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Dear Campus Community,

I am pleased to provide you with our second status report, describing our progress toward reopening this fall.

Our goal is to return to a safe and healthy campus as quickly as possible that sets the institution on a transition course to thrive.

It’s what we must accomplish together. And, once again, we need your assistance to make this effort as strong and comprehensive as possible. Here’s the latest:

- This report – Status Report No. 2 – describes more fully our plans and operational details for reinvented safe and normal operations.
- We ask that you review the updated report and complete the survey, which you can access [here](#), or at the end of the report. The survey will be available until noon on Monday, allowing us to compile the results and incorporate your feedback into the final plan. Our goal remains to complete a final report by the week of June 8.
- Important operational details must still be developed, such as the specifics around when faculty, staff and students will return to campus for the fall. We will work with the University Senate Council over the next several days regarding the fall academic calendar, with proposals centering on when students, faculty and staff return and when the semester closes.
- With respect to the calendar, I want to reinforce an important point about work schedules: we are moving quickly – but methodically – to finalize our plan for this fall. But if you are currently working remotely, you should continue to do so. A decision to change that status will be made by our executive team working in conjunction with supervisors. We are not there yet.
- Work also remains – although a great deal has been done – with respect to the health and safety plan for those who do return to campus. This is being developed by our START Team (Screening, Testing and Tracing to Accelerate Restart), and we will have much more detail on those efforts in June.
- I am appreciative of the thoughtful efforts underway to reopen and re-energize the state’s economy in a manner that protects the health gains we have made in recent weeks. We want to proceed carefully, too.
- At this point in the year, we can continue to manage the institution as we have the last few months. For the majority of our campus community, that means working remotely for the time being. Health care, research and athletics are in different phases of their restart efforts. Ultimately, we will have one plan that incorporates all areas of our campus. We will continue to proceed deliberately with broad input from the campus.

When we released our last status report, we received more than 4,600 responses from the campus community and beyond. That volume – and the depth of feedback – reflects the sense of commitment and care people have for this special place and each other. There is a saying: plan the work; work the plan. That is what we are doing here – planning for how we reopen, and how we position UK to thrive for our Commonwealth and for our future. To do so, we must – and we will – keep the success and health of everyone in our community as our continued priority. Thank you for all you are doing to make our progress and our sense of promise possible.

Eli Capilouto
SITUATION OVERVIEW AND PURPOSE

“The Commonwealth of Kentucky is being recognized for our approach to the coronavirus all over the world. It only makes sense that our flagship university takes the smart and safe path to not put the students and staff at risk, which would immensely damage all the hard work done trying to prevent the spread and put our health care workers and facilities at risk of being overburdened.”

- UK community member’s response to call for feedback

This report outlines broad conceptual plans—developed by three teams of faculty, staff and students—for continuing the University of Kentucky’s academic mission in the fall 2020 semester.

UK’s research and health care enterprises are simultaneously developing scenarios and plans for these units that will form components of the institution’s overall plan.

The goal is to reinvent normal operations that will allow UK to meet and honor vital missions of education, research, health care and service.

In meeting that mission, and honoring that commitment, our top priority must always be preserving the health, safety and well-being of everyone in our community.

That’s why even as our goal is to reinvent normal operations for our academic campus – a return to the residential campus learning environment that distinguishes UK – we must also plan scenarios for other contingencies that will allow the institution to transition quickly, if necessary, to ensure the health, safety and well-being of the university community.

Since January 2020, UK officials have been closely monitoring the coronavirus (COVID-19) pandemic as well as the health and safety guidelines issued by the Centers for Disease Control and Prevention and the Kentucky Department for Public Health. On March 6, 2020, Governor Andy Beshear confirmed the first case of COVID-19 in the state of Kentucky. UK activated its Emergency Operations Center (EOC) on the following Monday, March 9, 2020.

Since that time, 19 separate workstreams—now comprised of nearly 500 faculty, staff and students from across the UK enterprise—have been conducting contingency and preparedness planning. As the institution approaches the fall 2020 semester, these teams, along with other members of the campus community, will coordinate efforts to create detailed operational and implementation plans around the concepts and contingencies that have been developed.
GUIDING PRINCIPLES

• We will plan for a reinvented sense of normal operations on the first day of classes.

• We will, in everything that we do, work to ensure the health, safety and well-being of everyone in our community.

• We will incorporate other mission-critical areas into our overall plan. Health care, research and facilities management are working through detailed restart plans. Athletics also is working on an operations plan in coordination with the Southeastern Conference.

• We will think through issues that may alter our plans, create planning scenarios and communicate clearly at each step.
LEADERSHIP AND RESPONSE TEAMS

President’s Leadership Group

- Eli Capilouto, President
- Kirsten Turner, Associate Provost for Academic and Student Affairs
- Eric Monday, Executive Vice President for Finance and Administration
- Mark Newman, Executive Vice President for Health Administration
- Dave Blackwell, Provost
- Lisa Cassis, Vice President for Research
- Tom Harris, Vice President for University Relations
Health Workgroup

President Capilouto convened a health workgroup in January to make recommendations regarding UK’s preparedness for, and response to, COVID-19. The group has met regularly to monitor global and domestic developments, make policy recommendations and direct communication efforts for the campus community. The workgroup includes:

- Eli Capilouto, President
- James Frazier, Acting Associate Vice President for Administration
- Andrew Smith, Assistant Provost for Student Well-being
- Kirsten Turner, Associate Provost for Academic and Student Affairs
- Christine Harper, Associate Provost for Enrollment Management
- Sue Roberts, Associate Provost for Internationalization
- Kathi Kern, Associate Provost for Teaching, Learning and Academic Innovation
- Evan Ramsay, Captain, UK Police Department
- Rob Turner, Captain, UK Crisis Management and Preparedness
- Jay Blanton, Chief Communication Officer
- Joe Monroe, Chief of Police, UK Police Department
- Julie Balog, Chief Marketing Officer
- Kim Blanton, CV Nursing Operations Administrator and Director of Infection Prevention and Control
- Todd Adkins, Director for Risk Management
- Eric King, Director of Federal Relations
- Jason Hope, Director of International Health, Safety and Security
- Jason Schlafer, Executive Associate Athletics Director
- Eric Monday, Executive Vice President for Finance and Administration
- Mark Newman, Executive Vice President for Health Administration
- Logan Steele, Lieutenant, UK Police Department
- Nathan Brown, Major, UK Police Department
- Courtney Wheeler, President, Student Government Association
- Dave Blackwell, Provost
- Kim Wilson, Vice President and Chief Human Resources Officer
Emergency Operations Center Team

On March 9, 2020, the University of Kentucky activated the EOC to provide interagency coordination and executive decision making in support of the ongoing COVID-19 pandemic.

Since this time, the EOC has supported workstreams in the coordination of information, implementation of operational plans and acquiring resources to fulfill university operations.

- Andrew Smith, Assistant Provost for Student Well-being
- James Frazier, Acting Associate Vice President for Administration
- Laurel Wood, Business Continuity Coordinator
- Evan Ramsay, Captain, UK Police Department
- Rob Turner, Captain, UK Crisis Management and Preparedness
- Jay Blanton, Chief Communication Officer
- Joe Monroe, Chief of Police, UK Police Department
- Sarah Geegan, Director of Executive Communication
- Todd Adkins, Director for Risk Management
- Rebecca Williams, Emergency Management Specialist
- Jason Schlafer, Executive Associate Athletics Director
- Sally Woodson, Executive Communication Specialist
- Kathy Hamperian, Executive Director of Information Technology Services
- Logan Steele, Lieutenant, UK Police Department
- Nathan Brown, Major, UK Police Department
COVID-19 Workstreams

Nineteen committees of faculty, staff and students were formed around important subject areas to conduct contingency and preparedness planning. Additional committees will be added as needed. The leadership of these groups is listed below.

**Academic Course Delivery**: Kathi Kern, Associate Provost for Teaching, Learning, and Academic Innovation

**Business Processes**: Penny Cox, Acting Treasurer

**Communication**: Julie Balog, Chief Marketing Officer / Jay Blanton, Chief Communication Officer

**Community Partners**: Melody Flowers, Executive Director for Strategic Analysis and Policy

**Dining**: Scott Henry, Dining Partnership Executive Director

**Emergency Operations Center**: Joe Monroe, Chief of Police

**Events**: Ashley Reed, Director of University Events / Marc Hill, Executive Associate Athletics Director

**Facilities**: Mary Vosevich, Vice President for Facilities Management and Chief Facilities Officer

**Faculty Affairs**: G.T. Lineberry, Associate Provost for Faculty Advancement

**Housing**: Sarah Nikirk, Executive Director of Auxiliary Services

**Human Resources**: Kim Wilson, Vice President and Chief Human Resources Officer / Catie Lasley, Executive Director, Human Resources

**Information Technology**: Andrew Blues, Facilities Information Services Director Associate / Heath Price, Associate Chief Information Officer

**Legal**: Bill Thro, General Counsel

**Prospective Students**: Christine Harper, Associate Provost for Enrollment Management

**Research**: Martha Peterson, Senior Associate Vice President for Research

**Student Success**: Andrew Smith, Assistant Provost for Student Well-being / Tony Colella, Assistant Provost for Enrollment Management

**Supply/Storage**: Barry Swanson, Chief Procurement Officer

**UK HealthCare**: Kim Blanton, CV Nursing Operations Administrator and Director of Infection Prevention and Control

**UK International Center**: Sue Roberts, Associate Provost for Internationalization
COVID-19 WORKSTREAMS

President Capilouto

Health Workgroup Committee

Emergency Operations Center (EOC)

Facilities
Dining
Housing
Student Success
Prospective Students
Human Resources
Supply/Storage
Events
Legal
Faculty Affairs
IT
Business Processes
Research
Health care
International Center
Academic Course Delivery
Communication
Community Partnerships
Scenario Planning Teams

Team Blue
- **Team Lead:** Sue Roberts, Associate Provost for Internationalization
- **EOC Liaison:** Andrew Smith, Assistant Provost for Student Well-being
- Heath Price, Associate Chief Information Officer
- Tim West, Director of Operations, Associate General Counsel and Chief of Staff, College of Agriculture, Food and Environment
- Helene Lake-Bullock, Director/Research Compliance Officer, Office of Vice President for Research
- Molly Reynolds, Executive Director of Transformative Learning
- Courtney Wheeler, President, Student Government Association (2020-2021)
- Seth DeBolt, Professor, College of Agriculture, Food and Environment

Team White
- **Team Lead:** Anna Bosch, Associate Dean, College of Arts & Sciences
- **EOC Liaison:** Todd Adkins, Director for Risk Management
- Jenna Lowe, Assistant Director, Fraternity & Sorority Life Office
- Baron Wolf, Assistant Vice President for Research Strategy and Data Analytics; Chief of Staff, Office of the Vice President for Research
- Camille Burnett, Associate Professor, College of Nursing; Strategic Advisor for Community Engagement and Academic Partnerships with the Office of the Provost
- Jill Smith, Associate Vice President for Alumni Engagement; Executive Director, University of Kentucky Alumni Association
- Melody Flowers, Executive Director for Strategic Analysis and Policy
- Michael Hamilton, President, Student Government Association (2019-2020)

Team Wildcat
- **Team Lead:** Katie Cardarelli, Sr. Assistant Provost for Faculty Affairs and Professional Development
- **EOC Liaison:** Jason Schlafer: Executive Assistant Athletics Director
- Paul Childs, Associate Dean for Graduate Programs and Outreach, Gatton College of Business and Economics
- Jon Gent, Chair, Staff Senate
- Rodney Andrews, Director, Center for Applied Energy Research
- Trisha Clement-Montgomery, Director of Residence Life
- George Ward, Executive Director for Coldstream Research Park and Real Estate
- Edward Lo, Student, College of Arts and Sciences
START (Screening, Testing and Tracing to Accelerate Restart and Transition) Workgroup

- Team Lead: Robert “Bob” DiPaola, Dean, College of Medicine
- EOC Liaison: Evan Ramsay, Captain, UK Police Department
- Susanne Arnold, Associate Director of Clinical Translation, Markey Cancer Center
- Becky Dutch, Chair, Department of Molecular and Cellular Biochemistry
- C. Darrell Jennings, Chair, Department of Pathology and Laboratory Medicine
- Jennifer Rose, Chief Administrative Officer, UK HealthCare
- Brian Nichols, Chief Information Officer, Information Technology Services
- Donna Arnett, Dean, College of Public Health
- Heidi Weiss, Director, Biostatistics Shared Resource Facility
- Ian McClure, Executive Director, Office of Technology Commercialization
- Derek Forster, Medical Director, Infection Prevention and Control, UK HealthCare
- Frank Romanelli, Professor, Department of Pharmacy Practice and Science
- Jill Kolesar, Professor of Pharmacy and Director of the Precision Medicine Center
- John Phillips, Vice President for Ambulatory Services, UK HealthCare
- Colleen Swartz, Vice President for Hospital Operations, UK HealthCare
An interdisciplinary group of health clinical and research leaders at the University of Kentucky — the START Workgroup — has been meeting for several weeks to examine the health and safety issues related to reinvented and safe operations for our campus this fall. The team’s recommendations are still being formulated and finalized, but major health policy considerations include:

- Testing
- Screening
- Use and Supplies of Personal Protection Equipment
- Social Distancing
- Quarantining
- Communication
ACROSS THE ENTERPRISE

UK Athletics

The Athletics Department is focused on bringing the entire UK family – student-athletes, coaches and fans alike – back together this fall in a responsible and safe way. Sports are an important part of campus life and a unifying force for this community, but we must not compromise the safety and well-being of those involved as we work to put the Wildcats back on the field of play and the Big Blue Nation back in the stands. This planning effort is being led in close collaboration with university leadership and health officials, state and local government, the SEC and the NCAA.

UK HealthCare

UK HealthCare is several weeks into a restart plan – dubbed SMART RESTART – that is focused on optimizing safety, implementing new operational procedures and communicating continuously with the enterprise’s employees and patients. As part of this process, UK HealthCare has continued its critical efforts in testing for COVID-19, critical partnerships in the region and expanded telemedicine efforts, even as hospitals and clinics increase service to more patients as part of a return to normal operations.

