An AI-Enabled Local Problem Solving and Socio-Economic Development Grounded in Best Global Practices

The Concept

This presentation explores a *"glocal" inspirational paradigm* that positions universities at the center of Jesuit mission-driven, AI-enabled problem solving and socio-economic development (SED).

It argues that while nations, provinces, municipalities, and communities face similar challenges, they often duplicate efforts and "reinvent" existing solutions due to limited awareness and weak collaboration. AI now offers an efficient way to identify, adapt, and apply global best practices to local realities (Zhuplev, 2026). This emerging opportunity represents a pull force, amplified by the strategic and financial pressures reshaping higher education (Seiler, 2026; Zhuplev & Bittencourt, 2026) - a push force making innovation and change in higher education imperative. The goals of this presentation are to: (1) articulate a Jesuit value-grounded, community-engaged model positioning academia as an active co-creator of public value; (2) operationalize AI tools translating best global practices identified through comparative analysis into locally fit applications; (3) specify practical contributions for R&D in international business; and (4) facilitate positive impacts by higher education on regional SED and community well-being.

Context: From Fragmented Silos to Examining and Applying Best Global Practices

In the pre-internet era, cross-border collaboration was constrained by distances, linguistics, logistics, and information barriers. Today, information technology and AI can effectively and efficiently mitigate these barriers and flawlessly generate comparative insights.

Yet institutional silos still cause inefficiencies in the allocation of scarce public resources for SED priorities such as affordable housing and healthcare, skyrocketing cost of living, or wildfire prevention, especially acute for budget-strapped SoCal.

Universities possess significant intellectual potential and data resources but too often remain "ivory towers" detached from local SED involvement and exerting limited impacts despite societal support and nonprofit/tax-exempt status.

In the current, increasingly competitive higher-education landscape, B-schools, especially Jesuit institutions prioritizing community involvement, should be the catalysts facilitating creativity and meaningful engagement with regional SED and problem solving (Zhuplev, 2026).

Jesuit Educational Paradigm

The paradigm is grounded in Jesuit educational principles (Ignatian pedagogy), *cura personalis, magis*, and forming "men and women for and with others," and others.

This implies education, scholarship, and service in real community contexts; engaging students and educators through lived experience with local partners; guiding structured reflection on ethics and impact; supporting action via real-life projects with positive SED impacts; and closing the loop with evaluation centered on inclusion, dignity, and justice.

Methodology and Case Study

The presentation exemplifies an exploratory, multi-institutional design led by two Jesuit universities - Loyola Marymount University (USA) and Loyola University Andalusia (Spain) - to leverage Jesuit business education for regional SED through the analysis and application of best global practices (Pino Ramos et al., 2023).[1]

The initiative channels university intellectual resources toward mission-consistent, community-engaged SED.

Partnership in Regional SED Context (SoCal and Córdoba)

The project identifies a shared set of top regional/municipal SED priorities, key stakeholders, and resources.

SoCal: access to healthcare; crime; housing affordability and homelessness; poverty/income inequality; racial/ethnic inequality.

Córdoba: access to healthcare; aging population; lack of economic opportunities and brain drain; poverty/income inequality; unemployment - especially youth unemployment.

This phase reveals duplication, capability gaps, and frames community-based learning opportunities that direct youthful energy toward positive, mission-aligned engagement in SED.

Global Best Practices Discovery and Comparative Analysis

The project involves a comparative study of global best practices pertinent to the selected shared SED priorities.

Leveraging the Jesuit global network's intellectual resources, it examines what works, why it works, and under which conditions - emphasizing mechanism-level synergetic insights.

Findings are synthesized into context-ready evidence and shared across campuses and civic partners in the Jesuit global network.

Adaptive Design and Policy/Strategy Recommendations

Comparative insights are crystallized and translated into policy recommendations and strategic problem-solving proposals tailored to participating region's governance, legal, financial, and cultural conditions.

Deliverables/policy implications are designed for government agencies and civic bodies, emphasizing effectiveness, practicality, cost-effectiveness, equity, and community co-ownership.

Pilot Implementation, Evaluation, and Scaling

Pilot interventions are launched in participating regions to test feasibility and impact on a small scale.

The project tracks efficiencies in public resource use and outcomes aligned with the UN Sustainable Development Goals (SDGs).

Participatory evaluation informs regional refinements and implementation adjustments.

Upon validation, the approach can be scaled up to multi-country initiatives, prioritizing the Europe/U.S./Latin America (North–South) connection via the IAJU network.

Loyola Marymount University, Loyola University Andalusia, and other Jesuit institutions can facilitate durable ties between academia and communities, fostering SED and solutions tailored to local needs (Pino Ramos et al., 2023; Zhuplev, 2026).

Anticipated Outcomes/Contributions

Theoretical

A model of AI-powered "glocalization" integrating mechanism transfer, contextual intelligence, and Ignatian pedagogy.

Practical

Replicable toolkits, partnership templates, and evaluation rubrics - that universities and civic partners/stakeholders can use to transform best global SED knowhow/practices into local public value. This approach also positively impacts learners' careers (AACSB, 2026).

Social

Enhanced agency and inclusion: students learn through serving and gaining experience; communities gain fit-for-purpose solutions; and institutions evolve from "ivory tower" to impactful agents of positive change.

Implications

For Research

The model calls for mixed-method inquiry that examines adaptation fidelity, equity and inclusion outcomes, and capability formation over time. Priority designs include comparative case studies across regions, quasi-experimental pilots that track mechanism transfer and context fit, and longitudinal evaluations of student and community skill development - integrating quantitative indicators (e.g., cost-effectiveness, time-to-solution) with qualitative evidence (e.g., stakeholder trust, cultural resonance).

For Practice

B-schools can serve as "glocal" hubs by integrating an AI ecosystem (analytics, discovery, translation, governance) with experiential learning, mentorship, SED/community service, and micro-financing. Deliverables include ready-to-use toolkits for best-practice discovery and adaptation, partnership templates with civic agencies and NGOs, and evaluation rubrics aligned to community priorities - enabling rapid, context-sensitive implementation and continuous improvement.

For Policy

The approach supports cross-jurisdictional data collaboratives, privacy-preserving evidence sharing, and mission-oriented funding for "glocal" innovation labs embedded in universities. Policy partners can leverage mechanism-level benchmarking to reduce duplication, target scarce resources to high-leverage interventions, and scale proven solutions across municipalities and regions while maintaining equity and accountability guardrails.

Integrative implication

By integrating AI with Jesuit network and community partnership, the "glocal" inspirational paradigm transforms global excellence into an actionable local progress - advancing SED with

conscience, competence, and compassion (Pino Ramos et al., 2023; Zhuplev & Bittencourt, 2026).

References

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[1] This collaborative concept supported by AI was presented at the conference Jesuit Business Schools: Educating for Global Citizenship in Seville, Spain in July 2023.