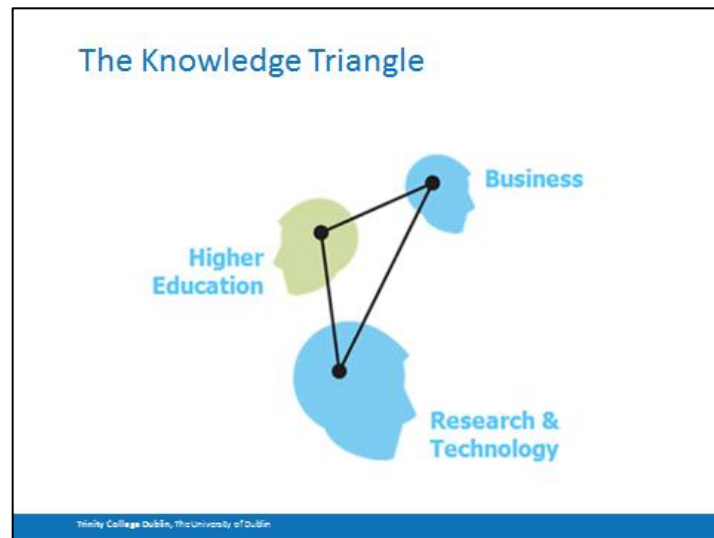
As a starting point, innovation done at national level by national governments alone will only be successful up to a point. For Europe to release its innovation potential, we need to be thinking without borders.

The three sectors necessary for innovation are:

- the business community, obviously;
- globally-competitive research and technology; and

- higher education – because our students have to be educated with an entrepreneurial mindset. They are the next generation of entrepreneurs.

Together these three sectors are conceptualized by the EIT as forming a 'Knowledge Triangle'. The triangle image is important because the EIT sees the three sectors as indivisible and mutually supportive.

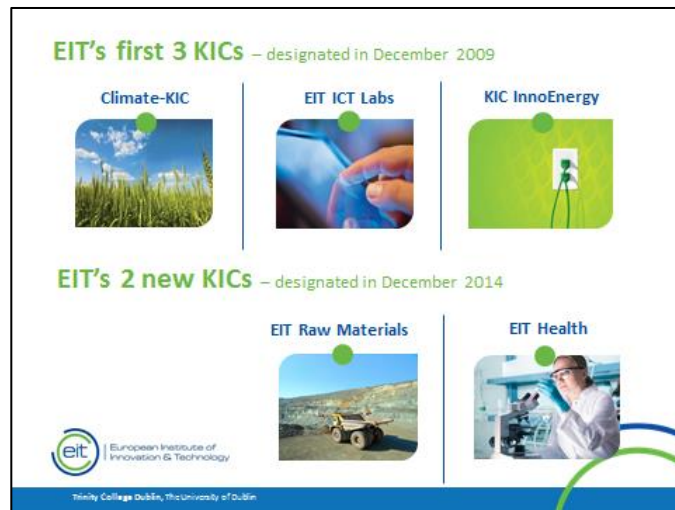


I'm particularly interested in the education side of the triangle. Without synergy between skilled graduates, excellent R&D, and strong industry, you don't get innovation. Since Europeans are risk-averse and cautious about starting their own businesses, a failure in educating with an entrepreneurial mindset is a strong factor in the European Paradox.

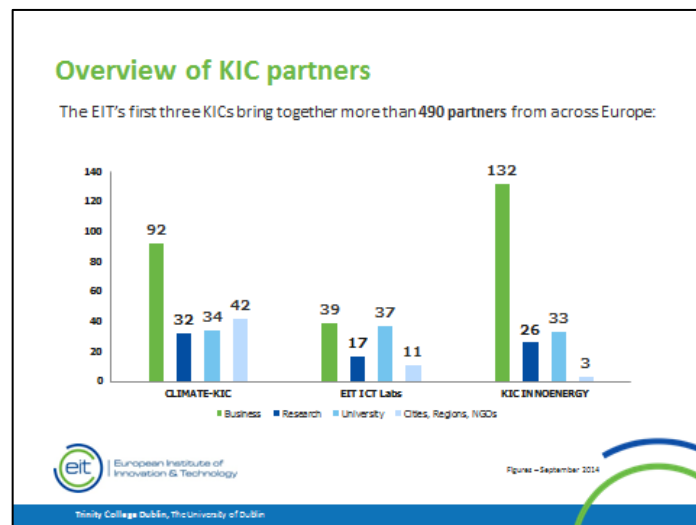
To achieve synergy between the three sides of the triangle, the EIT has created pan-European entities called Knowledge Innovation Communities – or KICs for short.

A KIC is funded by the EIT to bring together partners to create groups to be 'innovation factories' or ecosystems. The European Parliament chooses the areas in which to create KICs, and the EIT Board issues call for proposals, selects the winning consortia, and monitors and incentivises performance, together with the individual KICs' supervisory Boards.

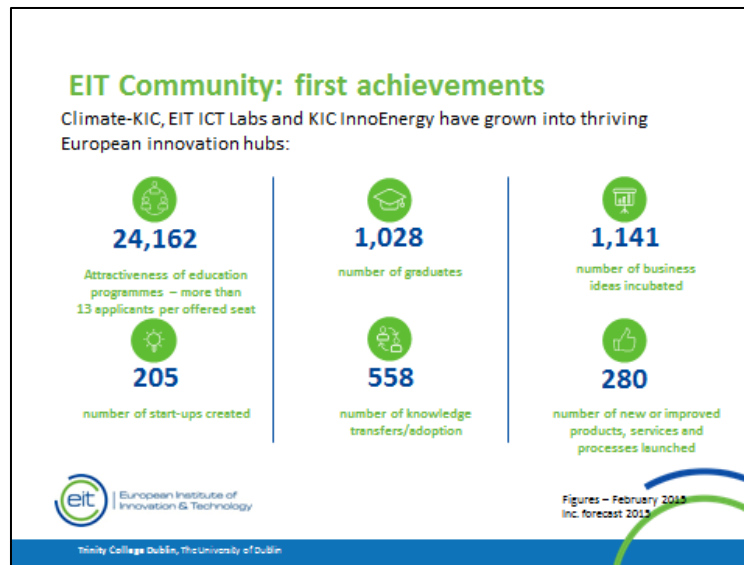
There are five KICs currently underway: the first three, launched in 2009, are in climate change, ICT, and Energy innovation; the next two, launched just five months ago, are in Raw Materials and Healthy Living and Active Ageing. These are multidisciplinary areas important to the future of humankind, and areas where Europe has an impressive R&D record.



The first three KICs have now been underway for five years. Cumulatively, they've brought together 490 partners from across Europe. You can see the breakdown here: green shows business partners, dark blue is research and technology, light blue is universities, and here in grey-blue are the cities and regions involved.



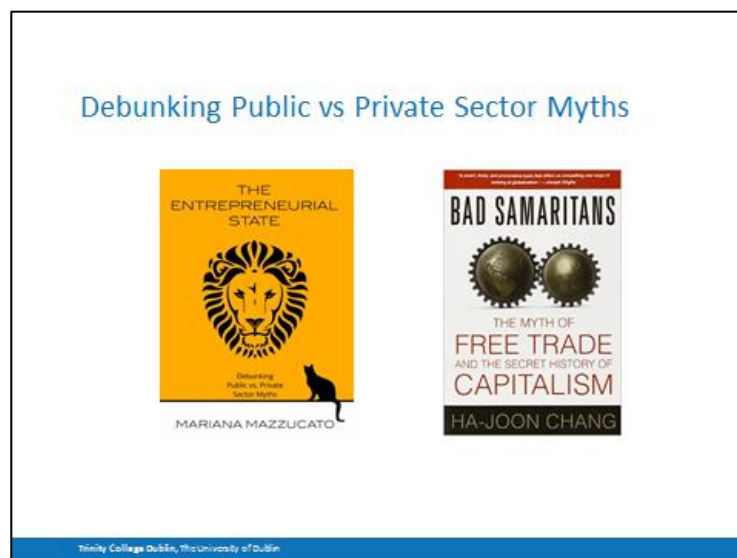
And here we show some of the achievements of the KICs. We measure numbers of start-ups, and numbers of new or improved products and services; but also numbers of graduates, and the attractiveness of the education programmes offered (evaluated in terms of competition for places).



*** * *Using Public money to innovate* * ***

Nothing quite like the KICs exist elsewhere, but the philosophy behind the EIT – that public money should be used to incentivise innovation isn't new, although governments don't always broadcast their spending, perhaps because of the orthodoxy, strong in some quarters, that public money should not be put at risk.

Two distinguished economists recently challenged that orthodoxy. You may have heard of Mariana Mazzucato's book, *The Entrepreneurial State*, and Ha-Joon Chang's *Bad Samaritans*. Both books have 'myth' in their subtitles and both set about debunking the orthodoxy of an entrepreneurial, risk-taking private sector and a cautious, conservative public sector.



Mazzucato unpicks the Apple iPhone and shows that the technologies behind it were originally state-sponsored: the US armed forces pioneered the internet, GPS positioning, and voice-activated “virtual assistants”, while academic scientists in publicly-funded US universities and labs developed the touch-screen and HTML language.

Likewise, the research that produced Google’s search algorithm, the fount of its wealth, was financed by a grant from the National Science Foundation.

Steve Jobs, Larry Page and Sergey Brin had the entrepreneurial genius to harness these technologies into products and services, but US federal funding of R&D enabled the consumer-electronics revolution.

As for pharmaceutical companies, they are even bigger beneficiaries of state research: the UK’s Medical Research Council discovered monoclonal antibodies, which are the foundation of biotechnology.

Ha-Joon Chang has done similar studies on the Asian Tiger economies.

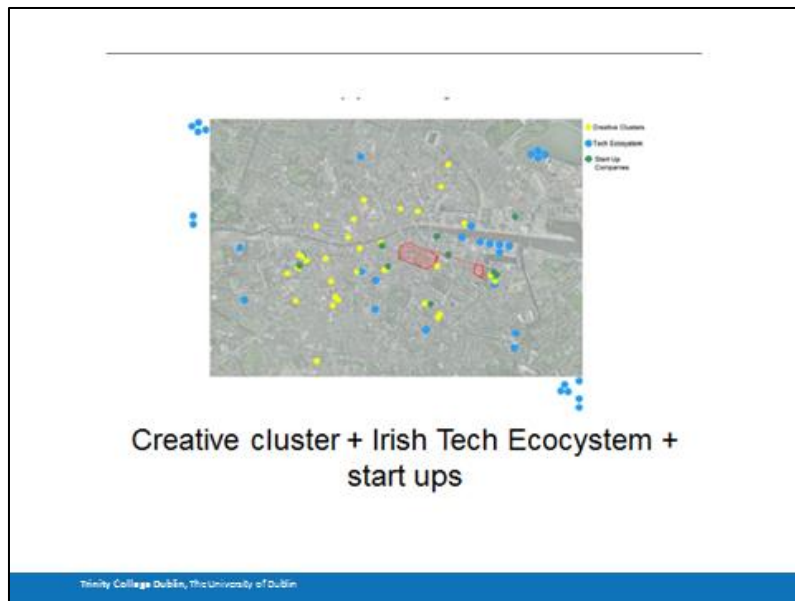
The EIT is pioneering, on a supranational scale, what governments have been doing for decades. Where governments tend to focus on frontier research, the EIT, through the KICs, is investing at a later stage of the innovation process and focusing on entrepreneurship training. Europe’s problem isn’t with early-stage research, it’s with producing entrepreneurs who can spot potential, synthesize different research, and commercialise.

