**REIMAGINING
HIGHER EDUCATION:**
FRONTLINES,
INTERSECTIONS
AND OPPORTUNITIES

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

2021 SENATE CONFERENCE

PROGRAMME BOOKLET

CONFERENCE ABSTRACT & OVERVIEW

We are in the midst of a demanding, disruptive, risky and yet exciting time for higher education where universities (like other institutions) are a visible force or sites for change in an interconnected world. Many describe the moment in which we live and engage as a period of crisis, disruption, or uncertainty.

The change flows activated by the 'ruins' of COVID-19 provide a major impetus for adjustments and realignment. Market orientation, economics, education, politics, health, social justice, rights, social responsibility, sustainability science, engineering and technology remain equally central.

Beyond the tangible experience of ambivalence, disturbance and instability, there is always the looming prospect of opportunities, inspite of the dangers. In this grip of transformative shifts and adaptation, academic and intellectual reorientation becomes a more important navigational marker to reflect on our location, position and place as a university. The latter point is persuasively motivated by Olonisakin (*Universities can and should do much more to address systemic racism*, 2020) in relation to our ability to recognise that diversity too matters for a reimagined university, and requires 'confronting our own place and contributions with integrity'. If reorientation is about repositioning and reacclimatizing in a troubled and messy world with 'wicked problems', then it is also about foresight and futuring to overcome persistent challenges. The latter demands bold, innovative and fresh ideas to reimagine our direction and purpose as a university.

Barnett (*Being a University*, 2011: 62) reminds us that 'being a university is always a matter of becoming a university' – thus a university enters the world – and a university 'is *active* in the world'. More than this, 'the university has a dynamic and always unfolding being […] its becoming places responsibilities on the university for imagining its future' (Barnett 2011: 154). In other words, a university is expected to confront its context, situation and circumstances. It actively responds to the conditions of its being but, conversely, there are also imaginative possibilities to recreate and reimagine itself. It is the case that universities have some space (through its values, ideas, thinking and innovation) in which to identify their feasible options in engaging context and experience. The question is: what are the feasible options for the University of Pretoria in the midst of considerable unpredictability?

As a response to disruption 'universities have to be innovative and proactive, they have to strengthen their capacity for sensing emerging developments and dealing with unknowns and, ultimately, orchestrating new directions and pathways towards the emerging futures' (Ouma and Kupe, *Uncertain Times: Re-imagining universities for new, sustainable futures,* 2020: 1-2; see also Bawa, *Reimaging the social purpose of universities through engagement,* 2018). The idea of re-imagination is about deciding *how* we want to be in the world. While some may dismiss this as utopic, it nevertheless urges us to discover the limits of the possible to seek out 'feasible utopias' (following Barnett, *The Future University,* 2012, *Imagining the* University, 2013) with possibilities being transformed into actuality.

In all of this the following key questions remain:

- 'What *is* a university?' and 'What is a university to *be*?'
- More specifically, what should the University of Pretoria become in a re-imagined higher education context?

There are no easy answers nor solutions, but the questions should stimulate us to generate ideas that offer conceptual and practical direction to shape our future interventions as an institution committed to generative research and sound and authentic teaching and learning practices.

Our re-imagining of the university represents both a response to the malaise that undergirds current understandings of the university, and an alternative conceptual appeal to reconstitute the place of engagement (encompassing criticality, care, trust and responsibility *in* and *beyond* the university). According to Barnett (in: *Imagining the University*, 2013), for a university to be imaginative, it 'exudes actual innovative policies and strategies' (p. 155) as it sets out to 'be sensitive to the potential callings of the wider world' (p. 154). This connects the imaginative university to the world as one that enacts its responsibilities 'in and towards the world in aiding the wellbeing [and flourishing] of the world' (p. 154). On the other hand, the imagining university is 'continually reflexive and gives itself to imaging its future […] for it is always becoming, in attempting to realize the imagining of itself' (p. 155). A reimagined university is therefore a proactive and provocative idea of a 'becoming-ecological-university' (144) that is connected to its aspirations to promote human flourishing and well-being, especially human understanding, transforming people's lives, forming self-sustaining communities, and developing a self-critical society.

