G.L.O.B.E

UNIVERSITY AT SEA

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"If we're going to measure what universities do, let's concentrate on what really counts" (Skyrme, 2021)

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"...the complex problems...are not going to be solved from a disciplinary perspective." (Helfstand, 2019)

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"...deviant interdisciplinarity aims to recover some lost unity of knowledge..." (Fuller, 2023)

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THE GAP

Deviant-Interdisciplinary knowledge

Global challenges

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Global
Learning
Opportunities for
Balanced
Education

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To produce graduates capable of driving solutions for **global problems** by fostering a **multidisciplinary** understanding of the world, with a strong emphasis on **sustainability**, **community engagement**, and **economic resilience**

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OUR MISSION GOALS

1. Promote Deviant Interdisciplinary Learning

2. Develop Critical Thinking and Problem-Solving Skills

3. Align education with SDGs

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MOBILE CAMPUS

Cultural Immersion
By travelling to various regions, students can participate in local projects, interact with different communities, and develop a nuanced understanding of global issues.

Location-based Interdisciplinary Learning
Courses and projects are designed to coincide with each location, where students can engage in fieldwork, community interaction, and specialised research directly related to the areas they visit.

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COMMUNITY SPACES

Collaborative Learning Hub
The ship is designed with multi-use spaces for small-group learning, discussions, and workshops, encouraging cross-disciplinary interaction and fostering a community of engaged learners.

Adaptable Living-Learning Environment
Living on a mobile campus cultivates resilience and adaptability, as students learn to adjust to new settings and collaborate in close-knit, interdisciplinary groups.

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SUSTAINABILITY IN PRACTICE

Inspired by the MS Roald Amundsen
Adopts a hybrid approach, combining batteries, solar panels, and alternative fuels like LNG or biofuels to optimise energy use and reduce emissions

Sustainability in-action
The ship itself becomes a learning tool, with programs on sustainable maritime practices, ocean health, and resource management that allow students to see sustainability principles in practice daily.