It’s right, I think, that the EIT is going public about how it’s spending public money. The *Financial Times* review of Mazzucato’s book ended: “The failure to recognise the role of the government in driving innovation may well be the greatest threat to rising prosperity.”²

*** * *Innovation ecosystem: Dublin* * ***

If the EIT is successful, we will start to see more innovation ecosystems in the EU – regions emulating the success of the great European innovation centres, like Helsinki, Copenhagen, London, and Berlin. I want to look at one such growing ecosystem, the one that I know best: Dublin.

Dublin has a relatively small population of 1.5 million people, but in terms of Ireland it’s densely populated – a third of all people living in the Republic of Ireland live in the capital. It’s a city with a long proud tradition of creative arts – everything from James Joyce to Riverdance –, and also increasing strengths in technology.



Dublin isn't yet a London or a Berlin, but it is a growing ecosystem. As you know, Ireland was hit badly in the recent recession and was subject to tough austerity measures, but last year we emerged from recession. We currently enjoy the fastest growth rate in the European Union and the fastest employment growth rate in the OECD; and Ireland is European headquarters to 9 of the top 10 global software companies, and 9 of the top 10 US technology companies. The number of people employed in this sector has increased by 40 percent since 2010, and Ireland is also a base for the pharmaceutical industry.

Of course Irish tax policies supporting FDI play a part in this. But they're by no means the whole story. We're now seeing local start-ups and spin-outs contributing to growth. Here's an example. Just two weeks ago Google acquired Thrive, a 3-D audio technology 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.

This is just one among a number of exciting link ups between Google and Trinity College. Google is a patron of Trinity's access programmes to further 'technology literacy' among disadvantaged young people in Ireland, and Google is an important benefactor of Trinity's Science Gallery, a pioneering initiative where science experiments are 'exhibited' like art installations. Trinity is now helping other universities, including King's College London, to develop their own Science Galleries using the Trinity Dublin model.

Trinity is well-placed to link up global companies. This map shows the creative and tech industries clustered around Dublin city centre. Here, in red, is Trinity, surrounded by creative industries, in yellow, which include

leading artist-run spaces, galleries, and theatres. The blue dots are the tech companies – Google is located here, alongside Twitter and Facebook. The green dots are the start-ups. This map is about a year old, and needs to be updated but it gives an idea of Trinity's centrality to the innovation hub.

In small countries, universities can hold positions of pivotal importance, particularly when the country's economy is based on delivering quality higher education, as Ireland's is.

All Irish universities contribute to growing the ecosystem, but Trinity has a particular role because we're the country's highest-ranked university - in the Top 25 in Europe and the Top 100 worldwide - and we're located at the heart of Dublin city centre.

*****Trinity: research, education, innovation*****

Trinity's goals align with the EIT's: to keep on producing world-beating research, to link up with industry, and to educate students in critical and independent thinking and in innovation and entrepreneurship. These goals are inter-related.

Last year, as part of our Strategic Plan, we announced a new Trinity Business School, to be co-located with an Innovation and Entrepreneurship hub. This ambitious project will include space for prototyping and company incubation projects; and including our undergraduate incubator LaunchBox. Because it remains difficult in Ireland to get public funding for large-scale academic projects, the money for the Business School is being raised privately, but we recently received confirmation of support from twenty founding patrons - alumni and friends of Trinity.

**New Trinity School of Business &
Innovation + Entrepreneurship Hub**



Trinity College Dublin, The University of Dublin

The new Trinity Business School will support our existing educational initiatives in innovation and entrepreneurship, which include our Innovation Academy for PhD students and 'LaunchBox'. LaunchBox is just three years old but has already enjoyed significant success – the social enterprise spin-out, FoodCloud, emerging from the scheme, has won numerous awards and last year its co-founder, Trinity student Iseult Ward was named one of TIME magazine's Next Generation Leaders.

The Business School will support industry link-ups and the creation of spin-outs. Trinity currently generates a fifth of all Irish spin-out companies, and some of these 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.

And the Business School will contribute to our interdisciplinary research institutes. We are planning a new Engineering, Energy and Environment Institute, which we're calling E3. It will be a major engagement between the Schools of Engineering, Computer Science, and Natural Sciences, and will leverage the expertise of the new Business School and the existing Nanoscience and Biomedical Sciences Institutes.

E3 will be an industry-academic collaboration space, and one of the first institutes internationally to integrate engineering, technology and the natural sciences, at scale, to address challenges of a liveable planet. Technologies should sustain, rather than deplete, our natural capital.

With these initiatives, Trinity will further contribute to growing the Irish innovation ecosystem. At the end of last year, Trinity received excellent news on two fronts: in the European Research Council grants, which reward frontier research, Ireland jumped from second-lowest performer to second-highest. Only Israel performed more strongly in per capita terms. Many Irish universities contributed to this success but Trinity won the highest number of grants.

And Trinity was successful as a key partner in the two newest KICs, in Raw Materials and Health. Trinity researchers worked for over two years on securing the two KIC bids. Trinity will play a key part in these consortia of over 150 partners from 20 EU states.

Success in both the European Research Council grants and the KICs came about through universities and governmental agencies adopting a partnership approach. In pursuit of the goal of funding, all partners worked cohesively together, sharing knowledge and pooling expertise.

This cohesion is an endorsement, in itself, of the EIT's approach. The incentive of significant funding and significant collaborations helped focus partners and get them working together.

That Ireland achieved this success following six difficult years of recession is extremely encouraging, and suggests that we have grounds for optimism. We've identified the innovation paradox and taken concrete steps to overcome it.

But, at risk of ending on a warning note, the Innovation Paradox will only be resolved when the European entrepreneurial talent matches European research, which means investing heavily in education. The EIT's funding is significant but is not enough in itself to safeguard quality higher education in Europe.

We know from the rankings that Europe's universities are suffering from increased competition from well-funded universities in Asia in particular. I include Trinity College in this. Trinity is still in the world's top 75 but six years ago we were in the top 50. That's significant slippage. It's happening across Europe and not from lack of ambition or lack of talent or lack of hard work. It's due to a lack of resources and probably an over-regulation.

In the EU – the UK excepted – students do not tend to pay significant tuition fees. Most EU countries take the view that higher education being a public good the state should bear the cost. There is much that is admirable in that philosophy, although I take the view that since higher education confers both a public and a private benefit, then the state and the student should share the burden. But I'm no ideologue. My position is simply that universities need investment. In some EU countries they are getting it through the public purse – I think of Germany and Denmark.

But in many others they aren't. In Ireland for example, public investment is shrinking as enrolments are increasing and the shortfall is not being met by students. No political party seeking election wants to raise the spectre of tuition fees.

This is a huge problem. The success, thus far, of the EIT suggest a possible solution, a radical one: The EIT is possible because innovation is recognised as a borderless activity; it places innovation policy at Union, not national, level. Is it time to say that educating for innovation and entrepreneurship is too important for Europe's competitiveness to be left solely in the hands of national governments? It is time for national governments to allow the EU for an even greater role in driving innovation at a European level.

This would inevitably mean the EU paying more of the costs of higher education in individual member countries. But it might well suit governments by removing the contentious issue of funding higher education as an electoral issue.

Trinity has an historic mission which, stated in today's language, is: "to play for Ireland on the world stage". As the country's leading university, we recognise our responsibility to contribute to growth and competitiveness, to enhance creativity and innovation, and to promote Ireland's global reputation. I'm sure that other European universities feel the same.

Recognising this responsibility we want to be allowed to fulfil it. If this requires a radical solution, let's at least debate it. I'm delighted at the work of the EIT and at the growth of the ecosystem in Ireland. Let's learn from the things we get right – and do more of that.

Thank you.

* * *

http://en.wikipedia.org/wiki/European_paradox

<http://www.ft.com/cms/s/2/32ba9b92-efd4-11e2-a237-00144feabdc0.html>

04 June 2015

The Innovation Academy Executive Breakout Pitch

Paccar Theatre, Science Gallery

Good afternoon,

And welcome to the Science Gallery for this exciting inaugural event: the Innovation Academy Executive Breakout Pitch.

At the launch of the Executive Breakout Programme back in November, Dell's chief innovation officer, Jim Stikeleather, who is a key contributor to this Programme, delivered an inspiring keynote address entitled 'People – not products drive innovation'.

In just five words, that gives the *raison d'être* for the Executive Breakout Programme and indeed for the Innovation Academy: People, not products, drive innovation.

Four days ago I gave a speech in Washington about the European Institute of Innovation and Technology, the EIT, which was established in 2008 with a budget of almost €3 million euro and a mandate to stimulate innovation across Europe. I'm on the governing board. The thrust of my Washington speech was, again, the importance of people.

Europe is excellent at research, particularly frontier research, but less good at producing the Steve Jobs, Bill Gates, Larry Page, and Sergey Brins, who harness that research into brilliant products and services.

Since people, not products, drive innovation then innovation won't happen without educating for it - embedding an entrepreneurial mindset in our students and graduates and in our workplaces. In Washington, I spoke about some of the ways that we in Trinity are doing this.

After Washington I went to Budapest for a meeting of the EIT. I bring all this up because there is striking convergence and consensus now that the key to innovation and entrepreneurship is investing in talent. The importance of this cannot be overstated: competitiveness depends on fostering creative and innovative environments which release potential and produce leaders.

The Innovation Academy Executive Breakout Programme is centred on doing just this. It is 'of the moment'.

In Trinity we have a core mission in education and research. Both are indivisible and mutually supported, and permeated by innovation.

In Trinity we ensure that our approach is cohesive across all our commitments. For instance, for centuries the Trinity Education has supported learning outside the classroom through extracurricular activities which develop skills in leadership, public speaking, volunteering, fund-raising and competing. Today these are the skills which employers are looking for, and they're the skills which facilitate innovation and entrepreneurship.

Educating for original and critical thinking and for a disciplined, proactive approach is essential for excellent research, for citizenship, and for entrepreneurship. Three Trinity alumni, at different periods, have celebrated the learning that comes from failure.

- Oliver Goldsmith in the 18th century said: "Our greatest glory consists not in never failing, but in rising every time we fall".
- Bram Stoker in the 19th century wrote that: "we learn from failure not from success" and of course in the 20th century,
- Samuel Beckett put it most famously: "Fail again, fail better".

A line which has become not just the writer's creed, but also the entrepreneur's, as witnessed when Bill Gates remarked that "It's fine to celebrate success but it is more important to heed the lessons of failure."

In the past few years in Trinity we've put in place specific instruments for fostering innovation and entrepreneurship. For undergraduates we have the business mentor scheme 'Launch Box' which has been greatly successful – the social enterprise spin-out emerging from it, FoodCloud, has won numerous awards and last year its co-founder, Iseult Ward, was named one of TIME magazine's Next Generation Leaders.

And for PhD students we have the Innovation Academy, which is aimed at developing a new kind of graduate, expert in their discipline, with a thorough understanding of how knowledge can be converted into products, services and policies for economic, social and cultural benefit.