UK Research

UK Research is finalizing a phased approach to its restart plan. Over the next several weeks and months, the plan contemplates how to ensure the safety of those who work in the research enterprise, while re-opening and ramping up critical research facilities, labs and other programs.
RECOMMENDATIONS FOR REINVENTED NORMAL OPERATIONS

By workstream
ACADEMIC COURSE DELIVERY

INTRODUCTION

A reinvented and normal reopening requires increased flexibility from faculty and students, who collectively must continue to invest in teaching and learning through a variety of modalities. Technology-enhanced pedagogy will enable social distancing and—with intentional quality design—can ensure a rich learning environment of high-caliber instruction. The success of the fall semester will rest heavily on faculty preparation this summer. Even in the best version of a reinvented normal semester, space restrictions, social distancing and other factors will require creative and flexible instruction that utilizes hybrid and hy/flex models and “flipped” classrooms to provide face-to-face learning opportunities.

The uncertainty of the coming months also requires that instructors must be prepared to pivot quickly to remote teaching, if and when necessary, using all available modalities to deliver instruction. While instructional decisions need to be made at the college level, instructors will necessarily need rethink their classes with an eye toward creativity, flexibility and a variety of formats. Teaching Learning and Academic Innovation (TLAI) and faculty support resources within all the colleges must continue to offer robust faculty development programs and support for instructors -- including faculty, graduate and staff instructors -- over the summer.

The Academic Course Delivery (ACD) workstream is composing a menu of options to enable safe, in-person instruction, modified by class size and course type. Nevertheless, we anticipate considerable variety at the college and department levels. Because we recognize the needs of our colleges, and that “one size will not fit all” when it comes to modifying instruction, we recommend that colleges submit detailed plans at the course level (as many did this spring), including estimations of class size, pedagogical strategies and back-up instructional plans in the event of either an outbreak or an instructor illness.

As we begin to conduct a comprehensive assessment of remote teaching in the spring semester, we anticipate several essential infrastructure upgrades, both to the built environment and to our technological platforms that support the teaching and learning enterprise. These upgrades, some of which are underway, will enable us to teach in a flexible way that ensures academic integrity.
Finally, as faculty increase their comfort with a wide array of instructional modalities, we also need our students to willingly practice and enhance their own abilities to use the tools required in these varying modalities. The responsibility of cultivating opportunities for meaningful learning during a semester of reinvented normal falls on both instructors and students alike.

Encouraging proficiency with these modalities and technologies will assist our students in being workforce-ready 21st century learners, agile and confident in their ability to move between traditional, hybrid and online classes. Connecting students with academic and support services in the colleges and central units will be critical in this endeavor. Supporting faculty and students in their dynamic use of varied resources and modalities will reap benefits beyond simply tooling a semester for reinvented normal course delivery.

**IMPLEMENTATION OUTLINE**

The implementation outline for a reinvented normal semester is organized around the following categories/concepts. Each of these includes action items relevant to that particular section.

- Assessment of spring remote teaching
- Coordination of safe, flexible instruction
- Upgrades to teaching and learning infrastructure
- Enhanced faculty development
- Academic integrity
- Preparing students for fall semester

**Assessment of Spring Remote Teaching**

To accommodate effective and targeted planning for fall course delivery for “reinvented normal,” the ACD workstream recommends a broad assessment of remote instruction during the spring semester.
A. Action Items:

- TLAl conducts faculty focus groups to document challenges, constraints and opportunities of remote instruction to inform instructors’ preparation for the fall semester.
- TLAl samples and analyzes anonymous TCE data for student perspectives in collaboration with ITS, IRADS, OSPIE and other offices.
• TLAI analyzes college-wide surveys, UK faculty research projects and national surveys on students’ experience of remote instruction in collaboration with ITS, IRADS, OSPIE and other offices.
• TLAI shares relevant findings with faculty, graduate teaching assistants and student support services in advance of the fall semester by June 15.
• Academic departments are urged to convene a conversation about spring 2020 remote teaching immediately, making note of the successes and areas for growth/concern. TLAI staff are available to sit in on these meetings, if requested. Instructors who require additional support for preparing for a reinvented normal semester will be connected with appropriate faculty support resources.

Coordination of Safe, Flexible Instruction

Colleges and, subsequently, schools and departments will need to consider protocols for social distancing, safety, in-class seating allocation, steps for behavior management, etc., in addition to adapting courses in terms of the curricula and learning goals. Types of courses that will require unique logistical steps and management plans include:

• Lecture-based courses
• Flipped courses
• Discussion-based courses and seminars
• Experiential courses, e.g., labs, clinicals, studios, performance-based experiences

In addition, each of these course types ought to be considered at different scales of enrollment:

• Large: 75+
• Medium-Large: 50-75
• Medium: 25-50
• Small: 5-25

Flexible Instructional Strategies chart, forthcoming June 3

• College plans should indicate logistical procedures for each type of course (and, in some cases, each individual course), based on the unique needs of the colleges. Other required curricular events should also be considered. These procedures should reference the menu of instructional options that will be distributed in the chart on June 3.
General Recommendations for All Courses

- The ACD Workstream recommends that faculty should hold office hours via Zoom and telephone to accommodate social distancing protocols (note that it is important to include a phone option since some students may lack the bandwidth for video Zoom meetings).
- The ACD Workstream recommends the use of Canvas modules, course templates and other online course organization strategies for centralizing course materials and communications.

Actions Items:

- TLAI convenes a cross-disciplinary focus group of faculty to inform the development of the menu of instructional options for fall.
- ACD workstream distributes a menu of instructional options for courses based on class size and pedagogical approach to distribute to colleges on June 3.
- Colleges and academic units will identify a report lead (if not the dean) who will generate a college-level plan once decisions on semester calendar, class meetings times, COVID-19 testing/screening plans, classroom cleaning procedures etc., have been announced.
- Facilities workstream in concert with enrollment management provides colleges with classroom inventory/spatial logistics support as they construct steps to adhere to social distancing guidelines.

Upgrades to Teaching and Learning Infrastructure

The following areas (A) built environment and (B) digital environment have been identified by the ACD workstream as points for improvement in the physical and digital infrastructure for teaching and learning.

Built Environment Action Items

- Establish protocol for faculty access to offices and support services for course content generation (Faculty Media Depot, Hive, etc.).
- Locate space for graduate instructors to work, possibly partnering with UK Libraries.
- Identify additional available spaces for final exams.
Determine a method for faculty to indicate if they will be using their assigned classroom for final exams, therefore enabling enrollment management to identify unused space during finals week.

- Coordinate with facilities and IT workstreams to identify and equip alternate instructional spaces
  - Work is underway by ITS to install Echo360 appliances or Zoom infrastructure in 90% of the centrally scheduled classrooms. Fifty new Echo devices will be installed, along with cameras in the current Echo classrooms that lacked a camera. Zoom capabilities will be added to about 120 classrooms that have PCs and projection devices. The details will be included in the IT workstream report.
  - Fund upgrades to college-controlled classrooms not covered in the improvements detailed in 4a to allow for classroom recording.

**Digital Environment Action Items**

- Improve technological infrastructure to insure academic integrity with a live proctoring option (e.g. ProctorU). See relevant action item under academic integrity section.
  - Consider how to balance remote proctoring needs with the inconvenient constraints (lockdown browser interference on assistive technologies, use of cameras impact on student bandwidth).
- Partner with ITS to elucidate cybersecurity procedures and considerations (e.g., Dual Factor, Zoom security) for students.
- Expand Canvas contract to enable faculty to access analytics of student use of course shell; these analytics can be used to better guide and mentor students in successful practices of online/remote learning.
- Work with Yuja and other video hosting platforms to improve faculty access to analytics and to troubleshoot auto-captioning.
- Continue existing initiatives for supporting student access to technology and bandwidth
- Purchase additional cloud storage for online Zoom lectures.
- Remind campus of AR 7:6 acknowledging faculty intellectual property rights of instructional and course materials and the Student Code of Conduct establishing
faculty rights to determine appropriate use of technology in class, including the ability to set a recording policy.

IV. Enhanced Faculty Development Action Items

TLAI and its constituent units—CELT, UK Online, Distance Learning Administration, Presentation U—have historically engaged faculty and graduate students with a wide variety of programming, services, resources, partnerships and other support for innovative and inclusive teaching. The items below represent a strategic response to the challenges and opportunities posed by a reinvented normal semester, cleaving to UK’s teaching mission as the state’s flagship university.

- **Leverage an Enhanced Quality Design Checklist**
  - Revise the quality design checklist to include additional items, e.g., communicating with and engaging students.
  - Make the checklist available for self-evaluation and/or for peer review.

- **Advocate for Equitable Teaching and Learning**
  - Offer instructional development programming that focuses on inclusive and equitable pedagogies.
  - Work with student support offices, e.g., the Disability Resource Center, First Gen, CARES, PresU, Transformative Learning, SSS and college-level tutoring centers etc., to serve the academic needs of our students.

- **Provide Communities of Practice for Faculty and Instructors**
  - Facilitate faculty learning communities (sponsored by TLAI/CELT or colleges/departments).
  - Reinvigorate “UK Teaching Community,” a Slack channel hosted by CELT.
  - Offer summer TA mentor program.

- **Continue Offering TLAI Virtual Office Hours**
  - Continue offering virtual office hours 9 to 5 (expanding or contracting based on need).

- **Revise and Expand “Teach Anywhere” Website**
  - Launch “quality design” section with the quality design checklist, course design resources, Canvas templates and technology considerations (completed).
○ Package materials from the “Week of Teaching Symposium” on the website.
○ Expand “Access, Accessibility and Accommodations” section.
○ Launch “Student Engagement and Communication” section.
○ Launch “Open Resources” section: Arts/Culture, Lab/Science, Library Resources.
○ Expand “Technology Tools and Tutorials” section.
○ Launch “Intellectual Property and Recording Policies” section.

● Host Second “Week of Teaching” integrated with ramp-up to fall semester
  ○ Use feedback from week of teaching (4/27 to 5/1) to inform goals and design.
  ○ Include workshops, research, resources, panels, perspectives and other materials.

● Pilot Endorsement Program During Fall Semester
  ○ Model after similar programs at teaching centers, similar to badges and other microcredentials.
  ○ Confer with teaching centers that have implemented similar programs.
  ○ Explore potential initial endorsements in online course design, online course delivery, equity and inclusion in online learning environments.

● Work with OFA, the colleges and other stakeholders to develop new faculty cohort programming as an extension of new faculty orientation to assist new faculty coming into a reinvented normal semester: mentor groups, communities of practice, etc.

V. Academic Integrity

Based on feedback from the spring semester, one of the most problematic issues of remote instruction is ensuring academic integrity with proctored assessments. Many instructors sought to think creatively about reformulating their assessments for remote delivery. However, because of particular learning goals, the nature of the content, the expectations for learning and working in the discipline and other considerations, some courses may require timed, proctored exams. Many students and instructors were met with a host of unique and sometimes unresolvable difficulties implementing our existing proctoring services. Thus, a “reinvented normal,” where many large lecture courses might need to hold exams online, must include an institutional investment in more robust and flexible remote proctoring options. There is no singular solution to
the challenges of remote proctoring, but it is paramount that a combination of technologies be researched and purchased to ensure the academic integrity of assessments while also providing student-friendly and equitable learning environments.

Action Items:
- Work with faculty to develop more robust and student-centered ways of addressing issues of academic integrity (e.g., plagiarism, cheating) in the disciplines.
- Faculty should discuss thoroughly the academic integrity policies located in the syllabus during the course introduction.
- Research and implement best solutions for live online/remote proctoring.

VI. Preparing Students for Fall Semester

The ACD workstream recommends a thorough framework of education and support to enhance students’ digital competencies and acclimate them to the new ways of navigating coursework and learning in a “reinvented normal.” In collaboration with campus stakeholders, we will establish that framework for both digital and pedagogical development, ultimately helping to successfully orient students to maximize the reinvented normal learning experience.

- Collaborate with student success workstream to develop resources for students (e.g., already completed “life hack” videos for online learning).
- Develop student technology guide modules in Canvas Commons for faculty to import into their Canvas course shells.
- Support ITS efforts to continue to survey student technology needs and provide solutions where barriers are identified.
- Communicate with student success workstream and services to distribute and advertise completion of Canvas proficiency modules for freshmen and new students.
- Explore the possibility for faculty to leverage Yuja and Canvas analytics to identify student learning needs and strategically direct further instruction, resources and support. Pair with ITS to use Splunk software to make sense of various analytics and to help faculty coach students in their interaction with virtual course materials.
• Pair with other workstreams and university leadership to clearly communicate to students what to expect during a reinvented normal semester and align those expectations with strategies for academic success under those circumstances.

NEXT STEPS

In addition to the steps identified in the sections above, the following next steps represent the most immediate action items for the ACD workstream.

• TLAI will distribute a flexible instruction strategies chart to the colleges. This chart organizes suggestions for safe, flexible course delivery based on type (i.e., lecture, flipped, discussion, experiential) and size (i.e., small 5-25, medium 25-50, medium large 50-75, large 75+). Recommendations assume a reinvented normal scenario for course delivery.

• Recommend that departments and/or colleges convene a conversation about remote teaching that took place over the last six weeks of the spring 2020 semester, making note of the successes and areas for growth/concern. Using this conversation, and other feedback, departments can direct support and connect faculty with resources where it is most needed this summer.

• Colleges and academic units identify a report lead (if not the dean) who oversees the development of a college-level plan once decisions on the academic calendar, class meeting times, testing/screening plans, classroom cleaning procedures, etc., have been announced. Colleges submit this plan to the ACD and facilities workstreams, and the workstreams provide feedback to the colleges.

• TLAI will conduct focus groups with faculty to identify successes and challenges of spring and summer remote teaching, with an eye toward better aligning support and services to faculty and student needs.
BUSINESS PROCESSES

INTRODUCTION

Overarching question: How can we emerge stronger?