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ADMISSIONS

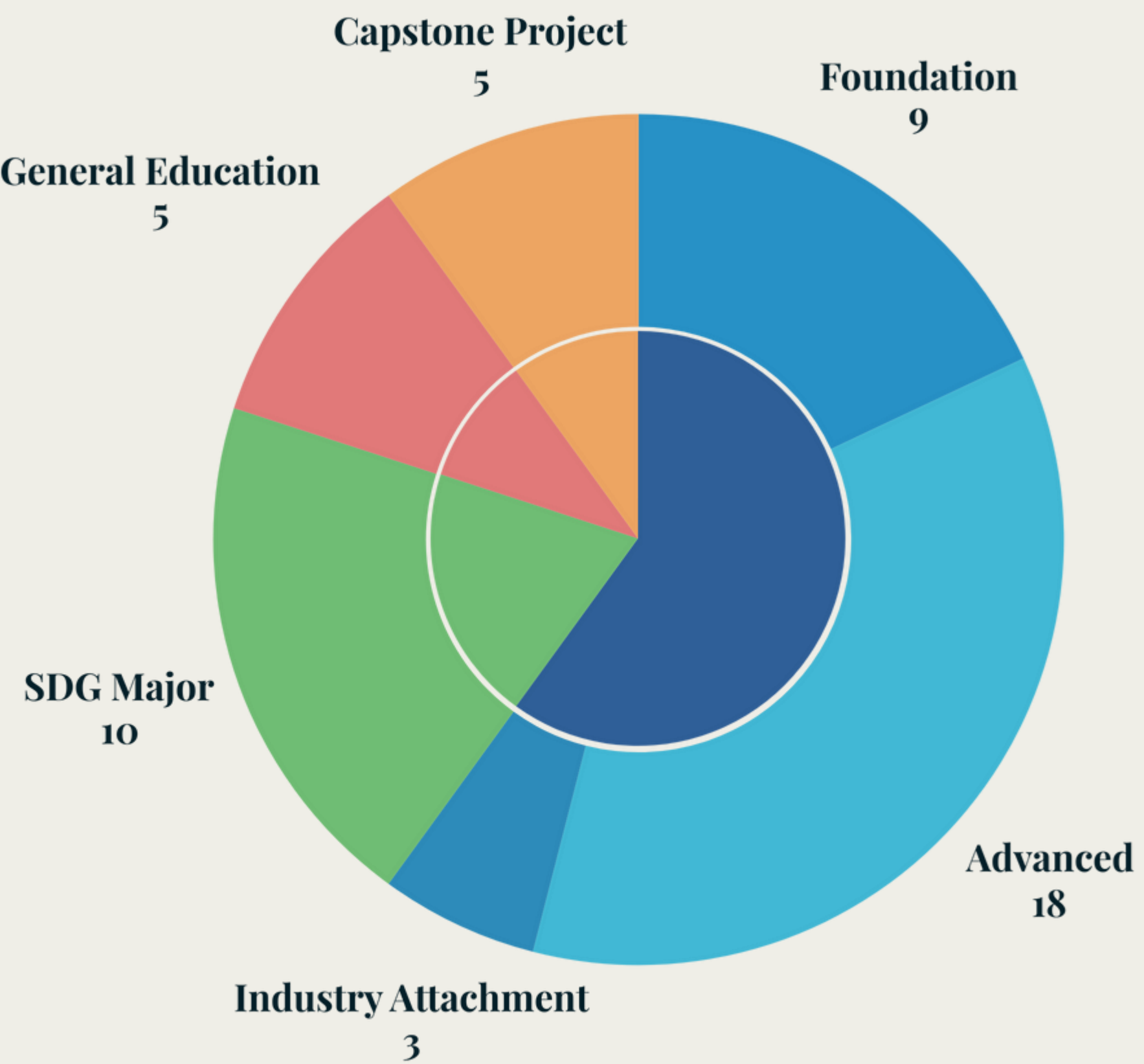*Holistic*
Evaluation

Scenario-based
Assessment

Diverse
Backgrounds

Needs-blind
Admissions

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CREDIT STRUCTURE

5 years
50 modules

Discipline 🔵
18 modules

General 🔴
5 modules

SDG Major 🟢
10 modules

Capstone 🟠
5 modules

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CURRICULUM

Foundation
Year 1

- Establish foundational knowledge
- Introduce interdisciplinary and SDG concepts

SDG Development
Year 2

- Build intermediate understanding in both majors
- Focus on core disciplinary skills and SDG-specific foundational knowledge.

Advancement
Year 3

- Deepen disciplinary expertise
- SDG topics become project-based.

Specialization
Year 4

- Engage in SDG-focused collaborative projects and specialized electives

Integration
Year 5

- Consolidate learning in a capstone project
- Integrate insights from both majors into a comprehensive, multidisciplinary research or applied project.

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ROUTE

Period	Region	Countries	SDGs Focused	Activities
Sept – Oct	Northern Europe	Norway, Denmark	SDG 7 (Clean Energy), SDG 13 (Climate Action)	Visit renewable energy sites; climate change workshops
Nov – Dec	West Africa	Morocco, Senegal	SDG 6 (Clean Water) SDG 1 (No Poverty)	Field visits to water management projects, poverty alleviation initiatives
Jan – Feb	Southeast Asia	Thailand, Vietnam	SDG 3 (Good Health) SDG 2 (Zero Hunger)	Public health research, sustainable agriculture fieldwork
March – April	South America	Brazil, Colombia	SDG 15 (Life on Land) SDG 12 (Sustainable Cities)	Conservation projects, urban sustainability and waste management initiatives
May	Caribbean and Mexico	Barbados, Mexico	SDG 14 (Life Below Water) SDG 8 (Decent Work)	Marine conservation studies, local economy and sustainable tourism programs

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GOAL 13: CLIMATE ACTION

- **Interdisciplinary Workshops**: Students from environmental science, economics, engineering, and political science collaborate on modelling exercises and case studies.