At the Academy, innovation is understood in its broadest sense, encompassing the creative arts, social entrepreneurship, engineering, technology and business. Programmes are delivered by academic staff drawn from diverse disciplines, as well as senior advisors and practitioners in public and private sector organisations in Ireland and internationally. There is an emphasis on problem-based learning within a multidisciplinary context.

The Innovation Academy is proving excellent for our graduates, and now with the Executive Breakout Programme, we're extending its learning to the workplace. As Barry has outlined, this Programme offers executives the

chance to further develop their competitive edge – to apply creative thinking within their organisation, to learn new approaches to teamwork and problem-solving, and to exploit opportunities for change and influence new ways of thinking.

The Executive Breakout Programme arose from our link-ups with industry and with employers; from our continued on-going relationship with graduates and alumni; and from our commitment to life-long learning. We understand that a university's role is not restricted to the short four-year span of the undergraduate, or even the longer span of the MA and PhD student. A university serves society continuously and plays an increasingly central role in boosting growth, competitiveness and innovation.

This role is fulfilled by contributing the research which drives innovation, but education is key, and increasingly its education throughout life, because, as you know, people no longer have 'a job for life'. Following on the logic of this, we probably no longer have a degree for life either.

Graduates leave university in their early twenties, well-armed, well-taught and well-skilled, but a career is long – over forty years long, and the marketplace is increasingly varied, with technology always evolving. To make the most of those forty years, to meet all the challenges and opportunities, we really need to commit to lifelong learning, to constantly update our skills and assimilate new approaches.

The Executive Breakout Programme is Trinity's response to this need. It's about us placing our expertise at the service of society. All who contribute to growth and competitiveness should have the benefit of what Trinity has to offer.

I'm delighted at the enthusiastic response to this Programme. I thank and congratulate the Innovation Academy, the Trinity Business School, and our industry partners. Today is one of the most exciting and colourful days on the Programme – the Breakout Pitch, which we all look forward to.

Education should be entertaining. The entertainment and stimulation that this programme provides is not the least of its value.

Humans thrive on novelty so this in itself is a good augury for the embedding of the new skills that we need for innovation and entrepreneurship. I look forward to everyone deriving much enjoyment from the process.

Thank you.

* * *

07 June 2015

Alumni Reception

Irish Residence, Tel Aviv

Thank you, Ambassador,

And good evening, everyone.

It's a great pleasure to be here in Tel Aviv, meeting alumni and friends of Trinity College Dublin.

On my travels as Provost, there's nothing I enjoy more than meeting graduates – and believe me, wherever you are in the world, you will meet Trinity graduates!

We have 100,000 alumni living in 130 countries worldwide, and new alumni branches are always being opened - last year alone saw new branches in Moscow, South Korea, Ottawa, and Uganda.

The sun never sets as they used to say... of the British Empire.

It's crucial for Trinity to maintain active contact with alumni. We count on you for ideas and support. In return we hope that you draw strength, personally and professionally, from contact with the college and with each other. I'd like to think that if you found yourselves in Ottawa, Moscow or South Korea, that you would make contact with the local Alumni branch and receive valuable support. And that Trinity graduates arriving in Tel Aviv could do the same for this branch.

I'm delighted that Tel Aviv now has a branch, and I must take this opportunity to thank David Rivlin for setting it up in 2012. It was surely time for a Tel Aviv branch, since Trinity has a long association with Israel. A professorship of Hebrew was created as far back as 1658, and today Trinity is the only university in Ireland to offer research and courses in Jewish Studies, through our Herzog Centre for the study of Jewish and Near Eastern Religions.

The Herzog Centre is named for Yitzhak Herzog, chief rabbi of Ireland in the 1920s and 1930s, and for his son, Chaim Herzog, who was educated in Dublin and became, of course, President of Israel in 1983.

Since Israel's foundation in 1947, Trinity graduates have come to live and work here, while Israeli students have studied in Dublin; and Trinity graduates, like Conor Cruise O'Brien and Alan Shatter, have played an important role in explaining Israel to the Irish people.

Last year we were honoured that the writer Amos Oz accepted the degree of Doctor in Letters *honoris causa* from Trinity. His novel *Time of Love and Darkness* is now a classic of world literature and helping to build those understandings we all so desperately need.

I thank David, and Malcolm Gafson from the Ireland-Israel Friendship League, for providing a conduit for Trinity's connection to Israel. I look forward to meeting all our graduates here tonight, and I would urge you to make yourself known to David, if you haven't already.

And now I'd like to briefly update you on the College's direction, and on our recent initiatives. Perhaps some of you were students quite recently, but even in the past few years, there have been significant changes.

* * *

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 European Union 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 10 US technology companies. The numbers employed in the technology sector have increased by 40 per cent in the past five years.

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.

Six months ago we learnt that in the European Research Council grants, which reward frontier research, Ireland jumped from second-lowest performer to second-highest. Only Israel performed more strongly. To be second to Israel in research is very good indeed!

Many Irish universities contributed to this success, but Trinity won the highest number of ERC grants. Right through the recession, in a climate of austerity and cutbacks, Trinity remained resilient, and focussed on maintaining quality in education, research and innovation.

We have an historic mission, which, stated in today's language, is: "to play for Ireland on the world stage". We recognise our responsibility, as Ireland's highest-ranked university, to contribute to growth and competitiveness, to enhance creativity and innovation, and to promote Ireland's global reputation.

Trinity generates a fifth of all Irish spin-out companies, in areas as diverse as medical devices, computer gaming, new materials, agri-food, and social enterprise. Our staff collaborate with industry to license technologies and maximise research. One of the reasons for this visit has been to see what

Israel is doing first-hand as an innovation nation, and earlier today we visited the Technion, and with the President and other senior officers there.

In October last, we launched our Strategic Plan, which lays out our mission, goals, and actions for the next five years.

The Plan is ambitious – we consulted widely with all our stakeholders, with staff, students, government, state agencies, employers, industry, and alumni. The initiatives in the Plan include highly significant capital development projects like:

- 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 for company incubation projects.
- A new Engineering, Energy and Environment Institute, which we're calling **E3**, and which will be an industry-academic collaboration space, 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.

The cost of these expansions will be around €600 million - we've drawn up business plans to raise this sum through internationalization, online education, philanthropy, research, and commercial activities.

Global engagement is intrinsic to our Strategic Plan. Three years ago we created the Office of the Vice-President for Global Relations - now under the leadership of Professor Juliette Hussey – with a mission to promote global exchanges and joint activities in education; develop international research collaborations; and create an ever more cosmopolitan and diverse campus in Dublin.

Just in the past six months, Global Relations has organised the signing of over thirty College-wide agreements, formalising our partnerships with institutions from China to Australia, Japan to Canada, India to the Americas.

Tomorrow morning, I will be signing a Memorandum of Understanding with the Hebrew University of Jerusalem, at their campus in Givat Ram. This will allow for exchange of students and faculty and – very importantly - for joint research projects. The Hebrew University is, of course, a by-word for excellence and we're immensely excited about this partnership.

And on Tuesday we'll be holding a joint symposium with the Weizmann Institute of Science. This follows on the first Trinity-Weizmann symposium

held last year in Dublin, at which five Nobel laureates attended. The focus of Tuesday's symposium is immunology and structural biology, and the event will promote greater cooperation between Irish and Israeli scientists.

It's of central importance that Trinity be globally connected, and celebrated round the world for the quality of our research and our graduates, and the potential of our spin-out companies. This helps Trinity, it helps our alumni, and it helps Ireland.

* * *

As I've said, Trinity couldn't operate in the way it does without active alumni support. Alumni help the college with financing, networking and with pro bono advice across the range of our activities. You act as mentors to current students, and assist with enrolling new students. Many of our key activities, like the prestigious Business Student of the Year award, and the Trinity Angel Investors, are organised by alumni.

We're heartened and humbled by the effort and resources you put into the university. So much so, that we're looking to make it easier for alumni to engage, particularly global alumni.

If you're living in Dublin, you can attend events on campus and develop a particular relationship with a department, club or society of your choice. If you're abroad, it's less obvious, but it shouldn't be an impediment.

In 2013, we tested the ground, so to speak. We convened a Trinity Global Graduate Forum, to which we invited just over a hundred graduates, who have all achieved great success in their fields. We asked them to come to Trinity for two days to give us the benefit of their experience on key issues.

The success of the Forum proved alumni willingness to engage. These high-flying graduates arrived from all corners of the globe, and provided invaluable expert advice, some of which informed the Strategic Plan.

We're planning other such fora, and we've embarked on another initiative – the Trinity Global Graduate Internship Programme. This looks to place students to intern in companies outside Ireland. We've already connected successfully with businesses in Mumbai, and we're expanding the scheme to other cities and countries.

Alumni are essential to this Programme. It's through your companies and workplaces, through your goodwill towards our students, and your confidence in the education they've received, that we will grow this scheme.

Israel is one of the innovation centres of the world – graduates would benefit greatly from working and interning here.

I thank you for your commitment to Trinity, shown by your presence here this evening. I thank the Ambassador for hosting this event. I look forward to meeting everyone this evening, and growing the relations between Trinity and Israel's academic institutions, and between Ireland and Israel.

Thank you.

* * *

09 June 2015

Joint Symposium TBSI-Weizmann Institute of Science

Wolfson Hall, Weizmann Institute, Rehovot, Israel

Good morning,

It's a great pleasure and an honour for me to be here this morning at the opening session of the second joint conference between Trinity College Dublin and the Weizmann Institute.

After the remarkable inaugural conference in Dublin last year attended by five Nobel Laureates, here we are, in less than no time, in Rehovot for the second conference. In many ways holding a second event is more significant and impressive than an inaugural. According to novelists, beginnings are easy; it's the continuation that's hard.

So, to start, I must congratulate all involved, and particularly Luke O'Neill (in his absence) and David Wallach. They deserve our great thanks as organisers, but also as instigators. I understand that the idea for an annual joint symposium came, like many good ideas, over a glass of wine – it was in Italy, so I guess we can be assured about the quality of the wine...

Ideas hatched over wine don't always come to fruition but these two are inspirational leaders, as well as brilliant academics, and they lost no time in making it happen, to the great benefit of Trinity and the Weizmann, Ireland and Israel, and the global scientific community.

The inaugural conference last year in Dublin was the occasion of a thirty-page supplement in the *Irish Times*, our national broadsheet. Science journalists profiled Weizmann and Trinity academics, and the Minister of State for Jobs, Enterprise and Innovation contributed a piece. We hold numerous conferences in Trinity but few give rise to that level of reportage. Of course five Nobel Laureates attended, which made it truly exceptional, but it was the prestige of the Weizmann and the ambition of the cooperation that really got our science journalists excited.

* * *

The Trinity Biomedical Sciences Institute, or TBSI, was opened just four years ago, in 2011. It brings together researchers from our Schools of Biochemistry and Immunology, Medicine, Chemistry, Pharmacy and Bioengineering, with the aim of fostering highly innovative research and crossing disciplinary boundaries in order to make discoveries leading to better patient care.

In Dublin, people were aware that the TBSI is something special, with enormous potential to address global issues, but the new Institute's collaboration with the long-established and world-famous Weizmann really helped pivot its importance. I recall the opening lines of the *Irish Times* article on the Weizmann Institute - I quote: "It may be the most interesting and unique science research centre in the world."