Charge:
- Coordinate with the various workstreams to identify financial implications.
- Assist in implementation of best business practices across workstreams.

IMPLEMENTATION OUTLINE

Provide phased return options. Some units that can effectively work remotely should evaluate multiple staffing options and a phased approach. Additional Comments:
- Benefits from telecommute/remote work include higher efficiency and productivity
- Potential for lower operational costs
- Use technology in conjunction with in-person meetings for creative scheduling
  - Zoom is an enabler for improved communication, greater teamwork and stronger collaboration; and minimized large in-person gatherings.
- Innovative work practices:
  - Expand online training for staff
  - Replace paper processes with electronic methods
  - Permanently adopt streamlined processes and policies; examples: Same day ACH for payroll issues; late fee deferrals

Provide special consideration for vulnerable populations within the faculty, staff, students or close family.
- Example: faculty in at-risk group could teach in an online modality versus in person.
- Minimize non-essential travel.
- And, continue to base travel restrictions on the CDC travel alert Level 3 and State Department travel advisory Level 4.
- Evaluate locations of study abroad programs to limit travel to/from high-impacted areas

Go cashless as much as possible. To avoid employees from handling cash (even if wearing latex gloves), consider encouraging payment with credit/debit cards or other
methods (e.g., Apply Pay and other app payment options) that customers handle themselves.
COMMUNICATION AND MARKETING

INTRODUCTION

In coordination with all 19 workstreams, the communication and marketing workstream will develop a comprehensive plan to ensure the institution’s various audiences are aware of all aspects of returning to reinvented “normal” operations for the fall 2020 semester while prioritizing the health and safety of the university community. Additionally, it will ensure the community is fully informed of contingency plans across the continuum if a switch to fully online is necessary.

All modes of communication will be delivered in a timely and effective manner. The workstreams will emphasize high-quality instruction, as well as its values of transparency, health, safety and guiding principles.

IMPLEMENTATION OUTLINE

Playbook/webpage (all audiences)
- Update/repurpose the COVID-19 site to become a website that can be utilized over the summer to inform students and parents of restart plans. Need to include all new processes and plans here (i.e. dining, housing, etc.). Should also be the centralized point for any special FAQs developed. Will need to structure site with different audience sections.
- Ensure all communications direct audiences to this page so information is not spread out.
- Develop a QR code for this page that can be included on other materials.
- Ensure page URL is added to WildCard ID resource page
- Emphasize safety and high-quality instruction as well as values of transparency and guiding principles.
- Use CDC flowchart process for communication strategy.

Town Halls
- Equip deans and unit directors to deliver town halls via Zoom – a webinar format would be appropriate for large colleges.
- Host virtual town hall meeting for parents. Allow parents to submit questions in advance.
• Hold separate town halls for graduate and professional students as they have their own questions/concerns. Partner with SGA and Grad School Congress to hold this and promote other messaging.

Video Updates
• Provide video updates with President Capilouto and/or rotating administrators.
  o Could be delivered on a Zoom Webinar format
  o Adjust for parents as needed, posted on PFA channels and college parents pages/groups
• Create 3-5 minute IGTV video update from President Capilouto or other university leadership members when there is an important update.

Toolkit
• Provide toolkit including information about COVID-19-related communications flow, media relations, social media policies, digital signage content, graphics and photography, messaging. There will be subpages for different audiences, including faculty members and others, i.e. what to say to a student who has tested positive, what to put in a syllabus.
• Develop social push through campus organizations - provide student organizations with a toolkit and hold a kick-off training with them. By partnering with campus organizations to push latest updates or important announcements out on their social channels as well as Group.me network.

Daily brief
• Provide daily update that will be linked at the bottom of the UKNow email.

Weekly text
• Send weekly text with latest information or push to restart webpage.

Postcard to students
• Design mass mailing to all current students directing them to restart webpage and express that we are happy to see them return in the fall.

Parent comms
• Send letter to parents from administration providing more details about restart plan.
• Work with Parent and Family Association and parent group pages for colleges to share latest updates on their social channels.
Social media
- Create digital Campaign - Social campaign (one-to-one) to students, parents, faculty and staff to promote the restart plan along with encouragement and excitement for returning to campus.
- Facilitate SGA Takeovers – Have Student Government Association use their social channels to provide peer to peer insight to returning to campus.

Canvas
- Add a section to Canvas that will have health and wellness information or policies that apply to academics.

Hotline
- Set up a COVID and compliance hotline for everyone at the university to call if they have questions or need direction of what to do.

Yard signs
- Post yard signs throughout campus, especially by student center, to make students aware of restart landing page.

Flyers and informational handouts
- Create handouts with procedural information at dining halls or residence halls.
  - This could be a rules sheet about COVID-19.

Information/presentation sessions
- Provide information updates at Residence Hall floor meetings and weekly Greek chapter meetings

Emails
- Continue sharing campus messages with Board of Trustees.
- Return to influencer email schedule one time per month from president, provost, EVPFA, VPOID and VPR.
- Continue regular communication with APLU.
- Provide regular updates.
- Send weekly/bi-weekly email updates from president.
- Support colleges/units as they update donors on specific departmental happenings.
- Provide updates from university administration.
- Regular updates to mayor’s office and governor’s office.
- Regular updates on university’s efforts to return to reinvented normal.
• Coordinate with human resources to provide tools for supervisors to communicate with respective teams.
• Communicate updates based on CDC health and safety guidelines.
• Design/distribute special edition of Wildcat Rundown when there are multiple major announcements.
• Create a separate version for graduate and professional students.
• Distribute policy-related announcements.
  o Granular policy announcements would be delivered by email from deans and unit directors
• Create PFA Cat Chat E-Newsletter - Utilize Parent and Family Association Cat Chat Newsletter with ongoing updates.

Media Advisories
• Continue to send media advisories to local, regional and national outlets.

NEXT STEPS

• Incorporate communication needs of other workstreams into communication workstream
• Establish a process/workflow and guidelines for communicating from colleges/units/workstreams to central communication team
  o Process to best support the needs of the units. Allows us to guide them in crafting, distributing, planning communication related to the workstreams, units, etc.
• Establish system to report feedback from overall campus community
  o Platform for sending questions, concerns, feedback to central communication team to address. Allows us to correct misconceptions, understand what needs to be added to communication plan, the pulse of the community, etc.
• Begin more frequent internal restart huddles within PR/marketing team
  o Leadership can provide updates on restart process. Team members can provide updates on efforts with workstreams and share good ideas and feedback they see across campus.
  O Consider expanding the daily 8:30 once a week to include full department. (Only during duration of restart process).
COMMUNITY PARTNERS

INTRODUCTION

This is an initial effort of a small workgroup. These recommendations will be further developed as the university finalizes plans for the fall 2020 semester.

Interactions with — and impacts of — community partners fall into three overarching categories:

- **Sending our students, faculty and staff into the community** – Community engagement, student internships, practica, service learning, capstone projects and volunteering are key parts of our university mission and student experience. While taking precautions and following Centers for Disease Control and Prevention (CDC) and local health guidelines to promote health and safety, these activities should be maintained as part of an on-campus fall experience.

In particular, practica, student teaching, internships and other curricular programs that require placement with community partners for certification and licensure purposes must continue in some form, though this is dependent on the schools and other community partners being willing to act as hosts for our students.

The university should consider developing a standard agreement to abide by current CDC and Kentucky Healthy at Work guidelines that would be signed by our students, faculty and staff participating in such activities, as well as of our community partner organizations.

- **Visitors coming to our campus** – As a public land-grant institution, an open campus means being open to visitors. That said, we should expect all visitors to adhere to the same social distancing and public health guidelines (masks, health screens, social distancing, etc.) that UK will establish for students, faculty and staff.

To decompress campus and best position us to successfully adhere to social distancing on campus, meetings with visitors and community and business partners that can happen effectively remotely (via Zoom, gotomeetings, conference calls, etc.), should continue to be conducted in that manner. UK should not allow groups of visitors, if
they are unable to adhere to social distancing and public health guidelines established by the University.

- **Actions of community partners that affect the university** – While the first two categories fall more under UK’s control, the actions and decisions of key community partners are beyond the university’s control, yet have significant impacts on UK’s ability to function in-person and on campus.

In particular, Fayette County Public Schools and childcare facilities, through their operating plans and decisions – whether they are open or are allowed to be open – will directly impact UK employees in ways that could make in-person work challenging, if not impossible.

Moreover, decisions by state government, which would be reinforced by LFUCG and the local health department, could directly impact UK’s ability to be open for an on-campus residential experience.

The community partners workstream has identified a range of discrete topic areas that fall under the broader umbrella of community partners and impacts. Reports exploring each topic area in more detail in this submission include:

- Student teaching
- Experiential education and practica (service-learning, internships, EXP credit, capstone projects, practica, etc.)
- Volunteering
- Cooperative extension
- Community visitors to campus (including in high traffic community and visitor areas to campus such as The Cornerstone, Student Center and Visitors Center)
- Public transportation
- Fayette County Public Schools, childcare facilities and the UK workforce
- Impact from city / state government decisions (including election processes)
- Business engagement (including Commerce Lexington and career fairs)
- Off-campus housing
- Student resources impact – student employment and federal work study

**IMPLEMENTATION OUTLINE**

**Student Teaching**
Student teaching, field experiences, pre-practica and practica will be significantly impacted both by K-12 schools (online or on-campus) and UK (online or on-campus) operational decisions. The following section breaks down how various components of student teaching and practica may be impacted if UK returns to on-campus operations.

Many of our teacher education courses are “embedded courses” meaning they are taught out in the schools. We expect to have to transition all of these back to campus. None currently have rooms booked on campus.

**Experiential Learning and Field Experience Components**

In all scenarios, the following are true and necessary:

- Placement can occur if a student agrees to social distancing practices at the placement and host placement signs the UK supplemental agreement for hosting a student during COVID-19.
- If schools are online, host placement signs the UK supplemental agreement for hosting a student during COVID-19 ONLINE.
- If K-12 schools go online, faculty will be encouraged to build in NTI best practices into their courses (Non Traditional Instruction = NTI the state term used for remote schooling in K12 settings).

**Experiences not required for licensure or required prior to admittance into a program (range from 15 hours to 40 hours a semester)**

- Placement can occur if student agrees to social distancing practices at the placement.
- Host placement signs the UK supplemental agreement for hosting a student during COVID-19.
- If the student feels unsafe at any point, an alternative, on-campus or online experience will be supplemented.
- If the host site feels the student is not following social distancing protocols or feels the extra help is doing more harm than help at any point, an alternative, on-campus or online experience will be supplemented.

**Pre-practicum and practicum experiences (those field experiences required after being admitted into a program) - Range from 50 hours to 200+ hours a semester; these hours are required prior to student teaching per state regulations**
The following scenarios will completely depend on what K-12 schools and their affiliated sites decide to do. We will need to reassess and modify based on their final plans. School districts and their associated sites will all have slightly different plans as well.

- K-12 schools are all face-to-face and allow our students into the building:
  - Will either start their placement earlier, before UK starts or extend past Thanksgiving.
  - We will not have supervision of practicum experiences, so will not be sending extra adults into the buildings

- K-12 schools are all face to face and our students are not allowed into the building
  - Find school districts that are face-to-face and that allow students into the building; this may be outside of our placement region
  - Find school districts that are doing NTI and partner students with teachers at the NTI school
  - Supplement field hours with online modules on Canvas
  - Supplement field hours with seven Friday’s of Professional Development - Trauma-informed teaching and classrooms; homelessness education; effective teaching strategies during non-traditional instruction; physical restraint training; positive behavior intervention strategies; technology tools for engaging students; Google classroom training
  - Challenge - Will either start their placement earlier, before UK starts or extend past Thanksgiving, or have to supplement a lot with online modules.

- K-12 schools are hybrid - some days are face-to-face and some days are virtual; grouping of students A and B
  - Our students are allowed in the building
    - Will either start their placement earlier, before UK starts or extend past Thanksgiving.
    - Students pick a group to follow - group A or B so they will have some face-to-face experiences and some NTI experiences.
  - Our students are not allowed in the building
    - Students will work with their host teacher to help run the NTI portion of the placement - groups A and B.
    - Supplement field hours with online modules on Canvas.
- Supplement field hours with 7 Friday’s of Professional Development - Trauma-informed teaching and classrooms; homelessness education; effective teaching strategies during non-traditional instruction; physical restraint training; positive behavior intervention strategies; technology tools for engaging students; Google classroom training
- Challenge – Students will either start their placement earlier, before UK starts or extend past Thanksgiving, or have to supplement with online modules.

- K-12 schools are all online
  o Students will work with their host teachers to help with NTI.
  o Supplement field hours with online modules on Canvas.
  o Supplement field hours with 7 Friday’s of Professional Development - Trauma-informed teaching and classrooms; homelessness education; effective teaching strategies during non-traditional instruction; physical restraint training; positive behavior intervention strategies; technology tools for engaging students; Google classroom training
  o Challenge – Students will either start their placement earlier, before UK starts or extend past Thanksgiving, or have to supplement with online modules.

**Student Teaching - at least 70 days are required to be eligible for licensure**

In all scenarios, students will either start their placement earlier, before UK starts or extend past Thanksgiving. Student teaching already has an alternate calendar approved (to start before UK), but will need to adjust this more.

The following scenarios will completely depend on what K12 schools and their affiliated sites decide to do. We will need to re-assess and modify based on their final plans. School districts and their associated sites will all have slightly different plans as well.