- **Simulation and Modeling Projects**: Students develop feedback models for climate impacts, such as water scarcity or urban pollution.

- **Field Visits and Sustainability Audits**: Students review sites (e.g., renewable energy plants) to assess real-world sustainability practices and issues.

"Systems Thinking for Climate Solutions"

- **Understand climate issues** through a systems perspective, connecting environmental, social, and economic factors.
- **Apply systems modeling** to analyze climate impacts and potential interventions.
- **Propose innovative, multi-disciplinary solutions** to specific climate challenges.

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GOAL 06: CLEAN WATER AND SANITATION

- **Pre-Departure Preparation**: Students complete readings on global water scarcity, gaining a rudimentary understanding on the issue

- **In-Country Experience**: Students gain on-site experience, visiting desalination plants and water management projects, as well as traditional water systems. They also interview locals to gain a holistic view of the regions water challenges

- **Post-Visit Reflection and Project**: Students work in groups to present their findings and proposed solutions

"Sustainable Water Solutions in Arid Regions: A Moroccan Case Study"

- **Cultural Sensitivity and Global Perspective:** Through immersive learning and direct engagement with local communities.

- **Technical Knowledge:** Understanding desalination, water management technologies, and sustainable practices.

- **Problem-Solving and Design Thinking:** Applying theoretical knowledge to propose feasible solutions for real-world water challenges.

- **Interdisciplinary Collaboration: Working in diverse teams and integrating perspectives from environmental science, engineering, policy, and social science.**

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ASSESSMENT

Impact Portfolios

- **Content**: Includes projects, case studies, SDG-specific research.
- **Highlights**: Showcases interdisciplinary achievements and real-world SDG contributions.
- **Personal Reflections**: Documents growth, insights, and learning experiences.
- **Purpose**: Demonstrates evolving problem-solving skills and impact.
- **Outcome**: Provides a holistic view of the student's academic journey within the SDG framework

Project-Based Assessments

- **Collaborative Solution Proposals**: Students work in interdisciplinary teams to develop proposals addressing specific SDG issues.
- **Community-Based Projects:** Students partner with NGOs, businesses, or community groups on SDG-aligned initiatives.
- **Review Process:** Faculty and relevant industry or community stakeholders review each project

Reflective Analysis

- **Reflection**: Students consider the potential and limitations of their proposed solutions.
- **Field Connection**: Analyze how their chosen SDG influences their primary area of study.
- **Ethics and Sustainability:** Reflect on how their learning shapes their approach to ethical, inclusive, and sustainable solutions.
- **Purpose**: Promotes critical self-evaluation and heightens awareness of social and ethical implications in their work.

Holistic Capstone Evaluation

- **Depth and Rigor**: Evaluates thoroughness of analysis.
- **Relevance and Feasibility:** Measures practical applicability of solutions.
- **Creativity and Originality:** Assesses innovation
- **Social and Environmental Impact:** Focuses on tangible contributions and broader implications.
- **Outcome**: Ensures students leave with comprehensive skills and a meaningful contribution to their chosen SDG field.

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INNOVATION

Three Main Points of Innovation:

- Incorporation of SDGs into Curriculum

- Deviant Interdisciplinary

- Semesters at Sea!

Only by opening students' minds to the

world around us can we tackle global

problems!