The Weizmann Institute's development of drugs to treat multiple sclerosis gained particular attention because Ireland has a high prevalence of MS.

It was good to have positive coverage of Israel in Ireland, to counterbalance what can otherwise be negative coverage.

The polarity and the copper-fastening of opinion that happens because of conflict is dangerous, ultimately perhaps more dangerous than the initial conflict itself. My hope is that dialogue can be kept open, and that the important work that people do on behalf of humankind be given full recognition.

Today is the culmination of my visit to Israel. It's been a short but most instructive and compelling visit. On Sunday I met with Trinity alumni in Tel Aviv, in the residence of the Irish ambassador. Present also was Malcolm Gafson who runs the Ireland-Israel Friendship League.

I spoke then of Trinity's long association with Israel. A professorship of Hebrew was created back in 1658, and today Trinity is the only university in Ireland to offer research and courses in Jewish Studies, through our Herzog Centre for the study of Jewish and Near Eastern Religions.

The Herzog Centre is named for Yitzhak Herzog, chief rabbi of Ireland in the 1920s and 1930s, and for his son, Chaim Herzog, who was educated in Dublin and became, of course, President of Israel in 1983.

Since Israel's foundation in 1947, Trinity graduates have come to live and work here, while Israeli students have studied in Dublin; and Trinity graduates, like Conor Cruise O'Brien and Alan Shatter, have played an important role in explaining Israel to the Irish people.

* * *

Last year we were honoured that the writer Amos Oz accepted the degree of Doctor in Letters *honoris causa* from Trinity. His novel *Time of Love and Darkness* is a classic of world literature and is helping build those understandings we all so desperately need.

After Tel Aviv, I went to Jerusalem to sign, yesterday morning, a Memorandum of Understanding with the Hebrew University of Jerusalem at

their campus in Givat Ram. This MoU allows for exchange of students and faculty and for joint research projects.

It was, in many ways, an historic signing. When the Hebrew University of Jerusalem opened on 1st April 1925 at a ceremony attended by Chaim Weizmann, there was present, among the many distinguished international scholars, a representative from Trinity College Dublin – Max Nurock. Yesterday, I was moved to think that a Trinity man was there, 90 years ago, at the foundation of the University.

And now I am in Rehovot for this symposium and to further strengthen Trinity's links with the Weizmann Institute.

Both Luke O'Neill and David Wallach have spoken of the importance of collaboration in science. Luke has spoken of the need for 'fraternity', and in the context of the inaugural symposium, Professor Wallach remarked that it is "a precondition for science to have this kind of communication".

Increasingly in this globalised world, no institute is an island. To maximise opportunities, institutes seek to cooperate through student and faculty exchanges and through research projects. This is particularly important for small countries.

The European Union has long recognised that in a union of 28 member countries - most of them not large - cooperation is key. Through the European Research Council, FP7, and Horizon 2020, the EU has incentivised collaboration between universities and research institutes. It has extended beyond the European Union to include Israel, in recognition of the value of Israeli research, and of Israel's proximity, geographically and culturally, to Europe.

In December, Ireland and Trinity received the wonderful news that Ireland had performed particularly well in the European Research Council grants, which reward frontier research. Ireland jumped from second-worst performer to second-highest. This, as much as GDP and employment figures, was an indicator that Ireland has emerged from recession and is back on track. Many Irish universities contributed to the ERC success but Trinity won the most grants.

We were keen to point out at the time that in the ERC Ireland was beaten only by Israel. Everyone understands what a result that is!

The European Union now has a new instrument, the European Institute of Innovation and Technology, which further incentivises collaboration, with a particular emphasis on academic-industry partnerships and on educating for entrepreneurship. The aim is to create a culture of innovation and entrepreneurship across Europe. The EIT does this by creating pan-European groups, called Knowledge and Innovation Communities, or KICs,

which coordinate partners from the three sectors of business, research, and higher education.

There are five KICs currently underway: the first three, launched 2010, are in Climate, ICT, and InnoEnergy; the others, launched in December last, are in Raw Materials and Health.

Last summer the Climate-KIC made a four-day tour of Israel to meet with cleantech entrepreneurs, since Israel excels in climate technologies.

Trinity has been selected as a key partner in the two newest KICs, in Raw Materials and Health, which bring together 150 partners from 20 EU states.

Our connection to the Weizmann Institute is important for our role in the Health KIC. The Weizmann Institute focusses on basic research but always ready to exploit commercialization opportunities.

This conference brings Trinity students, as well as academics, to the Weizmann. I'm excited by what they will learn and the benefit this will bring, not only to our two institutions and countries, but to Europe.

In anticipation of great things to come, and of the improvements that will accrue in our regions and in the world, I thank all involved and wish everyone a most stimulating conference.

Thank you.

* * *

THE IRISH TIMES Magazine | July 28, 2014, p.5

<http://www.climate-kic.org/press-releases/climate-kic-commences-israel-tour-for-cleantech-entrepreneurs/>

10 June 2015

Provost's Teaching Awards 2014

Saloon, Provost's House

Good afternoon,

and welcome, all, to the Saloon in the Provost's House on this beautiful day, for one of the College's key award ceremonies of the year, the Provost Teaching Awards, now in their fifteenth year.

With these Awards, we reaffirm our mission in education and research - that they are equal and indivisible.

The importance of excellent teaching is gaining increasing recognition. The World University Rankings are getting better and more creative about measuring teaching impact.

I'm delighted that teaching is being accorded the importance it deserves. I must also admit to a feeling of satisfaction because 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.

I believe they have helped encourage all staff to focus on teaching, and all students to pay attention to their part in the process. In the words of one of the peer reviewers for these Awards, the lecturer that students look back on is not the lecturer who taught them X,Y, or Z but the lecturer who taught them to think.

* * *

Selecting, short-listing and finalising these Awards is a lengthy process. It starts with nomination by students and peers. A Review Panel then examines each candidate's teaching philosophy and their practice and scholarship, as well as assessing supporting evidence. This panel comprises representatives of the academic staff, of undergraduate and postgraduate students, as well as an external reviewer.

Because the process is so rigorous, multi-faceted, and backed up by external review, the Teaching Awards are serious commendations which winners display on their CVs.

This explains why we're parsimonious with our Provost's Teaching Awards. The annual average is four, which is not many when you consider an academic staff of more than 800. But – and I think everyone agrees – for the award to continue to have impact, it needs to be hard-won and rarefied.

And this year is a bumper year! Out of 38 impressive nominations, we are making six awards, which is more than we have ever given at one time. This did not follow on a decision to increase the number of awards; it's a reflection of the exceptional quality of the candidates.

I would like to commend each of the 38 nominated staff members. Your commitment and dedication to teaching and learning, your innovation in creating learning environments which support and challenge individual students, and your contribution to the College's high reputation for teaching are greatly appreciated by our community.

As is clear from my short run through of the nomination process, the Provost's Teaching Awards entail significant time and commitment from College staff, students, and from the external reviewer.

I'd like to extend my thanks to the members of the Review Panel, in particular the chair, the Dean of Graduate Studies, Professor Aideen Long. And our external reviewer, Professor Ray Land, from the University of Durham.

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.

* * *

It now gives me great pleasure to announce the recipients of the Provost's Teaching Awards for 2014:

David Kenny, School of Law (Early Career Award)

David Kenny teaches in the School of Law. His rationale is that "students should become law's critics as well as its practitioners", and to this end, he eschews traditional lecturing in favour of discussion-based methods: he employs cutting-edge issues as discussion points, and combines these with problem-based learning or reading groups.

A peer reviewer notes that Professor Kenny's students learn in two different ways from him: (I quote): "*First, they engage in topical debates and cutting-edge research. Second, they learn what it is to be a scholar - that it is a process of engagement, testing, and refining, rather than the simple production of finished nuggets of information for easy digestion.*"

Professor Kenny is a keen advocate of professional development in teaching and learning, and co-introduced a voluntary programme of peer-observed teaching in the School of Law. He is also the Director of the Seminar Programme in the School of Law, and has contributed to CAPSL seminars, disseminating his teaching and learning approaches to the wider College community. He is a worthy winner of the Early Career Award.

Cicely Roche, School of Pharmacy and Pharmaceutical Sciences

In the School of Pharmacy and Pharmaceutical Sciences, Cicely Roche sees her role as facilitating students to develop the knowledge, skills and attitudes they need to develop their own moral compasses and make informed decisions in the best interests of their future patients.

Another recipient of the Early Career Award, Professor Roche encourages students to actively engage in their own learning. She is an advocate of employing technology to enhance learning and regularly uses the virtual learning environment to scaffold and enable peer and tutor feedback, assessment and reflection.

Her commitment to teaching and learning is underpinned by her completion of the MEd in Higher Education (Teaching and Learning) in 2013, and she continues to participate in CAPSL programmes for her own professional development and to publish in the area of pharmacy education.

A peer reviewer has noted that her commitment to education goes beyond the School of Pharmacy and that she (I quote) *“encourages us in other departments to continuously seek ways to stimulate student curiosity and foster independent learning in keeping with our own Departmental teaching philosophy”*.

Ciaran O'Neill, School of Histories and Humanities (Early Career Award)

Ciaran O'Neill teaches in the School of History and on the Trinity Access Programme. His clearly articulated teaching philosophy prioritises empowering his students, and cultivating honesty in his own approach. He is frank that he ‘teaches with my personality, with my open biases’ – and as a result he is particularly open to feedback and to making his courses ‘flexible and adaptive over time’. Referring to his ‘exciting’ use of educational technology, a colleague has called him ‘an enviable wizard at the application and manipulation of interactive maps, graphs, MCQs video and audio clips...’

One student, who claims to always leave his class *‘feeling as if I have added not just to my knowledge of the course but also to my skills as a historian’*, commends him for *‘going out of his way to help students whenever he can’*, while a peer reviewer notes that his *“commitment to the overarching ethos of the Trinity Access Programme and to Trinity's mission to widen participation at third level, set him apart as an educator in College.”* He too is a worthy recipient of the Early Career Award.

Ms Sheila Ryder, School of Pharmacy & Pharmaceutical Sciences

In the School of Pharmacy and Pharmaceutical Sciences, Sheila Ryder seeks to establish a culture of evidence-based practice and practice-based research in the community pharmacy context. Her innovative approach to teaching includes the use of flipped classrooms and simulations and other forms of e-learning, and she has shown leadership in curriculum design and development, assessment, and the promotion and delivery of Continuous Professional Development.

She undertakes research into her own teaching and in the words of one peer reviewer is *“a tireless, but not uncritical provider of feedback, both individually and for classes”*. She is currently introducing peer correction of practical worksheets and peer feedback in SS tutorials, and she employs her School’s full range of evaluation mechanisms, including a student-led forum.

One student nominator commends her for making *“what could be a potentially boring topic - pharmacy legislation - very interesting, by keeping us up to date with real life cases and example”*. Another student says simply that *“she is a role model of how I would like to conduct myself as a healthcare professional”*.

Dr Daniel Geary, School of Histories & Humanities

Daniel Geary’s approach to teaching history in the School of History & Humanities and the Trinity Access Programme, is to stir his students’ imaginations, and hone their critical faculties. His approach is research-led and broad in scope. A lecturer in US history, he will look beyond domestic politics and foreign policy into race relations, gender equality, and popular music and literature. He is innovative in his use of teaching methods, module design, and assessment.