- K-12 schools are all face-to-face and allow our students into the building
  o All supervision of student teachers will be remote
    ▪ Will need to apply for a state waiver for remote supervision.
    ▪ Will need equipment to conduct the remote supervision - recommend Swivl to follow the student teacher and lessen the focus on the K12 students.
- [https://www.swivl.com/how-to-use/](https://www.swivl.com/how-to-use/)
- The College does not have funds to purchase this equipment.
  - Supplement days with 7 Friday’s of Professional Development - Trauma-informed teaching and classrooms; homelessness education; effective teaching strategies during Non Traditional Instruction; physical restraint training; positive behavior intervention strategies; technology tools for engaging students; Google classroom training

- K-12 schools are all face-to-face and our students are not allowed into the building
  - Find school districts that are face to face and that allow students into the building - this may be outside of our placement region
    - Consider allowing students to be placed out-of-state
    - Would need approval of program faculty chairs group to modify this policy
  - Last resort - Find school districts that are doing NTI and partner students with teachers at the NTI school
  - Supplement days with 7 Friday’s of Professional Development - Trauma-informed teaching and classrooms; homelessness education; effective teaching strategies during Non-traditional instruction; physical restraint training; positive behavior intervention strategies; technology tools for engaging students; Google classroom training
  - All supervision of student teachers will be remote
    - Will need to apply for a state waiver for remote supervision.
    - Make sure supervisors are trained and have a list of suggestions for online supervision.

- K-12 schools are hybrid - some days are face-to-face and some days are virtual; grouping of students A and B
  - Our students are allowed in the building
    - Students pick a group to follow - group A or B so they will have some face to face experiences and some NTI experiences.
    - Supplement days with 7 Friday’s of Professional Development - Trauma-informed teaching and classrooms; homelessness education; effective teaching strategies during non-traditional instruction; physical restraint training; positive behavior intervention strategies; technology tools for engaging students; Google classroom training
- All supervision of student teachers will be remote
  - Will need to apply for a state waiver for remote supervision.
  - Will need equipment to conduct the remote supervision - recommend Swivl to follow the student teacher and lessen the focus on the K-12 students.
    - [https://www.swivl.com/how-to-use/](https://www.swivl.com/how-to-use/)
    - The college does not have funds to purchase this equipment.
  - Our students are not allowed in the building
    - Find school districts that are face-to-face and that allow students into the building - this may be outside of our placement region
      - Consider allowing students to be placed out of state.
      - Would need approval of Program Faculty Chairs Group to modify this policy
  - Last Resort - Students will work with their host teacher to help run the NTI portion of the placement - groups A and B.
  - Supplement days with 7 Friday's of Professional Development - Trauma-informed teaching and classrooms; homelessness education; effective teaching strategies during non-traditional instruction; physical restraint training; positive behavior intervention strategies; technology tools for engaging students; Google classroom training
- All supervision of student teachers will be remote
  - Will need to apply for a state waiver for remote supervision
  - Make sure supervisors are trained and have a list of suggestions for online supervision

- K-12 schools are all online
  - Students will work with their host teachers to help with NTI
  - Supplement field days with online modules on Canvas
  - Supplement days with 7 Friday's of Professional Development - Trauma-informed teaching and classrooms; homelessness education; effective teaching strategies during non-traditional instruction; physical restraint training; positive behavior intervention strategies; technology tools for engaging students; Google classroom training
  - All supervision of student teachers will be remote
    - Will need to apply for a state waiver for remote supervision
    - Make sure supervisors are trained and have a list of suggestions for online supervision
Advanced Program Field Placements and Internships

Includes but is not limited to - school media librarian, school psychology, counseling psychology, applied behavior analysis, principal program, teacher leader program, superintendent program, instructional systems design, educational psychology

UK Reinvented Normal

- Students complete their placement or internship as their site allows.
- Find alternative sites if a site becomes inactive with no online or tele-health alternative.
- Many of the sites are K-12 school sites and, therefore, many of the scenarios above will apply.
- Work with each program and on an individual basis to ensure that we’re meeting licensure and degree requirements.
- Keep abreast of the accreditation changes and requirements as well as the licensure requirements and waiver possibilities.

Experiential Education and Practica

Most experiential education and practicum activities during the spring and summer were interrupted due to COVID-19. Internships, co-ops, service-learning projects, practica, capstone project engagements and EXP courses were either canceled, delayed, moved online or alternative assignments were created. UK guidance issued in March 2020 recommended all experiential and internship activities move online for spring and summer.

In addition to the business impacts resulting from COVID-19, community organizations have also been severely affected both operationally and financially. A Kentucky Nonprofit Network (KNN) Survey of KY nonprofits at end of March found that 92 percent of organizations experienced a disruption of programs and services to clients, 87 percent cancelled programs or events and 42 percent experienced or were expected to experience staff furloughs or layoffs. At the same time, demand for human services and basic needs items has grown dramatically due to lost jobs and wages. Most, but not all, organizations have stopped facilitating direct interns and volunteers onsite as of May 2020.

As the economy opens, UK-sanctioned experiential learning and practicum opportunities should also be made available to students with the following provisions:
• Community and employer partners allow students remote work options to the greatest extent possible.
• Community and employer partners have contingency plans in place to move students completely online if necessary.
• Community and employer partners agree to abide by current CDC and State of Kentucky workplace safety guidelines.
• Signed student waivers be required for all onsite, credit-bearing experiential education opportunities (incorporated into student learning contracts where utilized).
• Student participants in experiential learning opportunities agree to comply with all campus policies pertaining to coronavirus screening prior to reentering the physical campus environment when returning from onsite work at their experiential learning placements.
• While these guidelines are recommended for all student experiential learning/work experiences, the university acknowledges that enforcement/compliance of these guidelines is more difficult for students participating in experiences that are not credit-bearing or are not officially sanctioned by the university.
  o In its Strategic Plan for 2015-2020, UK identified a need to create a database to track community engagement and outreach. In 2019-20, the Center for Service-Learning and Civic Engagement worked with the Office of Institutional Research, Analytics and Decision Support to pilot a small survey to UK units to create the initial foundation of this database. The database will create an inventory of community engagement across campus. The Center plans to roll out the survey to all UK units in summer 2020.

Students engaging in work practica and experiential education with partner institutions should follow the guidelines set in place by the CDC and State of Kentucky in accordance with the type of business where the activity takes place. The existing guidance, modeled upon CDC guidance, may include the following adaptations for students in practica, internships, service-learning and other experiential education opportunities.

Site interactions with Continued Telework Options/Emphasis

• Limit number of employees working on-site simultaneously. Employees will be encouraged to telework when not in the office. Employees and students should
not be required to work in the office if they have an accommodation request or health concern pending with or approved from the university ADA coordinator.

- Students are responsible for monitoring their health (symptoms, temperature checks) and should not go to the practicum site or work in a community setting if symptomatic or unwell. (See the COVID-19 Guidance for information about daily self-screening).
- Masks should be worn when in common areas at the work site, when interacting with others in the work site or when in a community setting. (See Mask Guidelines for COVID-19 for additional details).
- A log of interactions should be maintained. This will be important if there is a need for contact tracing at any time.

Travel

- Continue current travel policy limitations: Only essential travel; one person per vehicle; do not transport clientele.
- If riding in separate vehicles is not practical, then public employees should maximize social distancing and wear faces masks in the vehicle.

Site Recommendations

While each type of practicum or experiential learning activity will have its own specific requirements, sites are encouraged to:

- Provide signage with guidance on social distancing or other policies to facilitate this.
- Place notices that encourage hand hygiene at the entrance to the workplace and in other workplace areas where they are likely to be seen.
- Place markers on the floor in 6-foot intervals to encourage social distancing of clients waiting for counter service.
- Install clear barriers/shields at reception areas or in shared workspaces.

Students should also follow these protective strategies:

- Follow university-defined COVID-19 safety protocols based on CDC health and safety guidelines.
Meetings/Events

- Follow university-defined COVID-19 safety protocols based on CDC health and safety guidelines.

Volunteering

For UK-sanctioned volunteer activities, the following provisions will be required in addition to the university-defined COVID-19 safety protocols based on CDC health and safety guidelines:

- Signed student waivers.
- Community partner agreement on adherence to CDC and Kentucky safety guidelines.
- PPE requirements by students and community partners follow university guidelines.
  - Explore adding requirements to the common community partner partnership agreement/MOU.
- Encourage all non-profit community partners and campus partners to sign up for and utilize GivePulse (Volunteer Management platform).
  - Use GivePulse to market community service opportunities to all students
  - Service idea from GivePulse: Student volunteers or federal work-study students could be recruited as contact tracers and properly trained using a free course launched by the Bloomberg School of Public Health at Johns Hopkins University.
- Communicate and streamline information/resources to students that want to work with community partners.
- Possibly require the completion of a health module on the UK website that goes over how to be safe when volunteering. Finding a way to track students, staff/faculty and community partners who have completed the module (using Paths on BBNolved)
  - Repost information from the CDC and university safety guidelines (community partners and students)

Cooperative Extension

With an office in all 120 Kentucky counties, the University of Kentucky Cooperative Extension serves as the local “front door” to the university, reaching millions of Kentucky residents each year with educational programs in agriculture and natural resources, family and consumer sciences, 4-H youth development and community and
economic development. Cooperative Extension faculty and specialists located on campus and at regional research centers support outreach programming to address local needs through applied research and training.

Cooperative Extension supports UK students through an Extension Intern Program, providing an applied work experience with agents in rural and urban field experience. Internships may be hosted through the County offices or on campus with faculty.

Students engaging in work practica with cooperative Extension should follow the guidelines set in place by Cooperative Extension. The existing guidance, modeled upon CDC guidance and adopted to Extension (enacted on May 21, 2020), would require students to work on projects, research or program delivery remotely when possible. When working, follow extension guidelines below.

Return to Work with Continued Telework Options/Emphasis
- Rotational staffing is recommended, with no more than 50 percent of employees working on-site simultaneously. Other employees who are not on approved leave status will continue to telework when not in the office. Employees should not be required to cover the office if they have an accommodation request pending with or approved from the university ADA coordinator. District directors (DDs) will work with employees to decide on an appropriate schedule.
- Employees are responsible for monitoring their health (symptoms, temperature checks) and should not go to the office or work in a community setting if symptomatic or unwell. (See the COVID-19 guidance for information about daily self-screening).
- Masks should be worn when in common areas in the office, when interacting with others in the office, or when in a community setting. (See Mask Guidelines for COVID-19 for additional details.)
- A log of employees in the office each day should be maintained, as well as a log of clientele/visitors. This will be important if there is a need for contact tracing at any time.

Travel
- Follow university travel protocols.
- Kentucky Healthy at Work guidance specifies one person per vehicle in government vehicles to the greatest extent practicable. If riding in separate
vehicles is not practical, then public employees should maximize social distancing and wear face masks in the vehicle.

Office Opening
- Provide signage on doors and at the counter for clients with guidance on social distancing or other policies to facilitate this. For example, visitors may be allowed in the office by appointment or on a first come, first-served basis, one person at a time with social distancing maintained in the waiting area, including outdoors if needed. It may be advisable to ask clients to wait in vehicles until instructed to come to the front door.
- Place notices that encourage hand hygiene at the entrance to the workplace and in other workplace areas where they are likely to be seen.
- Place markers on the floor in 6-foot intervals to encourage social distancing of clients waiting for counter service.
- Install clear barriers/shields at reception areas or in shared workspaces.

Office Practices
- Common areas such as break rooms and work rooms should be used by one employee at a time.
- Carefully sanitize any common areas used. Each employee will be responsible for sanitizing before and after each use.
- Each employee should sanitize his/her office or workstation at arrival and before departure each day.
- Frequently clean (at least twice per day) high-touch areas, including tables, workstations, keyboards, telephones, handrails, door handles and knobs, light switches, countertops, desks, faucets, sinks, etc. (See CDC website for additional guidance regarding cleaning and disinfection.)
- Avoid sharing of office supplies and equipment. If sharing is essential, all items should be disinfected before and after use.
- Wear and regularly replace gloves or other recommended personal protective equipment (PPE) if your job duties include touching items often touched by others (e.g. credit cards, cash, paper, computers, copiers, etc.).
- Follow university-defined COVID-19 safety protocols based on CDC health and safety guidelines.

Service Practices
- Continue to provide services through contactless methods as currently recommended. Farm visits are allowed per social distancing guidance as an essential agriculture business function.
Meetings/Events
- Follow university-defined COVID-19 safety protocols based on CDC health and safety guidelines.

Community Visitors to Campus (including in high traffic community and visitor areas to campus such as The Cornerstone, Student Center and Visitors Center)

As a public land-grant institution, an open campus will mean it will be open to visitors. That said, UK should expect all visitors to adhere to the same social distancing and public health guidelines (e.g., masks, health screens, social distancing) that will be put in place for our students, faculty and staff. UK should also seek ways to minimize the number of visitors to campus.

To decompress campus and position UK to successfully adhere to social distancing, meetings with visitors and community and business partners that can happen effectively remotely (via Zoom, gotomeetings, conference calls, etc.), should continue to be conducted in that manner. UK should not allow groups of visitors, if they are unable to adhere to social distancing and public health guidelines established by the University.

To stay focused on successfully implementing our top goal — holding and maintaining an on campus residential experience for our students — our visitor policy should support containing and controlling the density of activity on our campus. Therefore, we recommend activities and programs outside of the direct delivery of teaching and learning continue to develop and implement engaging ways to move large amounts of their work and activity to remote/online formats.

Public Transportation
- Lextran
  - Continue to operate full-service campus transit service through our city partner, Lextran. Service is available seven days per week when in-person classes are in session.
  - Monitor ridership demand vs supply based upon reduced bus capacity. Work with Lextran to explore opportunities to expand service during peak periods; however, this option is likely to be impacted due to availability of additional buses and driver limitations due to pandemic related staffing issues.
- Zipcar
- No change to traditional service offerings.
- Bird (Electric Scooters)
  - Work toward a fall semester launch of Bird, as a UK campus partner for e-scooter share rental service. As an alternative to ride share and traditional mass transit, e-scooters will contribute an additional socially distant mobility option for the campus community.

**Fayette County Public Schools, Childcare Facilities and the UK Workforce**

UK employees with school-age children will be significantly impacted by the decision of the Fayette County Public Schools (FCPS), as well as other public and private K-12 systems in the region, regarding their operations in the fall. If UK returns to normal operations and the K-12 schools do not, there is a major challenge for employees regarding childcare. This issue is also impacted by conflicting academic calendars of UK and the schools.