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SUSTAINABLE DEVELOPMENT GOALS

- Incorporation of SDGs into entire curriculum

- Through the project-based learning, students will be able to efficiently gather the knowledge to tackle issues surrounding SDGs

- SDGs are interdisciplinary in nature: For example, SDG 5 Gender Equality can draw from fields of social sciences, biological sciences and medicine when tackling issues related to women's reproductive health

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DEVIANT INTERDISCIPLINARITY

- Deviant interdisciplinarity allows students to use their first major to address issues of sustainability and also gain a better understanding of each others' disciplines which poses them in a better position to tackle SDGs

- Knowledge brokering (van Weerelt, n.d.) as an example of the inefficiencies of normal disciplinarity

- Fuller (2023) envisions a "deviant interdisciplinarity" which views the differences in disciplines as barriers to be torn down in the pursuit of knowledge

- SDGs as literal "environmental pressures" which "encourage the creative combination of previously distinct disciplines into an all-

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SEMESTER(S) AT SEA

Previous studies like McCabe (1994) shown how Semester at Sea programmes inculcated a global perspective consisting of

1. Increased openness to new countries and cultures
2. Increased awareness of the commonalities of people across different cultures
3. Increased cross-cultural understanding
4. A broader viewpoint towards Americanism (which may be applicable to other countries as it stems from the contrast each student had between the US and other countries)
5. Increased degree of global-centrism as compared to the start of the voyage

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SEMESTER(S) AT SEA

- Mbembe (2016): Knowledge as a commodity, where transnational flows of knowledge, flows and education occur

- Instead of continuing to focus on nationally-specific education, we will focus on global-centric education which position our students to solve global issues which the SDGs definitely are

- Through the multiple years students will spend with their international batchmates, they will be build new "diasporic intellectual networks" through the connections with their peers as well as leverage the resources of "globalized talents" like their professors

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FUTURE WORLD

Our constructed future world is a based off today's reality:

- The presence of knowledge economy and transnational exchanges of labour within higher education

- Continued climate crisis leading to more emphasis to be placed on tackling climate change and other issues of sustainability

- According to the UN Sustainable Development Goals Report 2024, only 17% of SDGs are on track to being met by the 2030 deadline

- As such, we believe in the continued usage of SDGs as a guiding framework even past 2030