A natural communicator, he exudes infectious enthusiasm and inspires, as well as entertains, his students. He is committed to creating an inclusive classroom environment, and to teaching in a way that allows students to draw their own conclusions. One student nominator commends him for *“continuously learning from his students, even at undergraduate level”*. Another alumnus says simply: *“I suppose the greatest tribute I could give to Dr Geary is that I am now pursuing American history at postgraduate level. Before I enrolled in Dr Geary’s class, my interest in the area was only fleeting.”*

Ciaran Simms, School of Engineering

Ciaran Simms has played an important role in developing the teaching of Engineering, successfully blending the academic and the practical as befits his discipline. He adopts a ‘cooperative problem-based learning’ approach, which emphasizes the solution of real-world problems. He presented the work of his Senior Sophister students on real-world accident reconstruction at an International Conference on the Biomechanics of Injuries.

This year, with colleagues, he worked on the development of a non-conventional self-directed learning laboratory in which Junior Freshman students devised an experiment which quantitatively demonstrates rotational inertia and can be performed anywhere. For this, he and colleagues received a Dean's Award in the Faculty of Engineering, Mathematics & Science.

Professor Simms has taken a leadership role in promoting teaching practice at a School and College level. He is described by one of his peer reviewers as 'a natural leader' who 'tirelessly drives forward issues'. Students say that *'the learning environment in his classes is focused but the atmosphere is relaxed'* and that *'he genuinely cares about what he is teaching and who he is teaching'*.

* * *

May I now invite David, Cicely, Daniel, Sheila, and both Ciarans to come forward to receive their awards.

Thank you.

* * *



From Left to Right: Dr Ciaran Simms, Dr Ciaran O'Neill, Ms Sheila Ryder, Provost Dr Patrick Prendergast, Ms Cicely Roche, Mr David Kenny & Dr Daniel Geary

12 June 2015

Launch of Marino Institute of Education Strategic Plan 2015-2020

Nagle-Rice Hall, Marino Institute of Education

Good morning,

In your hands, you hold, in 25 succinct and beautifully-designed pages, the vision, guiding principles, strategic priorities, and objectives of the Marino Institute of Education, for the next five years.

The Plan is simple, strong, inviting, and appears effortless. I'm reminded of W.B. Yeats' stricture to poets:

"A line will take us hours maybe / Yet if it does not seem a moment's thought / Our stitching and unstitching has been naught".

This Strategic Plan has passed Yeats' test. It does not overload with information yet an enormous amount of work and planning have gone into it, but it shows none of the strain. It can be as readily understood by a student as by a senior academic. It is, I want to say first-off, a triumph of simple, elegant language and design, and in this it accords to the values of the founder of the Marino Institute, the Blessed Edmund Rice, particularly his vision of an inclusive and liberating education.

There's a huge amount to focus on in this Plan: seven Guiding Principles, four Strategic Priorities, and twelve Objectives, as well as challenges, opportunities and context. But speaking after me, Professor O'Gara, will take you through the highlights.

So what I'd like to do is talk a bit about the Marino Institute's partnership with Trinity College Dublin, the University of Dublin, and about the development of our joint strategy, and its accordance to national objectives for higher education.

The Marino Institute of Education's association with Trinity began almost forty years ago, in 1976, with Trinity accrediting Marino's courses and offering Marino students access to our student services and supports.

This was a far-sighted, mutually beneficial arrangement. And it was indicative of the greatly improved atmosphere following the lifting of Archbishop McQuaid's ban on Catholics in the Dublin diocese attending Trinity. For the two and a half decades this ban was in place, it had a

distortionary effect on the College and its student body, and indeed on higher education in Dublin. When it was lifted in 1970 – by bishops meeting in Maynooth - Trinity could once again become what it has always been: a university for Dublin city, for the island of Ireland, and for the international community. Partnership with the Marino Institute of Education helped signal Trinity's return to the centre of Dublin community life, and we value it greatly.

We were delighted to partner with this well-established Institute, which has done, and is doing, so much to maintain Ireland's excellence in education. Partnership was so successful that in 2011 relations were further strengthened with a formal agreement placing Marino Institute under the joint trusteeship of the Congregation of Christian Brothers European Province and Trinity College Dublin.

We are now developing a joint academic strategy to promote more extensive collaborations in teaching and research between our two institutions.

In Trinity we launched our own Strategic Plan in October last. If you read through both Plans you will see a striking commonality in many of our objectives and initiatives – for instance the focus on:

- research-based education,
- supporting continuous professional development,
- enhancing connectivity through effective use of technology,
- broadening access, and
- internationalisation.

For many actions there is convergence – for instance under Objective 5, 'to promote inclusion and equality of opportunity', Marino seeks to forge relationships with the Trinity Access Programme, Bridge 21, and Trinity's Centre for Inclusion and Intellectual Disability.

There are many more such explicit links, but I think what really joins our two Institutions and our two Strategic Plans is the level of ambition and inspiration.

Marino's last Strategic Plan was equally focussed and ambitious: it looked to increase student numbers, develop more academic programmes and specialist research areas, and increase income from non-exchequer sources. Marino achieved these goals, with, for instance, an 84 percent increase of student numbers, and 40 percent of income now generated from non-exchequer sources. And all this during the austerity years!

I like to say that in Trinity our response to austerity was to get more ambitious: to plan for more and better expansions and collaborations and capital development projects. Well Marino had a similar response.

This is important. Ireland's growth and competitiveness depends on maintaining a high quality of education. Our graduates are much sought after worldwide, and Ireland is an attractive location for multinationals because of our high education standards, from primary through to third level. If we jeopardise this, we're in serious trouble.

We're lucky in this country: we have a strong educational tradition to draw on. This is down to the achievements of our predecessors: to the rigour of Trinity's academic programme from the outset; to the discipline of Edmund Rice in realising his mission to bring education to the poor. It's an astonishing legacy to be able to draw on.

* * *

But nothing stands still. If you are only maintaining, rather than innovating, than eventually you go backwards. We're currently in an era of extraordinary advances in education, facilitated by technology and by the communications revolutions. If we don't join this new, global age of education, we will get left behind.

No Institute can afford to be complacent, to rely on past excellence. We have to be constantly innovating, planning, looking ahead, putting in place initiatives that will challenge faculty and students and keep us globally competitive.

Marino, like Trinity, has risen to the challenge and opportunity – and we have done this in a climate of cutbacks and austerity. Not only students and faculty, but the whole country will benefit from our drive and ambition.

An important recent advance in education involves increased collaborations. Truly, in today's world, no discipline and no institute is an island. Exciting research takes places at the interface of disciplines, and compelling initiatives happen when two or more institutes collaborate, sharing best practise.

Trinity and Marino were pre-emptive in establishing a partnership four decades ago – we anticipated the current situation of joint research and teaching programmes. Trinity today enjoys joint partnerships with numerous universities all round the world, and Marino is also developing in this area.

In Ireland, we have now in place a national policy to foster institutional collaborations. This is about leveraging collective strengths for the benefit of students, faculty, and the whole country. Trinity and Marino are now partnering with NCAD and UCD to develop strengths in initial teacher education, continuing professional development, and research.

As a cluster, we look forward to creating critical mass in research that will shape teacher education policy and practice, and to providing quality

education serving all levels – early years, primary, second-level, further education, adult education, and lifelong learning. A priority area – outlined in this Strategic Plan - is the development of common education programmes and continuing professional development opportunities that will leverage our collective strengths and add real value to teacher education.

The scope of the Cluster is ambitious, but each of the individual institutions has proved itself and we look forward to working together. Trinity and Marino have forty years collaboration to draw on and this can only help with achieving the synergy and coordination that the Cluster needs.

The education of teachers is one of the things that successful societies must get right. I look forward to our four institutions developing collaboration in teacher education, which will be a flagship not only in Ireland but round the world.

In conclusion, may I congratulate Marino on a wonderful and coherent plan, and for their contribution to nurturing the critical, independent thought which sustains society, through good times and bad.

The Plan is now launched!

Thank you.

* * *

24 June 2015

Tutor's Reception

Provost's Garden

Good afternoon,

And welcome to the Provost's Garden. I'm glad that, again this year, the sun is indulging us and that we can put this Garden to good use for this event, which I always look forward to.

It's a chance to mark the importance of our Tutor system, and to thank you for enabling this system to continue. And it's a chance to meet. I've been traveling a lot this year so it's particularly welcome to be back here in the Garden catching up with you.

In June every year we hold the Provost's Teaching Awards and the Tutors' Reception. Both these events are of fairly recent formation in Trinity terms, but both have fast become fixtures on the calendar. Through both we celebrate the Trinity Education. They are, of course, strongly related and it's no accident that many winners of the prestigious Provost's Teaching Awards are also Tutors. But at the Tutors Reception we're specifically recognising the importance of pastoral care.

Since I saw you last at this Reception, the College has, of course, launched its Strategic Plan. The Tutorial System features strongly in this Plan under Goal 2, 'Promote Student Life'; I quote:

"The Tutorial Services provide students with confidential help and advice on personal as well as academic issues, and college tutors act as advocates for students in academic appeals and in matters of discipline."

In the context of the Strategy, we pledge:

"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."

It's worth quoting this because the College is committed to delivering on our promises in the Strategic Plan, and because it gets across what's involved in Tutorship – and that it's not to be taken lightly. Some students may require little in the way of welfare and care; others may require much. And advocating for students in academic appeals is no easy matter.

For new Tutors this pastoral duty may be something quite new. And yet, very quickly I think, the role is understood as an extension of the education mission. 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. People do their best work when they're happy, and happiness comes when all areas of life are in order. With the Tutor System, we recognise that our students are at an intensely exciting but vulnerable stage of their lives, and need support, and not only for their intellectual formation.

It may be that in other universities, a kind of Tutorial System operates informally – lecturers naturally find themselves taking an interest in students and helping them out, when asked. But in Trinity we like to formalise this – as a guarantee to students that their welfare is our concern, and to get across the message that pastoral care and personal support are intrinsic to how we research, educate, and innovate.

Therefore we have jealously guarded our Tutor system in the face of cuts and austerity. Some things cannot be compromised on and this is one of them. Indeed direct remuneration for your time and service was cut on government insistence. It's terrible to be forced into small savings on something so distinctive and important. I do appreciate however that you have continued in the role despite, and that you value tutorship for what it gives to the students.

As I go round the world advocating for Trinity, I take confidence and assurance from the fact that we offer here a unique and worthwhile experience for students. There is much that makes this so - our disciplinary depth and interdisciplinary research strengths; our increasing emphasis on innovation not just for postgrads and staff but for undergrads; our extra- and co-curricular activities; our diverse and cosmopolitan campus, our creative arts practise, our relationship to Dublin city, and our centrality to Irish growth and competitiveness. It's all interlinked and it all adds up – and the Tutor system is essential to the whole.

What I value in Trinity is the way that our long-established traditions feed naturally into emerging initiatives like online education and LaunchBox. The Tutor system is one of our oldest traditions and strengths, and there is still no substitute for this face-to-face personal contact.