With some of these shaping ideas serving as a brief context, this senate conference directs our thinking to build on 'Breaking new ground' (Senate Conference 2020) to advance interdisciplinarity and transdisciplinarity. However, in 2021 we zero in on the current and envisaged future contexts to:

- Suggest options and deep thinking for critically engaged work in a re-imagined UP.
- Retain the aim of 'breaking the mould' and producing new knowledge, new solutions to extant intractable problems, push towards new horizons, and engender the development of new human capabilities.
- Build on earlier questions in the conference abstract, for which senators will develop generative ideas reflecting on future prospects that speak to key navigational markers such as teaching and learning (encompassing student access, life and well-being, and success), research, postgraduate education, innovation, internationalisation, and community and societal engagement.

The conference provides a combination of plenaries and focused panel presentations that advance conceptually rich and practical ideas shaped by an engagement with relevant scholarly literature and insights (including also alignment to emerging platforms of the university, e.g. Engineering 4.0; Javett-UP; Future Africa; Innovation Africa). Beyond emerging platforms, we also anticipate direct engagement with current community engagement platforms that respond to engagements and interventions beyond university spaces (e.g. that address the rural/peri-urban and urban divide).

While the conference is not about reading a crystal ball, guiding questions that inform the argument, structure and focus, ultimately steer us toward *how* we will reinvent ourselves as an institution. Keynote speakers (drawn from a diverse range of academic, management and institutional experiences) will address the broad question of *how* universities reimagine themselves based on their experiences of place and context in a global location. UP Senators will respond within group discussions to specific questions (listed on the programme).

PROGRAMME

DAY 1: 22 February 2021 (08H00 – 13H00)

08H00 – 08H15
Delegates connect
Streaming of Conference and Faculty specific videos

SESSION 1
08H15 – 10H00
Chair: **Prof Norman Duncan**, Vice-Principal: Academic

08H15 – 08H25: **Prof Norman Duncan**: Welcome and purpose: *Chair welcomes and indicates purpose, focus, rationale and structure of the virtual Senate Conference*

08H25 – 08H50: **Prof Tawana Kupe**, Vice-Chancellor and Principal, University of Pretoria
Topic: *Where are we now, what are the trends and what future does UP envisage for itself?*

08H50 – 09H20: Keynote: **Prof Eeva Leinonen**, Vice-Chancellor and President, Murdoch University, Perth, Australia
Topic: *The research-intensive university in a global context: experiences and perspectives*

09H20 – 09H50: Keynote: **Professor Funmi Olonisakin,** Vice President and Vice Principal, King's College London
Topic: *The research-intensive university in an African context: experiences and perspectives*

09H50 – 10H00: Streamed recorded conference-related material

Responses from Senate
10H00 – 11H30
(Brief 5-minute responses by three Senators)

Chair: **Prof Tawana Kupe**, Vice-Chancellor and Principal, University of Pretoria

10H00 – 10H15   Responses from a panel of senators

Panel:
Prof Barend Erasmus (NAS)
Prof Vasu Reddy (HUM)
Prof Margaret Chitiga-Mabugu (EMS)

10H15 – 11H00   Moderated Q & A session

11H00 – 11H30: **Comfort Break** (Featuring streamed recorded conference-related material)

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SESSION 2
11H30 – 13H00

Group Discussions

Chair: **Prof Caroline Nicholson**, Registrar, University of Pretoria

Group Discussions in 4 Virtual Rooms (40 minutes for discussion; 30 minutes feedback time)
(Senators to be randomly assigned to Virtual Rooms)

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11H30 – 12H10:

GROUP 1
Facilitator: **Prof Tiaan de Jager** (HEALTH SCIENCES)   Rapporteur: **Prof Shakila Dada** (HUM)

Topics: *What research priorities should the re-imagined university focus on? How do we engage through research the wicked problems of society? What possible topics areas/gains become possible for transdisciplinary collaboration?*

GROUP 2
Facilitator: **Prof Chika Sehoole** (EDU)   Rapporteur: **Prof Elsabé Loots** (EMS)

Topic: *How does a re-imagined UP advance its ambition of becoming a site of transformative experience and action? What kind of institutional cultures and identities could be envisaged in a reimagined UP?*

GROUP 3
Facilitator: **Prof Nthabiseng Ogude** (MAMELODI)   Rapporteur: **Prof Jaco Beyers** (THEO & RELIG)

Topic: *How do we find common ground between academic freedom and competing interests in re-imagining the university?*

GROUP 4
Facilitator: **Prof Alexander Johnson** (HUM)   Rapporteur: **Prof Gerald Ouma** (QUAL UNIT)

Topic: *What is the role of the creative in a re-imagined UP? How do we design and re-imagine an identity for the university in intellectual, creative and practical ways?*