The university should closely monitor the planning process of FCPS and other systems and be prepared to provide greater flexibility to employees with K-12 age students on work schedules and work-at-home opportunities.

There is also a significant possibility for a range of impacts from the decisions (individually or collectively through state/public health mandate) of preschool aged daycare facilities. Greater flexibility will also need to be afforded to employees with preschool age students on work schedules and work-at-home opportunities.

**Impact from City / State Government Decisions (Including Election Processes)**

The health and safety of our campus community is our top priority. UK will continue to follow the advice and guidance of local, state and federal officials, as well as our own infectious disease experts. As a Kentucky public institution, UK is required to follow the guidelines and directives of the Governor, the Kentucky General Assembly and the Council on Post-Secondary Education. The university should also work in concert with the city of Lexington to partner and administer city guidelines, especially with regard to students living off campus.

Key issues with the state will include the authority to re-open and with what restrictions. For example, what health screening, masks and size of classes/gatherings will be required. In addition, what travel restrictions will greatly impact students from across the country.
Business Engagement (including Commerce Lexington/career fairs)

Business engagement areas may include such activities as guest speakers, advisory boards, site visits, sponsored research, philanthropic support, technology licensing, strategic partnerships and career fairs.

- On-site activities: Guest speakers, advisory boards, site visits, philanthropy appointments will need to follow guidance for the rest of campus or be conducted virtually.
- Other activities: Sponsored research, technology licensing, strategic partnerships can be done over the phone or online meeting.
- Career fairs: work with University Events in adhering to university policies for campus events.

Off-Campus Housing

A recommendation was made through community feedback to the community partners workstream that the university should work with off-campus housing property owners regarding leases.

The university will engage community partners to address concerns surrounding the lack of flexibility in leasing off-campus housing leases.

Student Resources Impact – Student Employment and Federal Work Study

The economic and employment disruptions across Fayette county, the Commonwealth of Kentucky and the nation are directly impacting our students and their financial well-being.

To help support our students’ financial well-being, in an on-campus scenario for the fall, we recommend the university explore opportunities to increase on campus student employment. This would have the added benefits of helping minimize student exposure to off-campus work environments beyond the control of the university as well as help meet work needs of the university. University colleges and departments can identify work options such as paid internships, etc. within their respective areas, which will allow departments to support the work that needs to be accomplished while the university hiring pause remains in effect. Undergraduate, graduate and professional students would be considered for these positions meeting a financial need while providing work experiences for these students.
Additionally, the University of Kentucky was one of a number of universities across the U.S. that was selected by the Department of Education in early 2020 to participate in a “Federal Work Study Experiment.” The experiment allows universities to expand its Federal Work Study program to support small businesses. UK planned to focus its expanded Federal Work Study activities among minority-owned businesses in Lexington and small businesses in Eastern Kentucky. Implementation was delayed due to COVID-19. A restart of this implementation could be beneficial to both our students and to businesses that have been adversely impacted.

Implementation Outline (Include Action Items, Identify Units/Leaders, Associated Costs, Additional Information Needed):

Overall Community Partners Summary

Action Items:

- **Documentation** – The university should have written guidance informing students, faculty, staff, community partners and visitors about:
  - Protocols and expectations for engaging with community partners in the form of volunteering, experiential education, practica, etc.
  - Protocols and expectations for visiting campus

  The documentation could be as simple as FAQs or as formal as university policies.

- **Communication** – Robust and multi-faceted, multi-layered communications will be essential. Based on experiences this spring, we know that students, faculty and staff will all have questions about rules and expectations for engaging with community partners and organizations. UK should ensure that all key community partners as well as the broader public understand the expectations of visitors to campus following social distancing and public health guidelines.

- **Engagement** – Continued engagement with key community partners whose actions have a high degree of impact on UK’s ability to function in-person and on campus, including LFUCG, Fayette County Public Schools, childcare facilities, the local health department and state government.

- **Procurement** – When determining amounts of PPE and cleaning supplies needed, take into account community partner interactions and visitors to campus
UK Units / Leaders:
- University Relations
- Public Relations
- Community Engagement
- Student Organizations and Activities
- Service-Learning and Community Partnerships
- Colleges
- Transportation
- Economic Development
- See topic area detail reports for specific area leaders.

Key Community Contacts:
- See topic area detail reports

Potential Associated Costs:
- PPE for UK students, faculty and staff when they go into the community on UK sanctioned activity
- PPE for community partners and organizations in which our students, faculty and staff are working in order to help ensure a safer environment at those off campus locations
- PPE for and screening of visitors to campus
- Increased cleaning and sanitizing of high traffic community and visitor areas to campus (e.g., student center, the visitors center, The Cornerstone)
- Increased bus service in order to accommodate capacity impact of social distancing on buses
- Funding to increase student employment opportunities on campus

Student Teaching

Action Items:
- Implement actions in student teaching section above based on various scenarios.

UK Units / Leaders:
- College of Education

Key Community Contacts:
- FCPS superintendent and leadership
- Leadership in other city and regional K-12 systems
Potential Associated Costs:
- Procurement of equipment to conduct remote supervision - recommend Swivl

Experiential Education and Practica

Action Items:
- Continue to monitor and update to ensure most current interaction guidelines and practices are followed
- Seek UK Risk Management and UK Legal guidance of experiential education and practicum planning
- Update UK coronavirus guidance for experiential learning on website
- Communicate to UK colleges and faculty guidance on experiential learning and practica.
- Communicate to Lexington nonprofits and employers the guidance on internships, practica and service-learning for the coming fall
- Determine how to ensure community and employer partners comply with CDC and State of Kentucky workplace safety guidelines
- Revise EXP student learning contracts to include student waiver language
- Consult with START teams on protocols for students reentering the physical campus environment following participation in experiential learning activities and off-campus work experiences
- Implement community engagement survey across campus to identify and catalog community outreach activities and initiatives among UK entities

UK Units / Leaders:
- College of Agriculture
- College of Social Work
- Stuckert Career Center
- Graham Office of Career Management
- Engineering Career Development
- Lewis Honors College Center for Personal Development
- Center for Service-Learning and Civic Engagement

Key Community Contacts:
- Various organizations and entities across Kentucky
- Kentucky Nonprofit Network
- CivicLex
- Commerce Lexington
Kentucky Chamber of Commerce

Potential Associated Costs:
- Provision of PPE
- Personal travel expense reimbursements

Additional Information (if needed):
- Each partner organization should continue monitoring the Kentucky Healthy at Work website (https://govstatus.egov.com/ky-healthy-at-work) for ongoing updates.

Volunteering

Action Items:
- Follow steps outlined in first section.

UK Units / Leaders:
- Center for Community Outreach

Key Community Contacts:
- Various

Potential Associated Costs:
- Provision of PPE

Cooperative Extension

Action Items:
- Continue to monitor and update to ensure most current interaction guidelines and practices are followed.

UK Units / Leaders:
- Supervisory guidance will be provided at each internship site. However, overall guidance rules and regulations are available through.

Key Community Contacts:
- The primary contact for each practicum experience will be the local host office. A directory of local host offices can be found at: http://directory.ca.uky.edu/
Potential Associated Costs:
Costs associated with students include:
  ● Provision of PPE
  ● Personal travel expense reimbursements

Community Visitors to Campus

Action Items:
  ● Documentation – The university should have written guidance informing students, faculty, staff, community partners and visitors about protocols and expectations for visiting campus. The documentation could be as simple as FAQs or as formal as university policies. Specific areas for documentation include:
    o Guidance for minimizing on campus visitors
    o Guidance on maximum group size for meetings/events on campus
    o Continued use of remote meeting technologies with community and business partners
  
  ● Communication – Robust and multi-faceted, multi-layered communications will be essential. It will be critical to communicate not only with our campus community of students, faculty and staff, but we must ensure that all of our key community and business partners as well as the broader public understand our guidance and expectations of visitors to campus.
  
  ● Procurement – When determining amounts of PPE and cleaning supplies needed, take into account community partner interactions and visitors to campus.
  
  ● High-Traffic Area Plans – In conjunction with Facilities, high traffic visitor areas such as The Cornerstone, Student Center and Visitors Center should develop specific staffing, cleaning and operating plans that support the overall visitor to campus policies. This could include enforcement of PPE, screening and social distancing guidelines as well as enhanced cleaning and sanitizing schedules for key visitor areas.

UK Units/Leaders:
  ● University Relations
  ● Public Relations
  ● Community Engagement
• Student Center Director
• Visitor Center Director
• Cornerstone Leadership
• Facilities

**Key Community Contacts:**
• Media outlets

**Potential Associated Costs:**
• PPE for visitors to campus if they arrive without masks and gloves (subject to final UK guidance to campus).
• Temperature screens for participants in organized/registered events.
• Additional physical staff presence to enforce social distancing guidelines; perhaps an opportunity for student employment.
• Additional cleaning and sanitizing of higher traffic areas.

**Public Transportation**

**Action Items:**
• Lextran
  o Post maximum capacities for each bus.
  o Provide 6’ social distance zones on the ground as heavily used bus stops to encourage social distancing.
  o Provide pandemic guidelines and service changes on bus stop signage
• Zipcar.
  o Communicate Zipcar pandemic guidelines on marketing materials and at vehicles.
  o Work with Zipcar to regularly communicate with UK members regarding pandemic related updates.
  o Partner with Zipcar to communicate any potential exposure risks when possible.
• Bird
  o Continue to plan and coordinate fall e-scooter share launch.

**UK Units / Leaders:**
• Transportation Services

**Key Community (and business) Partners**
Potential Associated Costs:

- Lextran
  - Any expansion of service or addition of buses during peak periods will increase the service cost to Transportation Services by $76.36 per hour for each additional bus (Hourly cost is an estimate. 2020-2021 pricing has not been finalized).

Additional Information (if needed):

- Lextran
  - As of April 1, Lextran has limited capacity to between 10 and 14 passengers, depending on the size of the bus used. Drivers monitor their passenger counting systems to ensure that capacity does not exceed these standards to achieve appropriate social distancing.
  - Some seats are marked unavailable with a sign to increase the distance between passengers and between the passenger and the driver.
  - Boarding and exiting from the bus are restricted to the rear doors (with the exception of needing ADA assistance) to limit the interaction with the driver.
  - Passengers are strongly encouraged to wear masks or facial coverings while on board.
  - Bus fare is currently waived until further notice on all city routes.

- Zipcar
  - Car rentals are considered an essential service and are unaffected by any broad government business limitations; however, they continue to monitor all federal and local guidelines for changes or updates.
  - Zipcar is unable to clean vehicles in between every booking but have a published COVID-19 response document. They have upgraded cleaning products and conduct regular (not specifically defined) and rigorous cleanings utilizing antiviral and antimicrobial solutions.
  - Encourage active measures by car-share participants including washing hands before and after use, disinfecting surfaces upon rental and following appropriate CDC and local guidelines.
  - Encourage members who exhibit symptoms during or after their booking to call Zipcar’s dedicated Member Services line.

- Bird
Electric scooters provide an alternative to mass transit and ride sharing services.

Technicians and field teams use disinfectant products to thoroughly sanitize each scooter every time they are recharged or serviced. Regular spot cleanings are also performed in the field on surfaces such as bells, throttles and handlebars.

Bird is offering free electric scooter rides to medical professionals and emergency personnel during the COVID-19 pandemic.

Fayette County Public Schools, Childcare Facilities and the UK Workforce

Action Items:
- Closely communicate with FCPS to share the university’s planned actions and monitor their planning process.
- Monitor other public and private K-12 systems in the region regarding their planning process.
- Develop new partnerships with other K-12 systems regarding student teaching.
- Continue to engage with The Childcare Council of Kentucky to monitor planning processes and impacts of childcare facilities.

UK Units / Leaders:
- University Relations
- Provost
- College of Education

Key Community Contacts:
- FCPS Superintendent
- Leadership in other city and regional K-12 systems
- The Childcare Council of Kentucky

Potential Associated Costs:
- Impact of student teachers having to serve outside of FCPS

Additional Information (if needed):
- None

Impact from City/State Government Decisions

Action Items:
• Closely communicate with all levels of state government to share the university’s planned actions and monitor all CPE/state directives that impact operations.
• Closely communicate with the city of Lexington to share the university’s planned actions and monitor city recommendations/guidelines that impact operations.

UK Units / Leaders:
• President
• EVPFA
• University Relations
• Office of Off-Campus Housing
• Parking and Transportation

Key Community Contacts:
• Governor and staff
• General Assembly leadership
• CPE President and staff
• Mayor and staff
• Fayette County Clerk

Potential Associated Costs:
• Budget cut from the state
• PPE required for faculty, staff and students

Business Engagement (including Commerce Lexington/Career Fairs)

Action Items:
• Business engagement areas
  o Establish guidelines for in-person activities.
    ▪ Number of people allowed in a meeting.
    ▪ Other social distancing, PPE requirements.

• Career Fairs/Recruitment
  o Establish new guidelines for in-person career fair events.
    ▪ Explore fewer on-site companies. Early feedback on this from recruiters is that fewer employers will be sending representatives to campus because of liability/risk concerns. This situation will evolve, but we’re anticipating a significant drawback in the number of employer representatives visiting campus for fall 2020.
- Explore spreading career fair over additional days. For in-person events, we’ve discussed more of a "platoon" like schedule involving a career fair that runs from 10 a.m.-2 p.m. with a two-hour break, followed by a second career fair that runs from 4 p.m.-8 p.m. Spreading events across multiple days is also an option.
- Have students make appointment times or divide up students alphabetically by last name and give assigned time blocks? Ilka has pioneered the best early model for this through administration of virtual fairs in March/April that effectively involved students connecting with employers online and booking phone interview meetings. Our Handshake software also gives us a variety of options for pre-select student interviews.
- Explore replacing paper resumes electronic distribution.
- Explore other social distancing, PPE, requirements.

**Key Community Contacts:**
- Commerce Lexington
- Lexington Fayette Urban County Government
- Kentucky Community Economic Development
- Awesome Inc.
- Base 110

**Potential Associated Costs:**
- Business engagement areas
  - Most costs are already budgeted.
  - At some point, Business Engagement needs to be on SalesForce.