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KEY ACTORS / STAKEHOLDERS

Diverse and Hybrid

Faculty

- GLOBE University's success depends on faculty who bring both depth in their specific disciplines and breadth across fields, embodying a "hybrid" approach to teaching and research.
- Visiting scholars who are screened to be committed to GLOBE University's interdisciplinary vision will supplement students' technical discipline
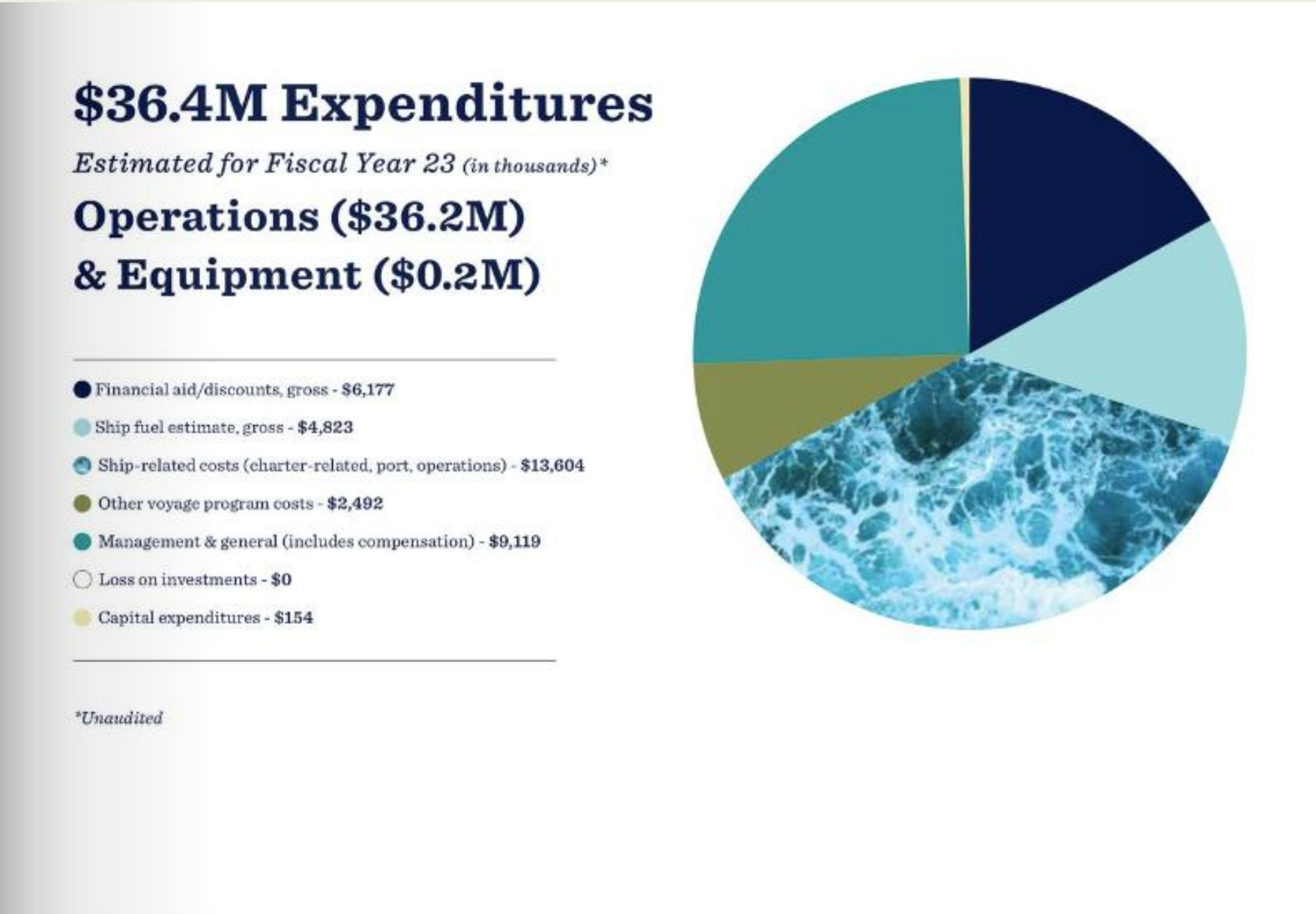
Committed