12H10 – 12H20: **S**treamed recorded conference-related material

12H20 – 12H50: **Feedback from Rapporteurs**

12H50 – 13H00: **Prof Norman Duncan**: *Closure and wrapping up of Day 1*

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DAY 2: 23 February 2021 (13H00 – 17H30)

13H00 – 13H30
Delegates connect
Streaming of Conference and Faculty specific videos

SESSION 1
13H30 – 14H40

Chair: **Professor Themba Mosia,** Vice-Principal: Student Life, University of Pretoria

13H30 – 13H40:   **Prof Themba Mosia**, Welcome and purpose: *Chair welcomes and indicates purpose, focus, rationale and structure of the virtual Senate Conference for Day 2*

13H40 – 14H00:   Invited speaker: **Prof Calie Pistorius**, former Vice-Chancellor, University of Hull; Director, Delta-Hedron
Topic: *The future of work*

14H00 – 14H20:   Invited speaker: **Dr Lisa Coleman,** Senior Vice-President for Strategic Innovation, Diversity and Inclusion, NYU
Topic: *Engaging Wicked Problems to ensure Diversity in a re-imagined higher education system*

14H20 – 14H40:   Invited speaker: **Prof Marguerite Dennis,** Higher Education Consultant, MJDennis Consultancy, Florida, USA
Topic: *Engaging Wicked Problems in a reimagined HE*

Responses from Senate
14H40 – 15H55

(Brief 5-minute responses by three Senators)

Chair: **Prof Elsabé Schoeman,** Dean of Law

14H40 – 14H55:   Responses from a panel of senators

Panel:
Prof Joel Modiri (LAW)
Prof Nelishia Pillay (EBIT)
Prof Alex Antonites (EMS)

14H55 – 15H40:   Moderated Q & A Session

15H40 – 15H55   Comfort Break (Featuring streamed recorded conference-related material)

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SESSION 2
15H55 – 17H30

Group Discussions

Chair: **Prof Anton Ströh**, Vice-Principal: Institutional Planning & Monitoring and Evaluation;
Acting Vie-Principal Research & Postgraduate Education

Group Discussions in 4 Virtual Rooms (40 minutes for discussion; 30 minutes feedback)
(Senators to be randomly assigned to Virtual Rooms)

15H55 – 16H35

GROUP 1
Facilitator: **Prof Jerry Pillay** (THEO & RELIG)   Rapporteur: **Prof Dietmar Holm** (VET SCIENCES)

Topic: *What will be the composition or nature and needs of our future student communities? How will the University respond to these?*

GROUP 2
Facilitator: **Prof Sunil Maharaj** (EBIT)   Rapporteur: **Prof Arthur Rantloane (HEALTH SCIENCES)**

Topic: *How do we develop and harness technology to improve the human condition?*

GROUP 3
Facilitator: **Prof Karin Barac** (EMS)   Rapporteur: **Prof Vinny Naidoo** (VET SCIENCES)

Topic: *What are the things that we should definitely change and do differently as a re-imagined university in respect to our students, staff, alumni and society more broadly? In responding consider the future of our teaching and learning for a rapidly changing future (including the world of work).*

GROUP 4
Facilitator: **Professor Salome Human-Vogel** (EDU)   Rapporteur: **Professor Sandy Africa** (HUM)

Topic: *What kind of institutional ecosystem do we want to design for the UP community (staff, students, graduates, alumni) that also addresses systemic racism and other forms of institutionalised or systematic discrimination in higher education, and by extension society?*

16H35 – 16H45: Streamed recorded conference-related material

16H45 – 17H15: **Feedback from Rapporteurs**

17H15 – 17H30: **Prof Tawana Kupe**:   Closure and Wrapping up of Day 2 and Conference

