



## OPENING ACADEMIC YEAR 2017-18. UNIVERSIDAD LOYOLA ANDALUCIA. Sep 2017.

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### Introduction

I have the enormous pleasure, for the second, to inaugurate the academic year here at Entrenúcleos Campus, since it gives us the opportunity to familiarize ourselves with what will be our home in only a few years. First of all, I would like to thank the Mayor and the City Council of Dos Hermanas, for another year of their hospitality and for their continuous generosity. I would also like to thank the representatives from the City halls where our campuses are. Another important “thank you” goes to the General Secretary of the Universities from regional government, Junta de Andalucía. We are honored to have you here today, and for your presence for another year. Thank you, Manolo, for coming during such a busy week for you.

Allow me to thank the very exceptional presence, the rectors and those in charge of the 35 sister universities within the Society of Jesus, with whom we have a very special relationship. We are very excited to have you here, we will be able to share our work in the framework of the European Association of International Educators in Seville.

Thanks to Deusto, Comillas, IQS, ESADE, Sant Ignasi, INEA, ICAM, Université Namur and Université Saint Joseph of Beirut, as we are together in the European Space of Higher Education creating a much more united network every day. Thank you, merci.

Many thanks to The Beijing Center of China, to Ropen University of Korea, to Sophia University of Japan, to Xavier University of India for coming from the ends of the earth to be part of this community, thanks to you all, you have opened the doors of Asia for us. Thank you.

Thanks to each of you, from PUC of Brazil, Ibero of Mexico, Javerianas of Colombia, Pacific and Ruiz de Montoya of Peru, Alberto Hurtado of Chile, Catholic of Uruguay, Central American Universities of Salvador and Nicaragua, and Rafael Landívar of Guatamala, for our fruitful and growing relationships.

And, finally, I would like to say thank you to our Jesuit sisters that have come from the USA. Thanks to Loyola Chicago, Marquette University, University of San Francisco, Loyola New Orleans, Fairfield, Saint Louis University, Boston College, Le Moyne, Xavier University and Fordham for your friendship and support.

Allow me to give a very special thanks to Father Michael Garanzini for his support and mentoring, for his care and love. Thank you, Father, for your deep friendship.



I would like to thank Professor Sandra Racionero, for her brilliant lecture. Professor Racionero is one of the shining pillars on which this university is settling. I want to recognize her dedication, intelligence and enthusiasm; giving birth to a faculty community which has immense potential and shared values. Thank you dear Sandra, for letting me persuade you to come be part of our team, in that 30 minute interview in G15 classroom, which was already three years ago! Thank you for being part of Loyola.

Finally, I would like to thank everyone who is here today, for your presence at the inauguration of the present academic year.

## **1. The Context of the Act**

The inauguration of the academic year is exceptional because of the series of events that take place in order for this to be possible. This is not a regular academic year opening event, nor is it because today is September 11th, a date that not only reminds us of all of the issues within humanity, but also of all problems that are now a large part of the interconnection of the world in the 21st century.

Today is not a normal inauguration day, not only because we are here with the Loyola University Community, the Society of Jesus, Junta de Andalucía and the public representatives, but also because many partner universities from all over the world have joined us today. These Universities from the Society of Jesus are a small but representative portion from our network of over 200 centers, with more than four centuries of influential history throughout the planet. With your presence, you are supporting us in our journey and in the long shared way to go in the future.

Today is a special day because, with the leadership of Father Garanzini, this afternoon we will continue the work that has been done around the world that will culminate next year in Deusto and Loyola (Guipúzcoa) with the formal constitution of the International Association of Jesuit Universities (IAJU).

Therefore, the presence of our guests will mark the beginning of a joint work in the IAJU, and on Wednesday we will present, for the first time, before all of the universities of the world under the same logo in this European exhibition conference, which make this event so exceptional, which will project beyond our campuses and our cities.

That is why I want to take this opportunity to share with you some brief reflections on what, for us at Loyola Andalucía, internationalization is and to tell you about the guidelines in which we are working. Today I will focus my speech, I am not going to speak about the previous year like I usually do, not even on what we plan to do this



year. Instead, I will focus on the strengths that we have always had and that are going to propel us in the coming years.

## 2. FROM THE INTERNATIONAL UNIVERSITY TO THE COSMOPOLITAN

There was a time back in the nineteenth century, when the triumph of nationalisms, the loss of Latin as the universal lingua franca in the in the western part of the world and the creation of national university systems restricted the boundaries of universities to their nations... It is true that in “hard” sciences such as mathematics, physics or chemistry remained a major flow of exchange through international journals and congresses. However, it is was true that the cosmopolitanism that universities like Oxford, Cambridge, the Sorbonne, Göttingen, Heidelberg, Salamanca or Coimbra had enjoyed before practically disappeared.