As you know, student numbers are set to grow. 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 quality lecturers and professors and we need to continue remunerating, however modestly, for the effort you put into being Tutors. This is a priority.

This year marks the retirement of four long-standing Tutors: Ronnie Russell, Andrew Somerville, Michael Quigley, and Denise Leahy. Each is distinguished in his or her field, and today we also pay tribute to their work as Tutors – to the kindness, pragmatism, tolerance, and inspiration they have shown to so many undergraduates down the years.

I thank Ronnie, Andrew, Michael and Denise, as I thank all of you for taking on this vital role, without which the education we offer would simply not be possible. And I'm grateful – as I know we all are – to the Senior Tutor, Claire Laudet, and to other members of the administration for supporting the system and enabling it to continue.

Thank you.

* * *



Provost Patrick Prendergast and Tutors in the Provost's Garden

25 June 2015

French-Irish Forum for Doctoral Studies and Internationalisation

Innovation Academy, Foster Place

Colleagues, Distinguished Guests,

Good morning and welcome everyone to Trinity College Dublin and the Innovation Academy for this forum.

I welcome in particular Mr Stéphane Aymard, Attaché for Scientific and Academic Cooperation at the French Embassy and the professors coming from, I believe, fourteen different French universities, together with representatives from Irish universities. It's an honour for Trinity to be hosting this forum in the Innovation Academy, which we run jointly with UCD and with Queen's University Belfast. It's appropriate that this international and inter-institutional forum is being hosted in this inter-institutional Academy.

Today, at the forum, we look at the vital issue of doctoral education, in all its many facets – we look at quality, coordination, EU frameworks, internationalisation, industry link-ups, and recruitment of PhDs. It so happens that this week we are launching in Ireland our National Framework for Doctoral Education, so this is an apt time to be meeting. Later this morning Professor Barbara Dooley, Dean of Graduate Studies in UCD will talk about the implications of this new National Framework.

It's timely to be having this exchange of best practise, and a privilege to be having it with French universities, since France is a by-word for excellence in doctoral and post-doctoral studies.

The cultural links between Ireland and France are so rich, so varied, and so well-known that I do not need to reiterate them here. There is scarcely an Irish writer, artist, or designer of note, over the past hundreds of years, who did not spend formative years in France; while French intellectuals, artists and politicians have reciprocated through warm engagement with Ireland.

In August we'll be holding in Trinity the Samuel Beckett Summer School – he, of course, embodies the Franco-Irish connection through his person, his writings, and his critical heritage – both Irish and French academics have built careers studying him.

This profound cultural connection ensures that French remains the foreign language of choice for Irish students. All Irish universities have well-established French departments, and there is a long, rich tradition of student

and faculty and research exchanges and collaborations between our two countries - and not only in language and literature. Some of my own research – in medical devices – was joint with the Pasteur Institute, and this collaboration was initiated with a travel grant funded by the French embassy. This resulted in one of my PhD students, Niamh Nowlan, receiving an ERC grant. She is now in Imperial College London.

That kind of collaboration, leading to new discoveries and developing careers, is something we want to continue building on, and the forum will contribute towards that.

This forum also has implications beyond Irish-French academic collaborations. The issues that will be debated today – on quality, internationalisation, industry recruitment - concern all of Europe, so I'd like to look briefly at doctoral education across Europe, and what might be the gaps, and what we might do to address them.

* * *

You may have heard the term 'European Innovation Paradox', sometimes shortened to 'the European Paradox'. This term was first coined in a European Commission Green Paper in 1995, and twenty years on, it's still current. It refers to the collective European failure to translate excellent research into marketable products and services.

Europe has no problem with producing ground-breaking research: European countries file as many patents as the US and have more patents granted. But when it comes to commercialising and manufacturing technology, Europe trails behind the US, South Korea, and Japan.

Europeans are far less likely to open their own businesses than Americans. And as we know all the markers of the contemporary age – smartphones, laptops, social networking – are innovated outside Europe. Europe produces the research but it hasn't produced the people like Steve Jobs, Bill Gates, Mark Zuckerberg and Sergey Brin, who commercialise the research. Resolving the European Paradox will mean creating the conditions that produces entrepreneurs.

How will we do this? What are some of the issues here? Well, evidently there's the issue of entrepreneurial and innovation training. Should this be part of doctoral education? I think so. Are entrepreneurs born or made? A bit of both, no doubt, but we can certainly help by training students to think entrepreneurially. It should be standard for doctoral students to have an entrepreneurial mindset – something that will be of value to them no matter what their discipline or what career path they chose. Often, commercialisation may be a long way off, and that's fine, but it's helpful and exciting for them to be thinking early about the products and services their research may eventually generate.

Here, in this Innovation Academy, we deliver innovation and entrepreneurial training to doctoral students - which makes it all the more appropriate that we should be meeting here. The Academy is becoming established now – it's shown it can be part of the solution. An important characteristic of this Academy is that it's inter-institutional, bringing together doctoral students from three universities, which means that challenges can be addressed at scale.

Thanks to the EU, we should be uniquely situated to convene experts and PhDs from across the continent to address challenges at scale. But this isn't happening to anything like the extent it could be, or should be.

For innovation to happen in Europe, businesses, entrepreneurs, investors, universities, and regulatory bodies should be interacting across our borders to create jobs and open up opportunities.

A company in north Europe should be recruiting easily from universities in southern Europe; entrepreneurs in Eastern Europe should be interesting investors in west Europe; students from one European region should be ready to study in another region – and not just for a semester exchange.

But the reality is that despite the sometimes hysterical discourse about internal EU immigration, there isn't high labour mobility within the EU, particularly not when it comes to experienced people in the higher-earning professions. Americans are more than twice as likely to cross states to find work than Europeans are to cross borders, and Americans are also far more likely to leave their states and regions to go to university.

Legally 'the free movement' of people, products, and ideas has been in place in Europe for decades, but in practise we're not achieving the full extent of the cross-border mobility that we need. Despite initiatives like the Bologna Process and FP7, Europeans remain disinclined to uproot themselves, or to do business or find commercial and research partners in other EU countries. This is hindering innovation in Europe.

I'm hugely concerned about this. I've spoken repeatedly about the need to embed experiential learning into how we educate, and the need to exploit the potential of online education. In Trinity we're putting in place initiatives such as the Global Graduate Internship Programme, the LaunchBox undergraduate incubator, and new technology transfer initiatives which have seen us increase our number of spin-outs sevenfold since 2008. Many of the all-Ireland initiatives, such as this Innovation Academy, are excellent. But I'm aware – as we all are – that we have to think beyond our individual institutes, and beyond our national borders.

I know I'm preaching to the converted here because the sessions of this forum are addressing these very issues: today you will be discussing

international cooperation, European programmes and industry recruitment of PhD's. I look forward greatly to your findings.

I'll conclude on an optimistic note: there is a movement now, at EU level, to address these issues. You will have heard of the European Institute of Innovation and Technology, the EIT, which was established in 2008 with a budget of close to €3 billion, and a mission to foster a new generation of entrepreneurs and innovators in Europe.

I'm on the Governing Board of the EIT, but even were I not, I would be an advocate for what it's doing, because its approach is strong and simple, and it has the budget to deliver.

The EIT has identified the three sectors necessary for innovation to happen - higher education, research & development, and business. It envisages these sectors collectively, as a 'Knowledge Triangle' and through the creation of pan-European groups called Knowledge and Innovation Communities, or KICs, it is facilitating common working and coordination of partners from the three sectors.

There are five KICs currently underway: the first three, launched 2010, are in Climate, ICT, and InnoEnergy; the others, launched in December last, are in Raw Materials and Health.

The first three KICs have already delivered results in terms of start-ups [205], knowledge transfers [558], graduates from the masters programmes the KICs have created [1028], - with many of these programmes now over-subscribed [13 applicants for each place]. The EIT's goals are long-term and it's early days yet, but these are good results.

The EIT is complementary to initiatives we need to take as universities towards internationalisation, coordination, mentorship and entrepreneurial training in our doctoral programmes. But it's hugely encouraging that this is happening at supranational level, and that there is convergence about what needs to be done.

France and Ireland are fortunate in having universities with excellent doctoral programmes; and, as I've said, we're fortunate in the strength of the cultural and intellectual links between us. I'm confident that the pathways and collaborations which we are creating, and which this forum will help us develop, will serve not only our institutions and our students, but will act as models to what can be achieved Europe-wide.

Two months ago, on his visit to Dublin, the French Prime Minister, Maurice Valls, visited our Old Library in Trinity. He said on that occasion that "without universities, there would be no Europe", and that "if Europe still has some say in the world it is thanks to her history and culture". Let us

build on this great legacy to create networks of innovation and discovery across Europe.

I wish you a most profitable forum. Thank you.

* * *

26 June 2015

Summer Commencements Dinner

Dining Hall, Trinity College

Chancellor, Pro-Chancellors, new Graduates, Distinguished Guests,

Welcome everybody to the Dining Hall in Trinity College Dublin. Tonight we pay tribute to four exceptional individuals by bestowing on them our highest honour.

It's among the privileges of universities that we're able to honour people in this way - that we have a formal, traditional, and recognised means of rewarding excellence. Universities have, since the Middle Ages, had this right to grant the '*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 nurture great talent – to enhance the public good by educating the thinkers, the doers, the artists, and the reformers that society needs – as well as yielding the research which improves our way of being in the world.

Tonight, as we celebrate achievement, it is I think appropriate too that we remember the six students struck down so cruelly in Berkeley, California – young people of promise who were using their talents to study, think, create, travel, and work. The loss of their gifts is a tragedy for them, for their families, and for society. Our thoughts tonight are with their families, friends, teachers, and communities.

We mourn the contribution these students would have made, but we also celebrate the achievement of the lives they lived, and the joy they brought to those around them. To those that are injured we send our hopes for a successful recovery.

* * *

There are so many ways of furthering truth, of contributing to humankind, and of improving how we live on this planet. The four individuals we honour today represent a range of disciplines and talents. Between them, our four honorands have illuminated the fields of physics, literature, business, medical education, and fine arts. Each is a disseminator and educator in the

true sense of the word, seeking to spread knowledge of their discipline for the benefit of the world.

It's an honour to be welcoming each of you to the roll of graduates of this university, which you now illuminate through the range and diversity of your gifts and through your commitment to excellence.

Margaret Murnane (Sc.D)

Margaret Murnane can make a unique claim: she has built the fastest thing that humans have ever created: a laser that flashes for ten quadrillions of a second. These ultrashort lasers emit pulses that act like a strobe light and are capable of freezing the motion of some of the fastest processes in nature, including the movements of an electron.

Professor Murnane's journey began in rural Limerick where her father, a primary school teacher, encouraged her love of science. She studied physics in University College Cork and did her PhD in Berkeley University in California. It took her a year to build the laser for her doctoral thesis in optical physics, six months to refine it, and two years to show that it generated fast x-ray pulses.

After time in Washington State University and the University of Michigan, she and her husband, Professor Henry Kapteyn, moved to the University of Colorado where they run a joint lab together, and are involved in a start-up. Professor Murnane holds numerous awards including the MacArthur Fellowship and the Boyle Medal, which is Ireland's top scientific award. She was personally selected by President Obama to be the chairwoman of the President's Committee on the National Medal of Science, and she has been active in improving the academic environment for female scientists. She believes that academia should be more concerned with good management practices and metrics that will encourage the type of changes needed to make science and engineering more attractive to women and minority students. She has served twice as external reviewer for our School of Physics, and has provided significant encouragement to our women physicists here in Trinity. She is a role model for our students and faculty, as for physicists around the world.