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BIOSKETCHES AND ABSTRACTS OF KEYNOTE SPEAKERS

BIOGRAPHY

Prof. Tawana Kupe, Vice-Chancellor and Principal, University of Pretoria

Professor Tawana Kupe is the Vice-Chancellor and Principal of the University of Pretoria. He holds a BA Honours and Master's degree in English from the University of Zimbabwe, and a DPhil in Media Studies from University of Oslo, Norway. Prof Kupe is the Africa Co-Chair of the Australia Africa Universities Network (AAUN) since 2019 and an Honorary Doctorate in Humanities was bestowed on him by Michigan State University in December 2019. Prof Kupe has a notable publication record, having authored journal articles, books and book chapters in his main discipline, Media Studies and Journalism. He has played a key role in the establishment of various new innovative initiatives at Wits, of which the latest in 2018 is the establishment of the African Centre for the Study of the United States. He is an active member of several Civil Society Organisations, including the AmaBhungane Centre for Investigative Journalism and is Chairman of the Board of Media Monitoring Africa since 2005. He has been a judge and convenor of multiple major journalism awards in South Africa and is a member of the Council of the International Association of Media and Communication Research (IAMCR) and The Association of Commonwealth Universities (ACU) Council. He has recently been appointed as a member of the National Advisory Council on Innovation (NACI) in South Africa. Professor Kupe is a popular invited speaker, academic expert and regular commentator on issues of media performance on radio, television and the print media in South Africa for local and international media.

ABSTRACT

The address focuses on the opportunities that COVID-19 presents as one of a number of disruptions to higher education and also society as we know it today. While COVID-19 is the clear and present disruptor, there are other multiple ongoing disruptors that can be traced as far back as the last three decades. COVID-19 has simply exacerbated them and has brought the invisible disruptors into sharp relief. It will, in particular, identify these opportunities as a need for a set of well-articulated transformations that re-imagine and reposition the university as an engaged actor, critical to the creation of new, re-imagined societies that are prosperous, inclusive and sustainable. Such new societies and the world should be characterised by the harmony between humanity and the environment.

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BIOGRAPHY

Prof Eeva Leinonen, VC and President, Murdoch University, Perth, Australia

Professor Eeva Leinonen joined Murdoch University as Vice Chancellor and President in April 2016, after three years of service as Deputy Vice-Chancellor (Academic) at the University of Wollongong.

Prior to moving to Australia in 2012, Professor Leinonen was the Vice-President (Education) and Professor of Clinical Linguistics at King's College, University of London. She has also been Deputy Vice-Chancellor at the University of Hertfordshire, UK where she also held a number of other academic leadership positions.

Professor Leinonen has been actively involved in national and international higher education debates and advisory groups, including: Chair of the UK Higher Education Funding Council/Quality Assurance Agency advisory group into Employer Engagement in Learning; Trustee of IntoUni Charitable Trust; Trustee of the School's Competition Settlement Trust; Member of the Teacher Education Ministerial Advisory Group in Australia; Director and Board Member of Future Directions International; Forrest Research Foundation Governors Committee Member; WA Health Translational Network Board Member and Chair of Innovative Research Universities Network.

ABSTRACT

For centuries, universities have connected with one another - across cities, countries and continents - to exchange ideas and further knowledge. The ideas, innovations and inventions that have resulted have transformed society.

In our current era of remarkable change, driven by the Fourth Industrial Revolution and now, a global pandemic, along with a growing rise in populism, protectionism and isolationism, how universities engage and conduct their research is being transformed.

In this shifting landscape, global collaborations with institutions, governments and industry will become even more important while for many, research priorities are being driven by an overarching strategy to ensure an institution's energies and finite resources are directed into areas of greatest impact.

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BIOGRAPHY

Professor 'Funmi Olonisakin, Vice President and Vice Principal, King's College London

Professor 'Funmi Olonisakin is Vice-President and Vice-Principal: International and Professor of Security, Leadership & development at King's College London. She founded the African Leadership centre (ALC), which aims to build the next generation of African scholars and analysts generating cutting edge knowledge for peace, security and development in Africa. She was Director of the Conflict, Security and Development Group (CSDG) at King's College London from 2003 to 2013. Prior to this, she worked in the Office of the United Nations Special Representative of the Secretary-General on Children and Armed Conflict.

Olonisakin has positioned her work to serve as a bridge between academia and the worlds of policy and practice. Her most recent research has focused on "Reframing narratives of Peace and State Building in Africa" and on "Future Peace, Society and the State in Africa". In January 2015, Professor Olonisakin was appointed by the United Nations Secretary-General, Ban Ki Moon, as one of seven members of the Advisory Group of Experts (AGE) on the Review of the UN Peacebuilding Architecture. She was also appointed in 2016 as a member of the Advisory Group of Experts for the UN Progress Study on Youth, Peace and Security. She serves on the board of the Centre for Humanitarian Dialogue and Chairs the Africa Regional Advisory Committee of the Open Society Foundation.

The University of Pretoria appointed 'Funmi Olonisakin as an Extra-Ordinary Professor in the Department of Political Sciences in 2016. In 2018, she was appointed to the Council of the United Nations University.