It would not be until the last third of the last century, despite some previous moments in the late nineteenth and early twentieth centuries that the internationalization of universities would return to a strategy for universities to adapt to political interests or in some cases, as an adaptation to the globalization process. The “Fullbright” scholarships and the Deutscher Akademischer Austauschdienst (DAAD), the North American “Study Abroad”, the study trips of the Latin American universities, etc. and, at the end of the eighties, the creation of the European Region Action Scheme for the Mobility of University Students (ERASMUS), enabled a growing flow of student and researcher exchange, beginning a new trend.

The result of this trend is that, to a greater or lesser extent, with more or less success, and with a few exceptions, the vast majority of the world’s universities have some degree of internationalization. They at least have the rhetoric of internationalization.

But, what are we really talking about when we speak about the internationalization in the university field? What is an internationalized university?

A very simple and general definition of internationalization alludes to the presence of nationals from other countries among the different segments of the university community. Thus, a university is very international if among the students or among is their staff there is a significant percentage of different nationalities.

We consider a university to be internationalized when it has a large number of existing (effective) agreements with other universities, has a large number of mobility and exchanges; When attracting foreign students and researchers; When their research is published in first-level magazines and publishers, usually in English; When their patents are trilateral.



But this concept of internationalization, which is quantifiable and even integrated into a synthetic indicator, usually included in both national and international rankings, although very significant and important it does not fail to be somewhat superficial. A university can be, paradoxically, very “international”, according to these indicators, and at the same time, be very “provincial”.

Just because the students have different passports does not mean that the teaching or the pedagogy is changed, nor does it necessarily the students learning experience when there classroom is filled with international students, if the diversity of origin is not amalgamated; it is not mixed and is not integrated. In the same way, a mere academic exchange, a mobility of teachers, does not imply an improvement in the investigation if this mobility does not generate a different understanding of the social context and a broader acceptance of new ideas.

In other words, internationalization, being a valuable process in itself, is exhausted. It can be superficial if it does not affect the essence of the university institution, its own activity, if it does not reconfigure the culture and its community, if it does not modify the form that is taught and learned, thought and investigated, lived, developed, projected, and lived.

The internationalization is superficial if it is not forming cosmopolitan students who are open to the world, sympathetic to other cultures, knowledgeable and appreciative of the diversity of social forms. Internationalization is superficial if it is only an excuse for “academic tourism” or becomes an initiation rite of “family independence.”

Internationalization is superficial when foreign students are treated in a completely differentiated way, not adapted, not integrated and not being part of the academic life.

The Internationalization is superficial if in our research we miss the global approach, when we ignore the solutions someone previously provided us with, when we do not share...

The internationalization is superficial, lost in its meaning, if homogenized under a university culture diversity, when it normalizes, when it standardizes, when only one of the "other", el “otro”, el “extranjero”, “foreigner” “ausländer” “étrange”, ...the stranger, is the one that has to adapt to the new forms of teaching, research, and of the different life and culture.

In short, internationalization is superficial; it makes no sense, if it does not change us. It is superficial if it only accentuates our characteristics.

So, a university can have many foreign students, but if the university acts as if those students were tourists, it cannot be considered a deeply internationalized institution.



In my opinion, we, the universities have to find that meaning of our internationalization, beyond rankings or the trends, beyond what the employers demand from our students, simply beyond. We have to walk into a deep internationalization, which leads us to become “cosmopolitan” universities, not by fashion or by competition, but in order to not lose our own character of university, in the century that we are living.

### **3. THE COSMOPOLITAN UNIVERSITY**

Despite the contrary movements and the rhetoric of some of our leaders, globalization is a fact. We live in increasingly interconnected, open economies (I don't know if you have all seen the video published by EDEKA, a chain of German supermarkets with their shelves empty, representing what it would be like if they removed all of the international products) with increasingly global companies, in societies that become more and more diverse (as migratory movements are unstoappable) with cultural elements becoming more and more homogeneous (Netflix, for example).

Similarly, it is already a cliché to say that technology has affected us, but it is the truth: technology gives one the ability to reach unlimited amounts of information and knowledge.

The problems which we face, another common place for us all, although some take these as local problems they are a global issues: from climate change to migratory movements to gender violence or the attacks on democracy.

Universities cannot turn their backs, nor follow the bandwagon, to the world in which its students will develop their lives, as it cannot lose its central role as the engine of creative thinking in order to resolve the problems of humanity, as it cannot stop being an open place for criticism and dialogue, without losing its own institutional essence. A university that is only superficially international will most definitely lose it. Hence, by evolving, which it is doing, creates a new concept for universities, the “Cosmopolitan” university. I have allowed myself to use this nick-name in order to underline the difference: an “international” university as one constituted between different nationalities; a “Cosmopolitan” university as one among “citizens of the world”, one that is a deeply international and integrated university.