Grigory Kruzhkov (Litt.D.)

Grigory Kruzhkov was trained in theoretical physics, but subsequently abandoned science for literature – to the great gain of literature. He is a man of extraordinary talents across a range of disciplines: poet, translator, essayist, literary historian, and prolific and award-winning children's writer. Besides his own collections of original poetry, he has published translations from Thomas Wyatt, John Donne, Keats, Tennyson, Lewis Carroll, Robert Frost, and Wallace Stevens.

His awards include the State Prize of the Russian Federation and the Bunin Prize, and he currently teaches English and American literature at the Moscow State University for the Humanities.

Professor Kruzhkov has given particular focus to Irish writers. His PhD thesis, which he received from Columbia University, was on Yeats, and he has also translated Joyce and Heaney. Two years ago he was chosen as one of six collaborators and translators nominated by Heaney to join him in the launch of Trinity's Centre for Literary Translation. It's now confirmed that this centre is to be housed in a renovated Georgian house on Fenian Street – one of the finest Georgian terrace houses in the city – and we are delighted that Professor Kruzhkov who was present at its inception will be collaborating with our translators there.

Through this honorary degree, we recognise Professor Kruzhkov's great literary gifts; we recognise the invaluable work he is doing in explaining Ireland to Russian students and readers, and his support for our work in Trinity; and we also recognise the enormous importance of literary translation. Literature is a way of accessing worlds outside our own; without translation we are confined to our own languages and our own cultures. Translation gives us a window 'out of the marvelous' – to quote Heaney.

Stanley Quek (LL.D.)

Stanley Quek is a property developer and designer celebrated in his native Singapore; in New Zealand; in Sydney, Australia where he developed the iconic Central Park area known for its green technology; and in London where he developed Stanhope Gardens in South Kensington. He is also a medical doctor, a diplomat, a philanthropist, a champion of the creative arts, and a tireless promoter of higher education - and he has put all his gifts to the service of Trinity and of Ireland.

Born in Singapore, he was schooled in Britain, and came to Ireland to attend Trinity. It was the late 1960s – he hugely enjoyed those years and his loyalty to this university, and to Ireland has never faltered.

While building up his property portfolio, he served as consul-general for the Irish government in Singapore, from 1986 to 2001, where he helped develop relationships between state agencies, and promote trade and tourism. His first passion is for shared education, which he believes to be the most effective tool in building trust and confidence between countries and cultures. In promoting this he has been inspirational and indefatigable, persuading Singaporean students to enter our Irish medical schools, and hosting visiting Deans of Medicine from Irish universities. He was particularly instrumental in the successful celebration of the Tercentenary of Trinity's Medical School in 2011. The positive experiences of students of Medicine spilled over into other disciplines and into a range of formal collaborations in research between Irish and Singaporean universities. In this global century, all leading universities seek to extend global relations,

and to deepen their student, faculty, and research exchanges and collaborations. Dr Quek is a visionary and pioneer in this field and his contributions will long be remembered.

Camille Souter (Litt. D.)

The title 'greatest living artist' is subjective so people tend to avoid it; on the other hand '**one** of our greatest living artists' sounds mealy-mouthed. Let's just say that **Camille Souter** is a great artist in any understanding of the word, and it's an honour to be conferring on her this degree, and a particular honour that she has travelled to be with us today. She is known for her attachment to her home place, Achill Island, and for her devotion to her work. She does not leave Achill, or her studio, lightly.

Dr Souter gives the lie to the phrase 'the oxygen of publicity' – she does little to promote herself, seldom gives interviews, and has had few solo shows; but in 2008 she was elected Saoi of Aosdána, the first woman painter, and only the second woman ever to achieve this rare honour.

We are fortunate to own some of her works in Trinity. This academic year we held an exhibit of these paintings in the Arts Block, which meant I had to relinquish one of my favourite pieces from where it hung in the Provost's House – but I realised it would be selfish not to share this marvellous work with students, faculty, and visitors.

The critic, Brian Fallon, has memorably described Camille Souter's work as being about: "evanescence and the essential fragility and temporality of things". Her biographer, Garrett Cormican, describes her as "a fish: restless, elusive, and hard to catch." She perhaps concurs as one of her best-known works is entitled "Self-portrait as a Cod's Head". She is also the mother of five children and is proud of being one of "very few artists who have reared their family on their work alone". We salute her – for her vision, for her commitment, and for her iconic black beret - and which I am glad to say she is wearing tonight.

* * *

These four men and women are true role models of what can be achieved – in terms of their specific fields, and of serving the greater good. I congratulate each and every one of our distinguished and distinctive new honorary graduates. We are privileged to have you join the family of the University of Dublin.

Before I call on Stanley Quek to respond, I would ask you all to rise for a toast.

The Honorary Graduates.

I now invite Dr Stanley Quek to reply.

* * *



Public Orator Dr Anna Chahoud; Dr Camile Souter; and Provost Patrick Prendergast in Front Square

06 July2015

"Entrepreneurship-Innovation-Research: the education mission at Trinity College Dublin, the University of Dublin"

Vietnam National University (VNU), Hanoi

Good morning,

It's a pleasure to be here in Hanoi and an honour to have this opportunity of addressing you. Today I'll be talking about entrepreneurship, innovation and research in higher education, with reference to the university of which I lead – Trinity College, the University of Dublin. It's a university with many alumni here in Vietnam, including Deputy PM Hai and Vice-Minister Huong.

When we talk about a university's 'mission', what do we mean? We mean the roles and purposes which a university takes on itself. Not all universities take on the same roles – their missions vary. For instance, there are universities which focus on just one discipline, like engineering or social sciences. And then there are universities, like mine, which are multi-disciplinary and have missions in research-inspired education, innovation, and entrepreneurship, and which have a global orientation as opposed to serving a regional or purely local need.

Those of us who work and study in universities are fortunate to be part of one of the most exciting movements in the history of university education: the movement towards entrepreneurship and innovation becoming integral to the university's mission in education and research.

Let me put this in context: when I was an engineering student in Trinity College Dublin in the early 1980s, I was aware of receiving a very good education. And I knew my professors were engaged in valuable research of international importance. But there was a feeling of the university being "self-contained" - though I am more aware of in retrospect than I was at the time.

Around the time I was finishing my PhD, all this had started to change. Trinity's first spin-out, or campus company, appeared in 1986. Later, as a post-doc and young lecturer in the 1990s and 2000s, I was involved in working with the new medical devices industry in Ireland. This was ground-breaking in a number of ways:

- Firstly, it was interdisciplinary – it brought together engineers with health sciences, including doctors and physiotherapists, to address the needs of people with physical injuries and other health problems.
- Second, it was inter-institutional and international. Researchers from different universities and different countries were collaborating to increase the impact of research.
- Thirdly, it was, from the outset, a flagship for industry-academic collaboration. Researchers worked with businesses to commercialise, and products were brought to market in record time. This was to the advantage of patients, obviously, but also of academics. There is nothing more exciting than seeing your research improving people's daily lives.

This drive towards innovation, entrepreneurship and global collaboration, which began in the 1990s, has now become more important, as universities understand the opportunities available to grow and apply research, and to grow and apply new educational developments.

Universities have always been instrumental to a country's prosperity. If you look through history, you find that at every stage, successful countries have successful universities.

But what has happened in the past two decades is that universities are now contributing to growth and competitiveness more directly than ever before.

And thanks to this new emphasis on innovation they're adding a new dimension to their contribution to the public good: they're creating opportunities for the leaders and entrepreneurs which society needs.

The Chancellor of the University of California has said that, in the 21st century

"the great engine for growth of our society is going to be the university"__.

How will this happen? I don't have all the answers, obviously, but let me tell you about some of the things that my university, Trinity College Dublin, is doing.

*** * *Trinity College Dublin: pivotal to Irish growth * * ***

Trinity College is a research university in the heart of Dublin, Ireland's capital city.



Here are some of the key stats about Trinity at a glance:

Trinity College Dublin – Ireland’s leading university	
Rankings:	71st in world, 25th in Europe (QS Ranking)
Revenue:	€339m
Number of Academic Staff:	839
Number of Students:	17,000 from 122 countries
International Students:	24.5%
Number of Citations:	7,729
International Faculty members:	38%
Citations per Faculty:	9.2
Number of alumni:	100,000
Founded:	1592
Trinity College Dublin, The University of Dublin	

- We’re ranked 71st in the world, and 25th in Europe
- 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 400-year old institution. We were founded by charter by Queen Elizabeth the First in 1592.

We're a multidisciplinary university. We have three faculties – in

- Arts, Humanities & Social Sciences;
- Engineering, Maths and Science; and
- Health Sciences

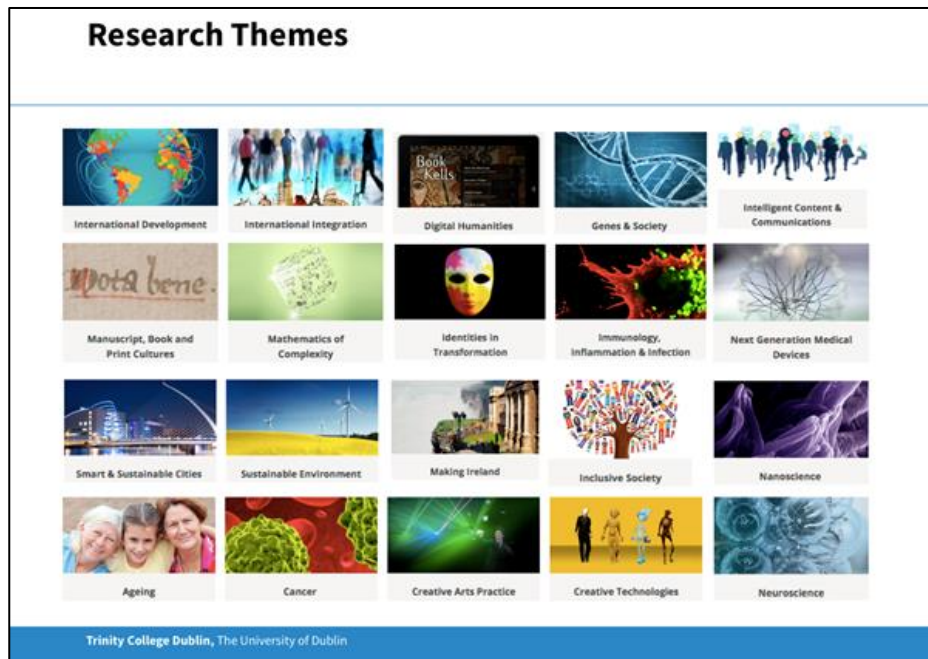
– here are some of our schools and departments:



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 interdisciplinary themes.

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

So Trinity is a high-ranking multidisciplinary university with recognised interdisciplinary strengths. But with regard to Ireland, it is more than this: Trinity is pivotal to Ireland's growth and competitiveness.



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

Alongside multinationals, we're now seeing local start-ups and spin-outs contributing to growth. As an example, Google has its European headquarters in Dublin, and two months ago it acquired Thrive, a 3-D audio technology 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.