- Career Fairs / Recruitment
  - The live portion of the career fair may be more expensive, if they are held over more days. The same size room would be needed to allow for appropriate social distancing.
  - The accompanying virtual component may have a cost, however, there is a chance that the Handshake model being developed would be included in UK’s subscription at least in the fall.

**Off-Campus Housing**

**Action Items:**
- Engage off-campus student housing property owners.
UK Units

- Real Estate
- University Relations

Key Community Contacts:

- Local property owners

Student Resources Impact – Student Employment and Federal Work Study

Action Items:

- On-campus student employment - Discussions should take place with Human Resources to assist all departments in promoting open positions.
- Federal Work Study - Establish expanded statewide program.

UK Units / Leaders:

- On Campus Student Employment
  - Information on student employment needs to be directed to all colleges and administrative departments.
  - Human Resources
- Federal Work Study
  - Federal Work Study
  - Enrollment Management
  - Financial Aid

Key Community Contacts:

- Federal Work Study
  - Minority-owned or small business in Kentucky

Potential Associated Costs:

- On Campus Student Employment
  - Establish a budget within the department or unit to pay students
- Federal Work Study
  - Program management costs

Additional Information (if needed):

- HR Student Employment website
  - https://www.uky.edu/hr/employment/student-employment
NEXT STEPS

- Implement action items in specific reports above.

- Each partner organization should continue monitoring the Kentucky Healthy at Work website (https://govstatus.egov.com/ky-healthy-at-work) for ongoing updates.
INTRODUCTION

UK Dining plans to provide exceptional service to our customers at the University of Kentucky in a safe and reinvented normal context for fall 2020.

As part of the university community, it is our responsibility to enrich and nourish our customers’ lives. Our focus will be to provide the best food and experience possible, while adhering to the UK health and safety protocols.

Our goal is to provide excellent food and customer service in UK Dining units, while practicing appropriate health and safety protocols between our staff members and between staff and customers, while maintaining a clean, sanitized environment.

To that end, UK Dining will start as conservatively as possible. As our reimagined normal changes, we will change with it, potentially relaxing protocols consistent with UK health and safety protocols. Our efforts will cover the four primary responsibilities of UK Dining:

- Residential dining (Champions Kitchen and Fresh Food Company, the two units where meal swipes can be used), Retail dining (all other dining units),
- Campus catering
- Athletics food service.

Residential Dining: To comply with state guidelines allowing restaurants to open at 30 percent of maximum seating capacity, both residential facilities will operate with the dining rooms closed, so that customer throughput can be maximized. Official seating capacities for Champions Kitchen and Fresh Food Company are 750 and 900, respectively. The 30 percent calculation means that at maximum, 225 customers and staff can be in Champions Kitchen, and 270 customers and staff can be in Fresh Food Company. There will be UK Dining staff stationed at the door of each facility, allowing customers in as customers leave, making sure that the total number of customers and staff inside the unit does not exceed the new capacities. Capacities will adjust if state guidelines adjust.
Students will swipe their IDs to pay for their meals; plexiglass will separate the student from the UK Dining staff member. There will also be UK Dining staff within the unit, implementing health and safety protocols. UK Dining staff (all wearing gloves and masks) will serve all foods at all stations, including condiments areas and beverages. There will be no points of self service in the unit. All meals will be to-go, served in reusable to-go containers. All residential students will be provided a to-go container in their room upon move in. Disposable flatware and canned Coke products will be available. UK Dining staff will clean continuously during meal periods but will complete more thorough deep cleaning when the unit closes between meal periods.

Prepacked to-go meals will also be available, consisting of a protein and two side items.

Delivery of meals is a challenge from the residential facilities. Grubhub is not able to accept meal plan swipes or flex dollars at present. Deliveries using Grubhub are currently charged to a credit card. Mobile ordering using Grubhub may be an option, however, allowing customers to order ahead and pick up their food at one point, rather than travelling throughout the unit.

Customer counts for the two residential facilities during fall 2019 were consistent at 9,000 combined customers per day, Monday to Friday. This demand will make providing lunch to the campus population extremely difficult. Therefore, dining would propose offering residential grab-n-go meals at the Wildcat Pantry @ Holmes Hall, Intermezzo, the Wildcat Pantry @ the 90 and Wildcat Pantry @ JSB. Students can use their meal swipes to purchase a pre-packed to-go meal, consisting of a protein and two side items.

**Retail Dining:** To comply with state guidelines allowing restaurants to open at 30 percent maximum seating capacity, all retail facilities with enclosed, dedicated (not part of a common study space or other common space) dining rooms will operate with the dining rooms closed, so that customer throughput can be maximized. UK Dining staff will implement UK health and safety protocols regarding the number of customers in line. Cash registers will be separated from customers where possible. Food and drinks will be offered in a to-go format. Prepackaged to-go items will be available as possible. Grubhub is available for delivery options as well as mobile ordering. UK
Dining staff will wear appropriate PPE while at work and will clean/sanitize the retail units on an ongoing basis throughout the day.

**Campus Catering:** Campus Catering will work with University Events and the EOC to understand current and future limits on the size of group events allowed on campus. Catering options for all catering customers will adjust to meet the new, reimagined normal. All self-service modes of food delivery will cease including buffets, coffee/juice/water service, pastry trays, sandwich trays and even sealed goods. Campus catering will transition to a box lunch provider. Buffets can still be ordered but would need to be served by catering staff.

**Athletics Food Service:** Athletics food services consist of student athlete meals/snacks, athletics catering and concessions. Student athlete meals/snacks will follow the residential dining plan established above: all self-service out, to-go meals only, no dining in the same area as food is served, staff wearing appropriate PPE and payment/check in areas touchless if possible.

Athletics catering will follow the campus catering plan established above: UK Events and EOC standards on group sizes followed, all self-service out, served meals or to-go meals only. Concessions will follow the retail dining plan established above: to-go only, serving staff wearing PPE, UK health and safety protocols, staff partitioned from customers, touchless payment, if possible.

Implementation outlines below contain the framework of how Athletics food service will be handled, with specific action items related to Athletics noted.

**IMPLEMENTATION OUTLINE**

**Residential Dining/Athletics Meals/Snacks:**
- UK Dining residential management
  - Establish a process to count customers as they enter and leave a UK Dining unit.
  - Control entry into residential units.
  - Identify staff members/management in each dining unit to implement UK health and safety protocols.
Consider staggering students at lunch time.
Athletics: Identify which venue is best suited for student athletes and their schedules to have the greatest menu selection while maintaining proper social distancing.

- **PPE/sanitizer**
  - Daily health checks of all UK Dining retail management and staff.
  - Daily PPE for all UK Dining retail management and staff.
  - Residential hours of operation – will need breaks between meal periods to thoroughly clean residential units.
  - Consider UK health and safety expectations of patrons in dining facilities.

- **Menu Development**
  - Quicker, easier-to-eat fare, designed to be eaten on the go.
  - Notify Coke of change in service (fountain to cans or bottles).
    - New plate costs with different menu, packaging, beverage choices.
  - Athletics: Work with Athletics staff to develop menus that are as robust as possible with spacing constraints of serving areas moving to served rather than buffet meals.
  - Athletics: Source Coke equipment to hold single serve beverages

- **Cash register area modifications**
  - Investigate going touchless/cashless.
    - Cost of added technology.
  - Athletics: Investigate potential of adding scanner to Aero reader.

- **Packaging**
  - Investigate expenses of containers for all customers.
  - Source compostable containers and flatware for those who forget the to-go container.

- **Serving area modifications**
  - Establish methodology to handle condiments for sandwiches, fries, coffee, etc.

- **Dining room modifications**
  - Remove tables/chairs from residential units or stack/store them in the dining room and somehow close the dining rooms.

- **Dish room/trash/pulping modifications**
  - Establish process to pulp kitchen waste.
  - Consider storing food waste outside the unit.

- **Communication plan**
  - Develop marketing campaign to educate community on how to best approach eating with UK Dining.
    - K-Week
• Prepackaged to-go/delivery plan
  ○ Designate drop off points around campus for food delivery to ease congestion and follow CDC health and safety guidelines.
  ○ Develop plan for delivery of meals for students moved to one of the residence halls designated for COVID-19 positive students.

• Feedback plan
  ○ Utilize voice of consumer cards.
  ○ Contact UK Dining listserv.

• Satellite residential hubs
  ○ Determine where food for the Wildcat Pantries and Intermezzo will be prepared, assume that it replicates daily offerings in residential units.
    ■ Deli, comfort, vegetarian
    ■ Set number of meals per day or prepackaged choices from a vendor
    ■ Cost to change unit to residential hub
  ○ Determine seating capacities of Wildcat Pantries and Intermezzo to determine new capacities.
    ■ Cost of conversion of Wildcat Pantries and Intermezzo to residential hubs.

• Investigate possibility of bringing food trucks to campus to ease congestion at lunch

Retail Dining/Concessions:
• UK Dining retail management
  ○ Determine seating capacity and calculate 30 percent for new in-unit capacities.
  ○ Determine plan and technology for how to effectively count customers as they enter and leave a UK Dining.
  ○ Identify staff members/management in each dining unit to implement UK health and safety protocols.

• PPE/sanitizer
  ○ Daily health checks of all UK Dining retail management and staff.
  ○ Daily PPE for all UK Dining retail management and staff.
  ○ Retail units will need to be cleaned throughout the day. It will be important for the public to be confident in the fact that UK Dining is cleaning.
    ■ System to remind staff to clean every so often in retail units. Chick-fil-A corporate stores use timed announcements that the customers can hear, to tell staff to change gloves, masks, wipe common
surfaces, etc.

- Menu development
- Notify Coke of change in service (fountain to cans)

- Cash register area modifications
  - Determine if we can go touchless/cashless
  - Consider which retail units have register areas that can be partitioned

- Concessions
  - Reduce number of registers to allow for social distancing – stands with 12 registers would drop to 6; stands with 8 registers would drop to 4
  - Social distancing marked on concourse
  - Partitions installed at all stands to separate staff from customers
  - The menu may need to be tweaked to work with partition, i.e., bottle beverages rather than fountain, etc.
  - Determine if we go touchless/cashless at all points of sale

- Packaging
  - Determine sustainable options and whether they will work for fall.

- Serving area modifications
  - Determine retail units that have serving areas that can be partitioned from customers
  - Create methodology to handle condiments for sandwiches, fries, coffee, etc.

- Dining room modifications
  - Remove tables/chairs from retail units or stack/store them in the dining room and somehow close the dining rooms.

- Communication plan
  - Work with national brands for a marketing campaign (email, social media as well as YouTube videos) educating incoming freshmen on how to best approach eating with UK Dining. Importance of masks, gloves.
  - K-Week marketing of message.

- Prepackaged to go/delivery plan
  - Action item: Grubhub can be used as a mobile ordering app. The customer orders ahead and picks up their order at a specific point in the retail unit. Negotiate with Grubhub on transaction fees for delivery as well as drop off points.
  - Feedback plan.
  - Voice of consumer cards.
  - Contact UK Dining listserv.

Campus Catering/Athletics Catering:
• Identify UK Catering management
  ○ Work with University Events to communicate new menu and service standards.
  ○ Athletics: Work with Athletics Event planning to communicate new menu and service standards
• PPE/Sanitizer
  ○ Daily health checks of UK Catering staff.
  ○ Appropriate PPE for all UK Catering staff.
• Menu Development
  ○ Adjust menu to reflect reimagined normal – no self-service.
  ○ Bottle beverages rather than coffee service.
• Service modifications
  ○ No self-service.
  ○ Staff wearing PPE can serve when appropriate.
• Communication plan
  ○ Coordinate with UK communication efforts.
  ○ Web and print materials.
  ○ In-house social media.
  ○ Mass communication to all general clients.
  ○ Phone calls to high touch clients.
• Feedback plan
  ○ Voice of consumer cards.
  ○ ContactUK Dining listserv.
  ○ Athletics Event Planning reporting.

NEXT STEPS

• Understand which plan the university will adopt.
• Understand appropriate dates – any advising or pre-school events, move in dates, start of school, length of semester, dates of any breaks, date of end of semester.
• Establish hours of operation based upon campus population and housing density. Potentially open residential units and coffee shops first. Understand class scheduling and traffic flow and then transition retail units into the schedule.
• Understand UK health and safety protocols on PPE and protocol for use of PPE on campus and in dining units.
• Work backward from opening dates to establish important milestones to achieve
hiring staff, menu development, hours of operation finalization, sourcing and purchasing to go packaging, sourcing and purchasing prepackaged foods, modifying UK Dining units, finalizing delivery options, finalizing communication plan.

- Utilize Implementation Outline above for each and every UK Dining unit as well as Campus Catering and Athletics Catering. Track the entire process for each unit.

- Work with Housing to develop self-isolation or COVID 19 positive students moved to quarantine residence halls.

- Understand protocol for positive COVID 19 tests. Contact tracing, etc.

- Work with Athletics to form complete plans for football game days as well as other concession opportunities.

- Work with Athletics to form complete plans for preseason and normal fall training table meal service.
EVENTS

INTRODUCTION

University Events will utilize the following guidelines in making determinations regarding events this fall:

- **Best Practices**: Organizers must provide consistent guidelines across various events on campus. If guidelines cannot be met by the event sponsor, then it will not be approved.
- **Facilities**: Space will be in high demand. Organizers must consider space utilization/priorities, scheduling blocks for cleaning between events, staffing considerations, setup and capacity for meeting and event spaces.
- **Participants**: Organizers must have a consistent process for the safety of attendees. Meetings and events on campus include faculty, staff, students, non-UK attendees, minors, vulnerable populations, domestic/international travel, vendors and other parties.
- **Event Staff**: Event staff must utilize consistent protocols for staff providing support for events. This protocol includes, but is not limited to production staff, event staff, catering staff, entertainment, external vendors, setup team, etc.
- **Accurate Records**: For reporting, management and promotions it is critical to maintain a centralized record of activities on campus (meetings, events, classes, etc.).