ABSTRACT

Like every generation of people, every university must confront the challenges of its times. In this 21st Century moment, the challenges for the research-intensive university in an African context are both intensely local and global – all at once. The disruptions of a pandemic offer an opportunity to rethink an approach and to adapt to an emerging context. Events at this 'pandemic moment' reinforce the vital importance of knowledge production and expertise coming out of the university. But these events also challenge some established approaches to the production and transfer of knowledge. The development and distribution of COVID-19 vaccines, for example, have laid bare the same kind of power dynamics that underpin research, development and knowledge transfer between actors and institutions in the global North and South. We now know that some approaches are neither universal nor fit for purpose in the 21st Century. This, moment also challenges the university to revisit its social contract with the society in which it is embedded.

The challenge for the African university is to find its place in engaging global problem solving from a place of equity while at the same time revisiting its engagement with society. Arguably, the leading and most forward-looking universities on the African continent, must respond to three inter-related questions at this moment. First, how will the knowledge produced in the university be deployed to make the society that supports it stronger and more successful? Second, on what terms must the African university engage and participate in global processes of change? Third, should African universities that have a deep consciousness and commitment to the simultaneous pursuit of knowledge for the service of local and global society provide leadership to the community of African universities that are further along in developing this consciousness and what will it mean to provide such leadership?

These questions frame my keynote at the University of Pretoria Senate Conference on 22 February 2021. I will argue that research produced in the university cannot be disconnected from the cultural, social and economic influence of the university. This is all the more important for the African university which sits at the intersection of two mutually-reinforcing structural influences in its immediate society and in the global arena.

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BIOGRAPHY

Dr Calie Pistorius, former Vice-Chancellor, University of Hull; Director, Delta-Hedron

Professor Calie Pistorius is the Director of Delta-Hedron Ltd, a UK-based consultancy specialising in the management of innovation, technology intelligence and decision support to assess the strategic business impact, risks, opportunities and threats presented by the dynamics of technological change and emerging technologies.

He is a former Vice-Chancellor and Principal of the University of Pretoria in South Africa, where he was also the Director of the Institute for Technological Innovation and Chairman of the National Advisory Council on Innovation (NACI), and also a former Vice-Chancellor of the University of Hull in the UK.

He holds BSc(Eng) and BEng(Hons) degrees in Electronic Engineering from the University of Pretoria, MSc and PhD degrees in Electrical Engineering from the Ohio State University, an SM degree in the management of technology from the Massachusetts Institute of Technology and a Certificate in Quantitative Risk Management as well as being an alumnus of Harvard Business School. He is an extraordinary professor of Industrial Engineering at the University of Stellenbosch, has published widely on the management of technology and innovation, and delivered keynote addresses across the globe. He is registered as a Chartered Engineer in the UK.

ABSTRACT

There can be little doubt that the future nature of work and the workplace of the future will be very different from how we know it today. It is our responsibility to educate today's students to participate productively in tomorrow's world and beyond. As trustees of the future, universities need to contemplate, anticipate and understand the future of the world of work where our current and prospective students will contribute, shape, work and live. Even in the pre-COVID world, a number of technologies such as automation and robotics, artificial intelligence and big data, 3D printing, quantum computing, nanomaterials, renewable energy and a wide spectrum of others (including "smart everything") were already transforming the world of work and the way we live (in smart cities perhaps). However, technology does not exist in a vacuum and it is equally important to contemplate the societies, economies and political dispensations of the future, in addition to the impact of climate change and what can be done about it, for example. The tumultuous chaos created by the COVID-19 pandemic has accelerated this notion significantly and also helped to sharply focus our minds on these challenges. These insights should inform universities' teaching, curricula and research agendas today, as well as the mindsets they infuse in today's students to prepare them for the future. However, this will not happen by itself. It requires proactive action now. Complacency will only lead to a "fumbling of the future" - and this not an option.

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BIOGRAPHY

Dr Lisa Coleman, Senior Vice-President for Strategic Innovation, Diversity and Inclusion, NYU

Dr. Lisa M. Coleman is New York University's (NYU) inaugural Senior Vice President for Global Inclusion and Strategic Innovation and in that role, serves as the institution's Chief Diversity Officer. Reporting to the President, Dr. Coleman works with Deans, internal stakeholders, external partners, and other constituents to advance, promote, and build capacity for strategic global inclusion, diversity, equity, belonging, and innovation across NYU's New York, Shanghai, and Abu Dhabi campuses, its thirteen other global sites, and numerous global centres. Prior to NYU, Dr. Coleman served as the first Chief Diversity Officer and Special Assistant to the President at Harvard University from 2010 to 2017. During her tenure, she and her team developed and launched some of the first initiatives focused on the intersections of technology, disability, and access.