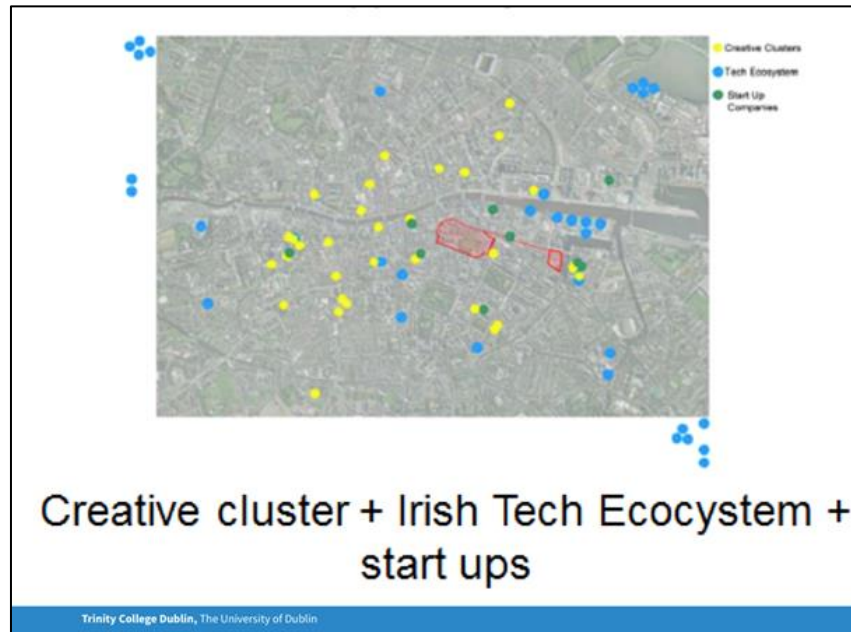
This is illustrative of what's happening with numerous other companies – tech, engineering, pharmaceutical, and creative. Trinity is providing the research and the graduates that are needed for these companies to grow.

Ireland is an English-speaking country within the EU. It serves as a gateway to mainland Europe – this has proved attractive for multinational companies and for international students seeking to study in English in Europe.



What we are now seeing in Dublin is the emergence of a thriving innovation ecosystem. This map shows the creative and tech industries clustered around Dublin city centre. Here, in red, is Trinity, surrounded by creative industries, in yellow, which include leading museums, galleries, and theatres. The blue dots are the tech companies – Google is located here, alongside Twitter and Facebook. The green dots are the start-ups. This map is about a year old, and needs to be updated but it gives an idea of Trinity's centrality to the innovation hub.

In Trinity is delighted that we have this important role to play. But we're also aware of our responsibility. If we are to continue contributing to growth and competitiveness, we must continue strengthening research, global collaborations, and innovation and entrepreneurship training. How do we propose to do this?



In Trinity our approach is three-pronged. We are strongly developing our research strengths, our global relations strategy, and our innovation and entrepreneurship strategy. Our approach is interconnected and many of our actions have relevance across the board.

*** * *Global Relations* * ***

Global relations, or internationalisation, is about building a global Trinity community. It's about collaborating on research and attracting international faculty and students. It's about making our campus a cosmopolitan place and preparing students for a life of global citizenship. And it's about drawing on our alumni networks – we have over 100,000 alumni living in 122 countries – to create lifelong personal, academic, and professional relationships across the world, which will sustain both the university and individual alumni in building their careers.

We are developing partnerships with universities and workplaces round the world, including here in Vietnam. For instance in a few days Trinity's Department of Physiotherapy will sign a memorandum of understanding with An Binh and Choray hospitals in Ho Chi Minh. This will mean Trinity students coming to these hospitals in the summer to do elective clinical placements.

As we develop our academic partnerships abroad, we continue to make our campus more cosmopolitan and welcoming to international students. We do this through: establishing a Student's Union international officer, and setting up a Global Room as a social, event, and resource space for students.

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

Dublin: Global Business Hub
Students can connect to the world from here












International Student Engagement at Trinity

Trinity Global Room

- Student Ambassadors
- Social and event space
- Inclusive resource for all students

Students' Union International Officer

200+ Independent Student Clubs and Societies

Trinity College Dublin, The University of Dublin

We are currently building the Trinity Global Graduate Internship Programme, which looks to place students to do internships in companies outside Ireland. We will be working with our 100,000 alumni round the world to achieve this.

******Innovation and Entrepreneurship Strategy******

We know that our research and education is leading-edge and adventurous, and we constantly seek to break new ground.

Our Innovation and Entrepreneurship Strategy was launched with the mission to “deliver economic, cultural, and social value founded on research and scholarship, as well as to educate future generations of entrepreneurially-minded graduates and create sustainable businesses and jobs.”

To this end, we are facilitating and encouraging staff, postgrad and student innovation and entrepreneurship.

Trinity creates, on average, **seven** new campus companies a year. These companies are emerging from different disciplines – including genetics, ICT, medical devices, digital humanities, and many 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 the *Harry Potter* series.

We are also embedding innovation and entrepreneurship into how we educate Trinity students. Not everyone is going to have a career as an entrepreneur and start a new business, but all students benefit from an entrepreneurial mindset, just as they do from training in critical thinking and original research.

We are planning a new Business School which is to be co-located with an **Innovation and Entrepreneurship Hub**. The project, spanning 13,000 square metres, will include a 600-seat auditorium; a public space for students to meet and exchange ideas; ‘smart’ classrooms with the latest digital technology; space for prototyping and company incubation projects; and a rooftop conference room.

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, and social and cultural benefit.’ The Academy achieves this through linking up PhD students from three universities and numerous disciplines to collaborate and brainstorm and to avail of advice and backing from mentors and experts.

For undergraduates, we have a new programme, LaunchBox which provides students with seed funding, office space, and mentoring for three months while they incubate their business ideas. This was the idea a group of Trinity Angels – successful entrepreneurs who are giving back to the upcoming generation.



In just two years it has launched 15 companies.

The students participating in LaunchBox are not necessarily business students; we are fulfilling our aim to release the entrepreneurial potential of all students. So whether you come to Trinity to study medicine, or English language and literature, or social sciences, or engineering, you will get the opportunity, should you seek it, to commercialise your ideas.

*** * *Conclusion* * ***

I could continue with our initiatives in this area. But I think - I hope - you have gained an insight into some of our most important developments. I'm

sure that here in VNU there are similar initiatives and I look forward to our discussions later.

In Trinity our College motto is '*Perpetuis futuris temporibus duraturam*' which translates roughly as 'It will last into endless future times'. The motto of your university – I won't attempt it in Vietnamese - is 'Excellence through Knowledge'.

These mottos speak of universities' mission to bring knowledge and to establish excellence for future generations. Universities are by their nature sustainable. They are not short-term institutions or corporations. They're not about turning a quick profit. Because they incubate young minds, they hold the future of the country – and of the world – between their walls. They are inspiring and responsible places.

The responsibility lies in making the most of opportunities, in anticipating advances, in preparing students to be flexible and adaptable to meet the changes that life and the workplace will throw at them.

Today universities are collaborating with businesses and corporations to lead the way in innovation and entrepreneurship. It's new ground for universities but the energy and zest of universities, in Trinity's case sustained over four centuries, comes from constantly breaking new ground. We look forward to what this century will bring – the century where universities are the engines for growth that society needs.

Thank you.

* * *

Michael Drake 'Universities exist to elevate the human condition', Glion
Colloquium, p. 23

15 July 2015

Public Information Evening for the Trinity Business School

Science Gallery

Thank you Gerry,

And on behalf of Trinity, may I thank you all for coming this evening. We all share an interest in Pearse Street, both Trinity College and the local community.

As you know we are planning in Trinity a new Business School. Our plans are ambitious: the School is to be co-located with an Innovation and Entrepreneurship Hub and will include space for prototyping and company incubation projects. It is to be one of the top business schools in Europe and will nurture the talents of Irish and international students, who will go on to drive economic and social development in Ireland, and make a global contribution. The School will raise the profile of Trinity and of Dublin.

We're very excited about the Business School and particularly pleased that in this period of diminishing public funds available for higher education, we have been able to interest private donors. These benefactors are contributing because they want to support growth in Dublin and Ireland and because they believe in Trinity's education, research, and innovation.

We are confident in our plans for the Business School. As is the way in Trinity, it will collaborate with our other Schools to enhance their offerings. We believe in Trinity that all disciplines and fields of research can benefit from an entrepreneurial mindset. A flourishing Business School, with research and scholarship ongoing in innovation and entrepreneurship, will embed this mindset across the College.

Especially because we see this School as supportive of the whole College and of the whole city and of Ireland, it's crucial that the School is supported by staff, students, the local community and Dublin. The new School must be appropriate in scale to the campus, to the street, and to the city. A School that over-dominated the campus or whose design made no reference to other Trinity buildings would be a failure. It wouldn't matter how strong the programme or the professors were, such a building would not enhance Trinity, or Dublin.

Equally a building that over-dominated Pearse Street, or was unattractive, would not enhance this area of the city.

Together with our architects, Scott Tallon Walker, we have designed a building which is impressive and flexible to our needs but at the same time mindful of its surroundings. David Cahill of Scott Tallon Walker will speak to you shortly about the design.

It is of course crucial that the local community is happy with the design. In previous generations Trinity was criticized for turning its back to the city along Westland Row and Pearse St. And indeed the building that currently occupies the site intended for the Business School does have its back to the street. I think Trinity was deserving of this criticism – the College is so central to the city that it should be open and engaging, as it is at Front Arch and Nassau Street.

The College listened to criticism and the result was the Science Gallery which has been a wonderful success. It has entirely opened up the east end of the campus and it has opened up Pearse St. It has made of this end of Pearse St a destination rather than merely a cross-over route.

Following on the success of the Science Gallery, we further developed our sites on Pearse Street with two magnificent buildings: the Trinity Biomedical Sciences Institute, and the Lir Academy of Dramatic Art. On any reckoning these strong, striking buildings have immeasurably improved the streetscape.

And now we are planning the Business School to go up beside the Science Gallery. I hope when you see the plans that you will agree that this admirable new building will further lift and open out the street, and will be a great improvement on what it's replacing.

The development of Pearse Street is among the most exciting progressions in the college's history. We are fortunate that there is development potential so close to the university; we are delighted at this opportunity to engage with the city and to work with architects to enhance the cityscape.

'No man is an island' John Donne wrote, 'Every man is a piece of the continent / A part of the main'. This is, of course, true of life in the city. Trinity is not an island. It is a part of Dublin, and it is a piece of Ireland. The success of university, city, and country are linked and indivisible. Trinity's fine architecture has enhanced Dublin for centuries and must continue to do so. And Trinity has educated Ireland's young for centuries and must continue to do so.

A world-ranking Business School, housed in a stunning contemporary building, is essential to Dublin becoming the global innovation hub it has the potential to be. Already people refer to the Grand Canal Dock area as 'Silicon Docks'. It is the interplay of multinationals, start-ups, local businesses, creative enterprises, and higher education institutions that grows innovation ecosystems.

This is what we are starting to see around Grand Canal Dock, Pearse Street, and College Green and I believe the new Business School is the next logical and essential step.

Thank you.

* * *