IMPLEMENTATION OUTLINE

The events workstream will have subgroups focused on one of the categories below:

- **Guidelines**: Determine best practices, in consultation with other workstreams and CDC guidelines, that can be implemented across various events on campus. Event organizer will be responsible for implementing the established guidelines.
- **Facilities**: Work with facilities workstream and other appropriate workstreams to determine modified setups (academic and non-academic spaces needed) and time required for resetting/cleaning space between meetings and events. Added cleaning protocols will require staffing charges that will be the responsibility of the client and/or facility.
- **Participants**: Establish registration requirements for participant documentation, communicate UK health and safety protocols for participants to event planners/clients and expand data collection (non-UK attendees, vulnerable
populations, international/domestic travel, vendors, etc.)

- **Communication**: Develop standardized communications to facility coordinators, event organizer (departments, colleges, registered student organization, etc.), service providers and campus partners.
- **Accurate Reservation Records**: Discuss strategies for obtaining accurate records for all campus activities (meetings, events, etc.) on campus.

**NEXT STEPS**

- **Guidelines**: Develop best practices from workstreams and event industry organizations.
- **Facilities**: Confirm new capacities, layout and cleaning requirements for spaces on campus. With facilities workstream, determine which spaces can continue to be used for meetings and events.
- **Participants**: Collaborate with EOC on including options for UK health and safety protocols for event attendees (UK and Non-UK). Expand intake questionnaire to know attendee demographics and travel history.
- **Communication**: Work with facilities and communication/marketing workstreams to create event signage database that can be downloaded by facilities staff and event planner (consistent messaging and signage for events). Additionally, work with communication/marketing to better inform clients about new guidelines prior to planning events (i.e. update websites to provide client friendly information pertaining to events on campus).
INTRODUCTION

The facilities workstream is assessing all situations with respect to the COVID-19 virus to assure the well-being of the campus community and no interruption of service to the campus.

These facilities include all buildings, housing, athletics, recreational centers (health and wellness), dining areas and auxiliary facilities. To prepare UK for a reinvented normal the facilities workstream has five categories that are being evaluated:

- Space
- Information
- Campus navigation
- Cleaning and sanitizing
- Building systems

UK has about 20 million square feet on campus.

Priorities:
- Safety and well-being of students, faculty and staff. This requires clean buildings and campus grounds.
- Building systems operating correctly.
- Information on UK health and safety protocols communicated appropriately.
- To strive to maintain a healthy balance between the student experience and academic requirements.

Emerging stronger:
- This exercise brought forth and emphasized areas where operations are either overlapping, duplicative or being performed by multiple units
- This exercise has forced innovation and creativity is how and where work is done.
- Efficiencies resulting in more effectiveness: an example of splitting shifts to support social distancing but also resulting in efficiencies
- Silos are breaking down
- Collaboration at a level likely not experienced previously laying the groundwork for the future
• Opportunity for continued remote work reduces need for campus/off-campus space

Facilities key considerations:

Information
Information for masks, elevators, sanitization of work spaces, where to stand, social distancing, stop spread of germs, etc.

• Signage
  ○ Areas of campus indoors and outdoors are being identified to communicate social distancing and directional signage, should one way pedestrian traffic be implemented

• Decals
  ○ Areas of campus indoors and outdoors are being identified to communicate social distancing. This will include elevators, queuing spaces, seating, service desks, etc.

Space

• Classroom and class lab modification
  ○ Modify classroom, class lab occupancy to comply with UK health and safety protocols
  ○ Each classroom and class lab will need to be reviewed to develop final occupancy counts

• Alternate classroom locations
  ○ Locations on campus that may not traditionally be used as classrooms that may be used for classrooms and/or testing
    ■ Examples:
      • Blazer Dining Rm# 112, & 113
      • Mandrell Hall Rm# 143
      • Barker Hall Rm# 101
      • Gatton Student Center Rm# 212A, 212B, 212C, 240 & 350
      • Other rooms in Patterson Hall, Singletary Center for the Arts, Fine Arts, WT Young, Seaton Center, Boone Center, Haggin Hall, Memorial Coliseum, Law Building
    ■ Evaluate outdoor learning spaces

• Building Circulation & Queuing
  ○ Develop circulation and queuing within buildings to aid in social distancing
    • Designate entrances and exits and develop one way circulation plans for our high density buildings
  • These guidelines and suggestions shall not interfere with life
safety code requirements

- Consideration for ADA compliance

- **Reservation System**
  - Reserving space/rooms on campus:
    - As we look at safe use of space and monitor density in buildings such as libraries, fitness facilities and even small rooms that may not be used by small groups but could provide a student with a quiet/private place to attend an online class or meet virtually with instructor for office hours

- **Gatton Student Center**
  - Fall 2019 saw a max daily visitor count between 7,000 and 8,000
  - A potential max occupancy of 1,800 when 75 square feet per person
    - 75 square feet was used to allow additional space for circulation as much of the space in the student center is open to circulation paths

- **Gaming Arena Facility**
  - UK health and safety protocols will be observed

- **Screening stations**
- **Quarantine areas**
- **Covid-19 testing areas**

- **Classroom Equipment**
  - Installation of new equipment into the classrooms
  - New supplies in the classroom

- **Restroom Modifications**
- **Workspace modifications**
  - Modifications to office, open office, work rooms, break rooms and other shared workspace

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**Campus Navigation**

- **Pedestrian pathways**
  - Develop campus pedestrian circulation routes that
    - Make narrow walkways one-way
    - Identify and address high congestion areas
  - Crosswalks
  - Bus stops
  - Identification of building entrances and exits
  - Bicycle/scooter passing and parking
  - Expand/add to existing sidewalk system
  - Consider installation of additional pedestrian pathways at high volume
intersections

- **Outdoor gathering areas**
  - Patio areas
  - Wall seating areas
  - Green spaces
  - Chairs

- **Signage and Information Distribution**
  - Maps and Technology Apps
  - “Help” tents – possibly staffed by students

**Building Systems/Utilities**
Facilities has reviewed the CDC, NIOSH and ASHRAE guidelines and their application to our university systems.

- **Ventilation**
  - Ensure that ventilation systems operate properly and increase circulation of outdoor air established guidelines. Opening doors and windows is not recommended. Verify EMS (energy management system) ventilation data points. As humidity levels increase, proper adjustments will be made to ensure air quality and system design parameters.

- **Water Systems**
  - Take steps to ensure that all water systems and features (for example, water dispensing systems or decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water. Drinking water fountains will be shut down. We are currently following a drinking water flush protocol where water is flushed through the system. This includes faucets, water fountains, ice machines and kitchen equipment served by the domestic water system among others.

- **Enhanced Capabilities**
  - While we are currently focusing on operating systems as per designed, we are also considering options that will enhance our capabilities to improve air quality. These include adding UV lights, enhanced filtration and plasma systems among others. These would be add-ons/modifications to current the systems.

**Cleaning and Sanitizing**
- Develop and deploy office care kits
- Place hand sanitizer stations at every building entrance.
  - Units on order
• Place hand sanitizer stations by all elevators on every floor.
  o Need to get a count. Depending on unit supplied there could be cost.
• Place hand sanitizer in all classrooms.
• Place sanitizing wipes in all classrooms.
• Use electrostatic sprayers to disinfect all classrooms daily
• Staffing levels may need to be increased
• Focus on general areas; classrooms, gathering spaces, public spaces, restrooms, lactation rooms

Facilities – Online Response
If the university conducts or pivots to an online class experience, UK Facilities will be able to support the faculty with their mission, provide an environment that is as safe as possible, identify ways to reduce operational cost and take the opportunity to improve campus facilities. UK Facilities will continue services to maintain and clean our campus environment to support faculty and staff during online operations. It will work to maximize opportunities to complete projects that normally may cause disruptions to campus activities. Buildings with low or no use may be put into a “hibernation mode” to facilitate energy savings and reduce the need for cleaning and maintenance services.

IMPLEMENTATION OUTLINE

Space
• Classroom and class lab modification
  o Review classroom inventory, compare existing square footage per person and develop new occupancy count for each room
    ▪ Developed a standardized sign using a reloadable 8.5 x 11 frame that, for now, can list:
      • Max occupancy for room
      • UK health and safety protocols
    ▪ Later, the sign could be switched to UK Creed, room furniture layout other helpful information
• Alternate classroom locations
  o Complete list of possible locations and seek approval for reassignment of spaces
  o Once locations are approved to be reassigned for reuse
- Develop inventory of the technology in the space
  - Coordinate with ITS and develop a list of technology needs
- Determine where furniture will come from
  - Potentially pull from existing classrooms elsewhere on campus to help decrease density

- **Building Circulation and Queuing**
  - Identify high density buildings that will require circulation plans
  - Queue people safely in these large buildings
  - Coordinate with communication/marketing workstream for signage to inform occupants of new circulation plans
  - Follow UK health and safety protocols and ADA guidelines

- **Reservation System**
  - Identify buildings and spaces that would benefit from this type of system
  - Determine if existing scheduling software can be used

- **Screening stations, Testing areas**
  - Based on UK health and safety protocols, determine appropriate locations for these services, as applicable.

- **Classroom Equipment**
  - Deploy new equipment to identified classrooms
  - Provide cleaning supplies to the classrooms for occupant use

- **Restroom Modifications**
  - Will follow UK health and safety protocols and ADA guidelines

- **Work space modifications**
  - Share current recommendations with all leaders
  - Provide support
  - Work with area leaders to identify furniture as no-use in break rooms
  - Work with area leaders to develop safe ways for their teams to operate their shared work rooms or areas

- **Facilities will coordinate with research workstream regarding research labs and other research spaces**

**Campus Navigation**

- **Pedestrian pathways**
  - Crosswalks:
    - Waiting areas (markings or seating in specific locations to encourage social distancing)
    - Maintain social distancing practices when crossing
    - Coordinate with city on possible timing changes and possible or scramble
• Bus stops
  ▪ Identify social distance spacing
• Bicycles/scooters
  ▪ Consider safe slipstream distance between cyclist and others

• Outdoor gathering areas
  o Identify social distance spacing
  o Disperse furniture

• Signage and Information Distribution
  o QR codes around campus that provide links to UK health and safety protocols, especially on digital signage
  o Opportunity to upgrade or static signage with smart signage on campus?
  o Create map indicating all areas that have special instructions for (specific gathering areas, one-ways, etc…)

NEXT STEPS

Space
• Classroom and Class Lab modification
  o Finish review of classroom and class lab occupancy numbers
  o Coordinate information with Office of the Registrar
  o Coordinate signage development
  o Determine how best to limit use of extra furniture – Cover, identify as not to use or remove

• Alternate classroom locations
  o Submit list of potential locations for approval
  o Complete room inventory of approved locations
  o Develop a schedule to install furniture

• Building Circulation and Queuing
  o Develop a list of buildings that would benefit from this, examples include
    ▪ White Hall Classroom Building
    ▪ Jacobs Science Building
    ▪ Chem-Phys Building
    ▪ Gatton Business and Economics
  o Review spaces outside of classrooms and determine if furniture needs to be removed, relocated or otherwise adjusted to facilitate social distancing

• Reservation System
  o Develop a list of buildings and spaces where a reservation to use the facility will enhance the user experience while helping to increase safety
  o Determine if campus event scheduling or Astra can provide this level of
• **Screening stations, Testing areas**
  o Review UK health and safety protocols
  o Determine locations and space needs
  o Coordinate with set up

• **Classroom equipment**
  o Coordinate with ITS and classroom delivery workstreams desired locations to deploy new AV technology
    ▪ Conduct evaluation of those spaces to determine if work is required
  o Develop list of products to deploy in each classroom
    ▪ Determine how to store products in classroom
    ▪ Provide signage for use of product

• **Restroom modifications**
• **Workspace modifications**
  o Review current guidelines for safety in the workspace
  o Display these guidelines in work areas
  o Develop common way to identify furniture for non-use to facilitate recommended social distance
  o Share information with unit and area leaders

**Campus Navigation**
• **Pedestrian pathways**
  o Develop pedestrian route plans for campus
  o Identify construction areas
• **Outdoor gathering areas**
INTRODUCTION

The details for operational execution are organized into four (4) groups of action items related to faculty members’ role in the university’s vital missions of teaching, research and service, namely:

- Safety and health issues
- Faculty workload and assignment period
- Performance evaluation
- Faculty support needs

Each of these is addressed from the faculty members’ point of view.

An attempt is made to not duplicate the efforts of other workstreams, but to focus on those matters most under the faculty affairs suite of interests, responsibilities and duties. Helpful in guiding our discussions as we prepared this document was the reminder of the mission of the Office for Faculty Advancement.

Informing our work were the Status Report #1, feedback on the three sets of proposed concept plans from university senators, the research workstream draft of their resumption of research phased plan, the full reports from the three concept plans for safe and normal operations and rich discussions among our 14 workstream members. On our workstream, 11 of are faculty members themselves (with a combined 280 years of R-1 academic experience as professors, chairs, deans and assistant/associate provosts), three are full-time tenured faculty with the plurality of their distribution of effort (DOE) dedicated to teaching. Among those three, they all serve on the University Senate. Two of them also serve on the Senate Council, and one of them will be Senate Council Chair after June 1, 2020.

IMPLEMENTATION OUTLINE

Safety and Health Issues

- Ensuring Faculty Safety and Health
  - Involve faculty in decision-making regarding in-class teaching.
  - Develop and administer a faculty readiness-to-return survey (faculty work group, under the direction of the Office for Faculty Advancement (OFA). The survey should ask faculty about their willingness/ability to teach in the
classroom in the fall or their preference to teach remotely, including their rationale for their preference.

○ Develop a consistent process for handling requests for remote work due to documented personal health and safety concerns or underlying health conditions. (all through the IEEO, consistent with ADA, CDC guidelines and university regulatory scheme and best practices). This needs to be an iterative process, with the overarching goal of determining what is in the long-term best interest of the university while simultaneously reducing risk to faculty’s health and well-being.