Students

- Through our assessment criteria, GLOBE University seeks to admit students who are driven by a commitment to impact society positively. The ideal GLOBEIAN is inquisitive, adaptable, and motivated by a desire to engage deeply with complex global challenges.
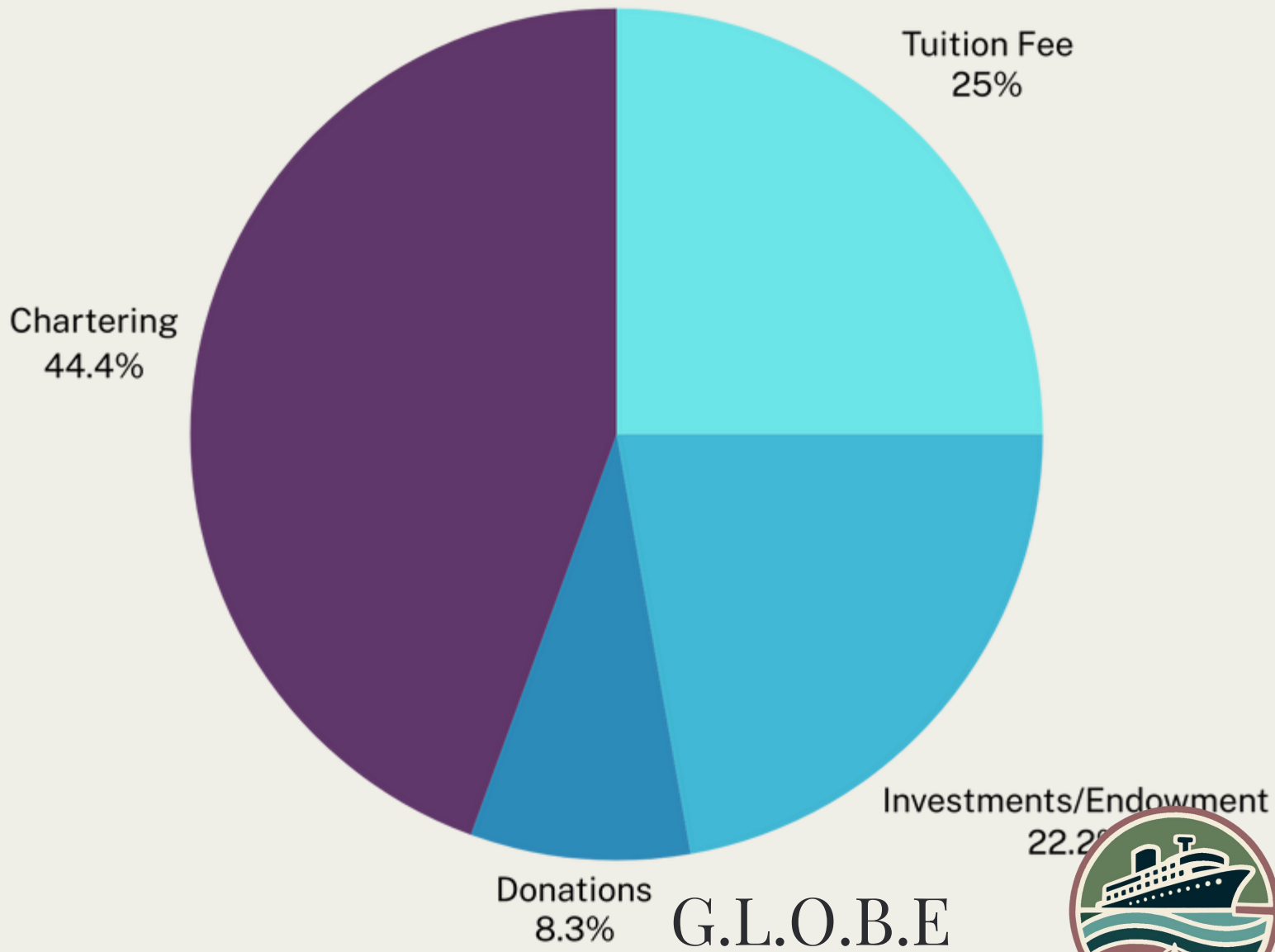
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BUDGET

Initial Cost: USD$220 million (as based off MS Roald Amundsen)

Annual Operating Expenditure: USD$36 million (as based off Semester at Sea)

$36.4M Expenditures

*Estimated for Fiscal Year 23 (in thousands)**

Operations ($36.2M) & Equipment ($0.2M)

- ● Financial aid/discounts, gross - $6,177
- ● Ship fuel estimate, gross - $4,823
- ◉ Ship-related costs (charter-related, port, operations) - $13,604
- ● Other voyage program costs - $2,492
- ● Management & general (includes compensation) - $9,119
- ○ Loss on investments - $0
- ● Capital expenditures - $154

*Unaudited

Revenue Streams

Tuition Fee
25%

Chartering
44.4%

Investments/Endowment
22.2%

Donations
8.3%

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KEY ACTORS / STAKEHOLDERS

Appropriate
Funding Sources

- International organizations such as Joint SDG Fund
- Supportive governments
- Philanthropic individuals and organizations dedicated to championing environmental causes
- Eventually, alumni

Sustainable
Partners

- Collaborations with NGOs and organisations will enable service learning during fieldwork projects where students work on interdisciplinary projects

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VALUE

GLOBE University is a global institution that transforms higher education by embedding SDGs, fostering diverse talent through needs-blind admissions, and pioneering deviant interdisciplinarity for innovative problem-solving.

Through SDG-focused industry attachments and a sustainable campus model, it leads in delivering impactful, globally relevant education.

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Thank you!

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