

Introduction

At the University of San Francisco, business majors begin their journey in the School of Management with *Launch into Business*, an introductory course to the business world. Students are introduced not only to foundational concepts, but also to ethical business practices and the role of business in sustainability. To explore how business can contribute to a more sustainable future, students engage with the United Nations' Sustainable Development Goals (SDGs) (United Nations, 2015). They complete a two-part team project in which they analyze SDGs, examine their relevance to business, and propose actionable solutions. They also select one SDG to develop a non-digital visual representation highlighting corporate engagement, including both companies contributing positively and those whose practices may undermine progress, and articulate their own personal commitments. This project is intentionally mapped to the Ignatian Pedagogical Paradigm (IPP) (International Association of Jesuit Business Schools, 2020).

This paper presents the project as a model for embedding Jesuit values and global problem-solving in early business education. Using the IPP framework, it highlights the project's design, effectiveness, areas for improvement, and student response. More broadly, it contributes to conversations about how Jesuit business education can form reflective, responsible, and justice-oriented leaders.

Project Design

The IPP, rooted in the educational vision of St. Ignatius of Loyola, emphasizes the formation of the whole person through five elements, Context, Experience, Reflection, Action, and Evaluation, which guide the integration of knowledge, values, and purposeful engagement (International Commission on the Apostolate of Jesuit Education, 1993). Within this framework,

the SDG project functions as a formative experience that situates business within broader social and ethical contexts.

Context

Context in the IPP calls educators to attend to students' lived realities and the world in which learning occurs. Rooted in *cura personalis*—care for the whole person—it asks us to consider who students are as learners and emerging professionals. This care extends to the common good, including social, economic, and environmental well-being.

The SDG project serves as an entry point for students to expand their understanding of their own role, and that of business, in society. By engaging global challenges through the SDGs, the project meets students where they are while challenging them to move beyond narrow perceptions of business and consider broader questions of responsibility and impact.

Experience

Experience emphasizes active engagement with course material. Students explore and select SDGs they believe the business world should prioritize, encouraging them to consider both global challenges and their own values (United Nations Global Compact, 2018). Through research, they describe each goal, explain its relevance to business, and propose realistic actions companies could take. Students also analyze a company's behavior in relation to an SDG, including identifying one that is not contributing to the goal. This invites moral critique and deeper engagement with the complexities of business practice.

Reflection

Reflection is intentionally incorporated through a short personal statement in which each student explains their connection to the selected SDG. This fosters self-awareness and encourages

students to consider how their values and experiences intersect with global challenges, moving beyond abstract analysis toward personal meaning.

Action

The project moves students toward action through both business and personal lenses. They develop practical business solutions and articulate personal commitments related to career choices, lifestyle changes, or advocacy. In doing so, the project reinforces the Jesuit ideal of forming “men and women for and with others.”

Evaluation

In the IPP, evaluation extends beyond academic mastery to include holistic student development and ongoing pedagogical reflection. Students demonstrate learning through their ability to connect global challenges to business strategy, evaluate corporate behavior, and propose solutions. The combination of written and visual work supports multiple forms of engagement.

From an Ignatian perspective, evaluation also considers student formation. Students show increased awareness of the ethical dimensions of business and a growing ability to assess corporate impact. Personal commitments further reveal how students begin to see themselves as contributors to the common good.

Evaluation also occurs at the instructor level through reflection on student engagement and learning. Observations of strong engagement with creative and personal components, along with challenges in deeper ethical analysis, have informed iterative refinements. These revisions, along with key lessons learned and future opportunities, will be discussed at the conference. In this way, the ongoing refinement of the project reflects a broader goal: to reframe business education not only as preparation for careers, but as formation for purposeful and ethical leadership.

References

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