I am convinced that in the long term, the cosmopolitan universities will develop successfully because in the very competitive world of higher education, with more than 16 million students with a fully-paid mobility, with the demographic imbalances in the west and the educational needs of emerging countries, only cosmopolitan universities, which make the educational experience and the academic life something unique, will survive, as they are the only ones that will attract talent.



To be a cosmopolitan university will be, in my opinion, a question of survival. Especially for those whose resources do not depend on public administrations.

#### 4. The Global University

Likewise, it is also a matter of time for the development of “global” universities, i.e. universities offering their services in various parts of the world with infinite possibilities for their students and staff. And I am not talking about virtual university.

The most successful strategies, so far are created with some failures and difficulty, are those strategies following some American universities, but not only because it is the strategy of some business schools, and has consisted of the installation of their own campuses in different countries. Moreover, financed by American, British, and Central European funds, universities are being created in different countries that respond to a standard Anglo-Saxon university model. The Global University, operates in different countries and offers its educational services in different locations where there are infinite possibilities of mobility. And it exists.

But it is also possible to create a global university from the establishment of closer ties in a network of pre-existing universities. In the same way, a European Union, with all its shortcomings, can be built, through a gradual process of integration, the creation of global university structures that are increasingly sharing activities and resources, strategies and orientations as well as a common vision and mission.

Compared to the strategy of the expansion, a closed model to various parts of the world, which does not necessarily entail a cosmopolitan result, the integration strategy, instead offers greater possibilities. It obliges the universities that are integrated to become cosmopolitan. And although I cannot hide the fact that this is definitely a difficult road to follow, it has, in my opinion, a set of advantages that make it deeply attractive.

Being able to offer accredited academic programs in two or three university systems not only facilitates the mobility of the students because it facilitates the future mobility of the professionals. It also establishes better standards of quality in the teaching processes. Similarly, recognizing the qualifications and categories of the cluster facilitates not only the mobility, but also extends the possibilities of professional careers, while strengthening the exchanges of ideas. Sharing marketing ideas, associating brands, sharing information systems, establishing global purchasing centers, negotiating subscription packages, sharing MOOCs production, etc., are possibilities for



improving efficiency and competitiveness of those universities that integrate a “global” university.

Creating a global university requires a process of convergence, understanding, dialogue, establishing common standards, shared governance structures, in short, a major effort projected over time, but I am convinced that it is one of the paths that as universities, we must travel, focusing on our development in a university world that is increasingly becoming Darwinist.

Allow me to dare you all to seize this opportunity and this stand in order to offer exploration of the possibilities of a global universities among the universities of the company that we have here, because not only do we share a mission that transcends the university., but we have common values and ways of proceeding from the same roots, those of the Spiritual Retreats of Ignatius of Loyola. I am convinced that it is possible to create a global university within the Society of Jesus. As ambassadors of your universities, this message of closer collaboration, because in Loyola, we dream of a global university and we want to share this dream.

## 5. THE GLOBAL UNIVERSITY

Consider the internationalization as a process that goes beyond the mobility itself and the rankings; to make ourselves cosmopolitan, diverse and multi-cultural universities, which forms students in a way where they can really open up to other cultures and research different problems of humanity; engage in the network of the Society of Jesus to promote the construction of a global university with other universities from all continents, with strategic orientations as Universidad Loyola Andalucía has had since the very beginning.

Universidad Loyola Andalucía was created to be internationalized not because it was a legal requirement (which was actually a law according to the Andalusian Law of universities) but because of the inspiration that the Society of Jesus has instilled in the DNA of the university’s vision, eliminating barriers to humanity. According to the overall Christian inspiration, there is no such thing as a foreigner, or a stranger, for we are all neighbors. Furthermore, the company itself was created to be an international institution, a dream of seven university students in Paris, none of them were Parisian and each of them belonged to four different realms.

We have been following our Ignation inspiration, we have gone beyond, for we have consciously fled from all things comfortable and local. We are attracting talent from all over the world with more than 15 nationalities; We have developed with Loyola



Chicago, the concept of “dual degree” between different university systems, and we are exploring it with Marquette University; We facilitate the mobility of our students to more than two countries in their undergraduate degree (today more than 10% of our students are of a different nationality); We teach bilingual programs. In our fifth year, I can say that with pride we are already an internationalized university that dreams, through the network of universities within the Society of Jesus, of integrating into a global university.

This is our goal of internationalization. I am aware that it is not a simple goal. We will continue to work towards this goal, committing generating ideas and initiatives, traveling tirelessly around the world establishing bonds of friendship and collaboration, opening ourselves to all. To our dear Sister universities within the Society of Jesus, those of you who are joining us today, you can count on us. Count on us, Father Garanzini, for whatever you need to provide the most momentum in the network of the Society of Jesus, and in its fulfillment of the orders of the 36th General Congregation.

Because we are convinced that this is how we better serve not only our students and our community, our surroundings near and far, but to humanity, always.

AD MAJOREM DEI GLORIAN

MUCHAS GRACIAS

THANK YOU