Dr. Coleman's scholarship was sparked by early professional and research experience including through her work with the Association of American Medical Colleges and Merrill Lynch Inc., and as an independent computer and analytics consultant with various for-profit organisations. Before NYU and Harvard, she directed the Africana programme at Tufts University and was later appointed to serve as that institution's first senior global inclusion and diversity executive, reporting to the President of the university and working with other C-Suite executives.

Dr. Coleman has spent over 20 years working with numerous colleges and universities and for-profit and non-profit organisations on leadership, global inclusion and diversity, innovation, and technology initiatives. These efforts include, and are not limited to, collaborations with global stakeholders and university partners in New Zealand, South Africa, China, Thailand, UK, and Germany. Currently, Dr. Coleman continues to advise and consult with C-Suite leaders globally and sits on various national and international boards. Her current research focuses on the intersections of innovation, inclusion, science and technology, art and humanities, data analytics, and digitization for diverse cultures globally.

She is the recipient of numerous awards, recognitions, and honours for her outstanding leadership and teaching efforts, and for her global work on diversity, inclusion, belonging, equity, and innovation. Dr. Coleman earned her doctorate in Social and Cultural Analysis and American Studies from NYU, and three master's degrees from the Ohio State University in African and African American Studies; Women's, Gender, and Sexuality Studies; and Communication Studies. Her undergraduate foci were sociology/anthropology and computer science.

ABSTRACT

Wicked problems are certainly not new nor are how these problems manifest globally in higher education. However, if we are to learn from disruptions such as the COVID-19 pandemic and how it has exacerbated inequities at the intersections of oppressions, and if we are to learn from global intersectional social movements for Indigenous and Black lives, what can be new -- perhaps a new different --- is how we actively and continually engage these wicked problems with courage to advance global diversity, equity, and inclusion in higher education and re-imagine how we partner and innovate. This address will explore: research-based leadership practices that are necessary to ensure diversity within and across our institutions; what global inclusion really means and requires of us; how we can work across generations in advancing diversity, equity, and inclusion in our globally connected world; and, how we can partner across higher education to innovate, act, and transform together.

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BIOGRAPHY

Ms Marguerite Dennis, Higher Education Consultant, MJDennis Consultancy, Florida, USA

Marguerite J. Dennis is an internationally recognised expert on higher education administration, admission, financing, and international student strategic planning. She is the author of six books on higher education, two books on trends in international education, and more than 200 articles on higher education. Previous administrative experience included employment at St. John's University in New York, Georgetown University in Washington, D.C., and Suffolk University in Boston.

Marguerite is a Trustee of Richmond, the American University in London and is the director of the Society of Transnational Academic Research Mentoring Initiative. In addition, she is a member of the Advisory Board for the Comparative and International Education Society. Dennis has conducted a series of seminars for staff in the United States State Department through USA offices around the world and has conducted seminars on trends in international higher education in Germany, China, Taiwan, South Africa, Italy, Vietnam, and Korea.

Since the outbreak of COVID-19, Marguerite has conducted webinars for UNESCO and the Canadian Education Ministers Office. A frequent contributor to *University World News,* Marguerite has written several articles on the Reimagined University and the opportunities created by the pandemic for higher education.

ABSTRACT

Pandemics by their very nature are disruptive, leaving after the crisis passes, residuals that are long lasting. Higher education, along with most other aspects of life, is not exempt from the disruption of the current pandemic.

COVID-19 has disrupted many aspects of higher education, including how students are recruited, admitted, and enrolled, where and how students are taught, and how buildings and classrooms can be-re-configured to ensure the safety of students, faculty, and administrators.

In this section of the conference the presenter will outline both the problems caused by the pandemic but also the many opportunities COVID-19 created, including: the introduction of vision planning to supplement strategic plans, the potential for increased accessibility to higher education by increased online learning, the opportunity to create differential pricing strategies, the possibility of establishing year-long semesters, the need for lifelong learning and career counseling strategies and "moonshot thinking" about how to **reimagine** higher education.

Dates of destiny are always on time. COVID-19 has forced the entire world to press the pause button. Many facets of life, including higher education, will never return to what they were in a pre-COVID -19 world. Will the tumult of the pandemic trigger a fundamental change in higher education? Perhaps it already has. And perhaps this may not be such a bad thing.

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