○ Request that the University Senate Council adopt a policy to accommodate remote teaching for faculty determined to be at risk (to ensure alignment with the process for handling requests for remote work with Senate rules).

• Ensuring Safety of Classroom Facilities
  ○ Plan for and enable appropriate physical distancing in classrooms (and offices).

• Communication
  ○ Implement a university standardized communications strategy to clearly outline behavioral expectations via signage, email, social media, leadership modeling and inclusion into course syllabi.
  ○ Provide guidance on when not to come to work and information on faculty TDL policies, including appropriate communication to PTIs, adjuncts and TAs.
  ○ Improve communication concerning existing faculty TDL policy and procedures.
  ○ Provide clear guidance on advice to chairs and deans on making work assignments after the reopening scenario is decided upon (depends on results of ongoing efforts by the IEEO and Legal Counsel).
  ○ Provide clear guidance to faculty as to their important role in informing work assignments, in much the same way as faculty interact with chairs/directors during DOE discussions.

Faculty Workload and Assignment Period
• Continue to promote and encourage remote work, whenever possible, consistent with quality instruction, research, service and administration. This was a strong recommendation within scenario reports (Provost and deans).
Achieve clarity on who has authority to make work assignment (on-site vs. remote); create and communicate clear guidelines for vulnerable groups based on age, sex, race, health status and risk level for consideration of remote work assignment and campus access (Provost, IEEO, Legal Counsel, OFA, University Senate). Develop and communicate process for managing disagreements about work assignment (e.g., on-site vs. remote), consistent with established DOE process.

Develop a plan for how to work with faculty who are unwilling to return to on-campus work (if remote work is not possible) or who are deemed to be potentially non-compliant with fulfillment of return-to-work protocols (e.g., social distancing, PPE use). Existing processes and protocols to handle these instances will be utilized, including appeals or hearings, as appropriate (deans, OFA, IEEO, University Senate).

Decide how modifications to DOE are to be made and approved in this reinvented normal (faculty member/chairs/directors, deans, Provost) as a result of having to plan for multiple modalities, the necessity of multiple sections due to student social distancing (e.g., 30 students or fewer per section). Such DOE revisions may involve adjustments to research or service effort, faculty overloads or additional PTI assignments. Any substantial change to the already established teaching/research/service configuration of any faculty member will need to be taken into consideration in the tenure and promotion dossier, especially if research efforts are diminished as a result.

Provide clear guidance to faculty as to their important role in informing work assignments, in much the same way as faculty interact with chairs/directors during DOE discussions, which includes the long-standing policy and practice of the signing of the DOE form by all parties (faculty member, chair/director and dean).

Consider overload payment, extra vacation time (if appropriate), enhanced Employee Education Program (EEP), or summer stipend (for 9- and 10-month faculty) for instruction-related effort outside normal work time and assignment period (Provost). Also, because of limits on class size, there is the possibility of increasing the number of sections and/or instruction on weekends. Also of concern is the probability that faculty are having to prepare for instruction in the fall and beyond in multiple modalities, which markedly impacts faculty workload, as would determination of how a December short-term, if implemented, would be factored into one’s DOE.

Develop continuity of business and instructional operations (i.e., necessity for contingency planning) in the event of faculty illness or quarantine (chairs and
deans). This involves plans for team teaching or back-up instruction for all courses offered on the departmental level.

- Develop materials to convey to chairs/directors best practices in determining workload and teaching assignments (faculty workgroup under OFA direction).
- Assess the flexibility of course offerings. Some courses are more suitable for remote learning than in-class. Consider changing those courses into spring semester and moving others into fall semester? (Registrar’s office and Educational/Course Delivery involved in this discussion)

Performance Evaluation
- Continue to communicate and answer questions about the approved probationary period delay (completed) (OFA, deans).
- It is essential that performance evaluations take into account the extenuating circumstances brought about by the disruption for faculty in all title series and the extraordinary work accomplished by faculty in response to that disruption.
- Participate in decisions to administer and interpret TCE results in both Sp’20 and Fa’20 (faculty work group, Senate, academic course delivery workstream, faculty affairs workstream, OFA).
- Encourage wide use of faculty-administered mid-semester evaluations for evaluating teaching (deans, chairs, CELT), which is especially needed in the reinvented normal scenario.

Faculty Support Needs
- Provide expanded technology support for faculty, especially for effective remote or multi-modal course delivery and for remote performance of service to the institution and, as applicable, administrative duties (academic course delivery workstream, CELT).
- Inventory and clearly communicate all known mental health and physical well-being services and resources available for faculty, including Work+Life Connections, Outpatient Psychiatry, LiveHealth Online Medical & Behavioral Health and UK Telecare (HR, OFA).
- Consider training for academic leaders (chairs, assistant/associate deans/center directors) on how to lead change management (HR, OFA).
- Clarify expectations of faculty with child or family care obligations if those services are not available. Communicate to faculty the provisions of the Families First Coronavirus Response Act, especially the Emergency Family and Medical Leave Expansion Act (which provides for paid and unpaid leave to employees who cannot work or telework and need to care for a minor child due to a
COVID-19 related school or childcare closure) and the Emergency Paid Sick Leave Act (which provides paid leave to employees who are unable to work or telework for their own isolation/quarantine, to care for an individual who is subject to a federal/state/local isolation/quarantine, or who need to care for a minor child due to a COVID-19 related school or child care closure) (HR and OFA).

- Create best practices hub for faculty in each college that contains canvas templates, different course format structures (flipped), test protocols, etc. Continue to provide support for faculty in their quest for increasing the quality of remote instruction. (Deans, CELT)
- In this “reinvented normal,” consider strategies to continue efforts toward fostering engagement and belongingness through the established faculty affinity group model (OFA and OID, with cooperation from the UK Alumni Association).

NEXT STEPS

- Develop a list of priorities to address the issues identified herein, with an associate team lead.
- Identify resources needed to accomplish each item selected.
- As was done with the workstream addressing probationary period delays and sabbatical leave administration, this will be accomplished in order of importance, following a June decision on our reopening strategy.
HOUSING

INTRODUCTION

The housing workstream outlined the reinvented normal scenario by following these guidelines set by Status Report #1:

- Move-in: Extend move-in days to meet social distancing guidelines
- Minimize gatherings and promote a clean environment
- Align housing assignments with health and safety protocols
- Transition Active Learning Spaces into living spaces
- Implement visitor restriction policies
- Educate residence hall staff on state/CDC guidelines
- Create signage communicating health and safety protocols
- Provide healthy living starter kit – hand sanitizer, wipes, masks – in residence halls
- Review options for providing healthy living starter kit – hand sanitizer, wipes, masks – to students in off-campus housing (potentially through community partnerships)
- Identify residence hall for quarantine

We also considered how we could emerge stronger by addressing student support needs and residential education during COVID-19.

The report will follow these guidelines.

IMPLEMENTATION OUTLINE

Move-in: Extend move-in days to meet social distancing guidelines

To allow for a safe and healthy return to campus, we plan to ask students to self-select a move-in appointment online with an extended schedule starting August 17.

- Move-in appointments will be scheduled uniformly regardless of the size of the residence hall with social distancing as a priority from Monday, August 17 through Sunday, August 23 (or a comparable time frame to allow for coordination with potential K Week activities).
- Move-in schedule is adaptable based on the final academic calendar but will need to provide adequate time to prepare student rooms. Also, if the move-in
schedule is condensed, additional considerations of unloading space available as well as lobby and elevator space for social distancing will need to be addressed.

- Supplies, including PPE for students, families and staff have been addressed in our move-in plan.
- Traffic plan and parking control designed by UKPD and Transportation Services will be followed.
- No unloading assistance will be provided by UK employees to promote social distancing and prevent handling of students’ personal items.
- Carts will be distributed in a decentralized manner and will be sanitized between use by each family.
- Marketing message will be developed to promote safe and healthy welcome to campus.
  - Encourage student to bring minimal items
  - Encourage roommates not to move in at the same time
  - Communicate in advance to students to minimize the number of family members that come with students to move-in
- Create check-in procedures to allow spacing that accommodates social distancing at each checkpoint.
  - Students swipe own ID to check-in
  - Move room condition reports to online format
  - Move living on campus notice to online format
- Distribute healthy living starter kit to students during check-in and communicate importance/purpose.
- Social distancing during move-in helps us accomplish both goals of providing a safe and healthy return to campus, as well as emerging stronger by allowing each family a more individual/personal experience.

Minimize gatherings and promote clean environment

Cleaning Recommendations: Proactively deep clean and decontaminate all high-touch areas at least 2-3 times daily using an EPA approved product with a one-minute kill time. Staff must wear proper PPE: mask, gloves, booties.

- Classrooms: tables, chairs, file cabinets, AV/PC equipment and podium
- Lobbies: furniture, door handles, crash bars and elevator buttons
- Kitchens: pull trash, clean all appliances, tables and chairs
- Laundry rooms; washers/dryers, folding tables and door handles
- Community rooms; tables and chairs, door handles and counters
- Elevators: walls, doors and buttons
- Common area bathrooms
- Spray the outsides of mailboxes
- Door handles
- Stair handrails
- Vending machines and buttons
- Office Assistant desk areas
- Student rooms which become vacant
- Apartments during turnover process
- Move hand sanitizer stations to entrances and elevator lobbies
- Utilize fog machines (as available) for quick cleans during the day
- Cleaning staff to continue to wear appropriate PPE
- Residents clean their own personal space, including shared in suite bathrooms, following guidelines and training given prior to moving in

Maintenance Protocols to protect students and staff:
- Staff attempt to troubleshoot via contact with student prior to entering
- Staff should wear appropriate PPE when entering a unit
- Continue to practice social distancing with the student
- Wipe down touch points as necessary prior to departure

Promote social distancing in common areas of residence halls:
- Identify the number of persons who could safely use a space at one time and post it in a consistent visible location.
- Utilize RSVP in BBNvolved, or other software, to limit participants when applicable.
- Have hand sanitizer/cleaning supplies readily available in all common spaces (lobbies, lounges, academic learning centers and classrooms) and educate students on cleaning.
- When applicable, mark the spaces for use and for social distancing clearly to help students comply with best practice, such as removing furniture, space seats/areas appropriately distanced from each other or visually marking spaces to stand or sit.
- Students should wipe down spaces when entering and leaving.
- Protocols developed to address personal use of kitchens, laundry rooms, elevators, lobby areas, hallways, stairwells, entrances and exits and courtyards have been outlined.
- Students need to understand that in the event of an emergency it is appropriate to evacuate immediately as a group.
Front desks and mail operations
  o Physical desk area
    ▪ Staff members are expected to wipe down the front desk area before and after every shift, including counters, keyboards, phone, equipment, etc.
    ▪ Install plexiglass barriers at all front desks and/or front desk is blocked off to keep students/visitors at least six feet back (set up table as barrier, tape off, etc.)
  o Staff Guidelines
    ▪ Only the staff member working the desk shift should be behind the desk, when possible.
    ▪ When more than one person is behind the desk, staff are expected to maintain social distancing when behind the desk, i.e. stay at least six feet apart in all common work areas, including the break room, mail room, offices, etc.
    ▪ Make as many processes as possible touchless (scanning ID, package signing, equipment checkout, etc.)
  o Supplies needed
    ▪ Masks for front desk staff
    ▪ Gloves
    ▪ Face shields for front desk staff so residents can see their face
    ▪ Hand sanitizer and/or sanitizing wipes
  o Mail
    ▪ All mail and packages will be handled and distributed according to current CDC guidelines.
    ▪ Staff wear gloves when handling all packages.
    ▪ Staff wear masks when handling the mail to prevent them from touching their face.

Implementing social distancing, masks, no congregated groups
  • Students should be informed to understand their responsibilities in helping keep everyone safe and healthy in the community.
  • Involve the Office of Student Conduct in how to address/document issues/concerns, including revision to the Community Standards for living in residence halls to include students’ responsibilities during the pandemic.

Align housing assignments with health and safety protocols
The housing workstream team’s reinvented normal recommendation for undergraduate room configurations in the residence halls is assigning no more than four students per restroom.

- The housing transformation that began in 2012 was designed on analysis that showed students prefer their own bedroom and do not want to share a bathroom with more than a few people. Many students come to campus with a preferred roommate as their first choice. They often know one another and have already shared personal space.
- The housing workstream team believes with the proper personal protective equipment (PPE) and rules and regulations that students can social distance in their bedrooms and keep their bathrooms sanitized.
- Our recommendation was informed in part by an analysis of the current demand for on-campus housing based on active housing applications and current assignments.
- More than 62 percent of UK’s housing is configured as two-bedroom suites. There are four-person suites and four-bedroom apartments. In our reinvented normal, in the situation where there are four-person suites or four-person apartments, we hold to the scenario of assigning four students shared living space and a bathroom.
- UK-managed and Greek-managed fraternity and sorority houses have a combination of four-person suite room types as well as traditional double rooms with community bathrooms. In houses with community bathrooms, use will be managed by House staff to promote distancing and limit the number of students using each bathroom.
- Graduate and family housing will continue assigning singles and families to one apartment/unit with a maximum of two single students per bathroom.
- We also recommend that two residence halls be taken offline for COVID-19 positive students and students with symptoms but have not yet tested positive. In the scenario that we are modeling we recommend taking University Inn offline for COVID-19 positive residents and Ingels Hall for students who need to self-quarantine. The housing workstream recommends that students should go home whenever they can to convalesce and to avoid spreading any illness.
- UK Housing needs to work with the Disability Resource Center to accommodate students with compromised immune systems or other health concerns.
- Operational considerations including front desk coverage and hall staffing will need to be addressed in the event of an extended break in housing.

Transition Active Learning Spaces into living spaces
• If necessary, Active Learning Spaces can be converted to living spaces.
• If utilized as shared Active Learning Spaces, follow appropriate procedures to ensure social distancing:
  o Have signage for new occupancy limit
  o Have appointments to schedule use
  o Lock rooms and check out a key for access
  o Removing furniture to encourage social distancing and decrease the number of students
  o Limit use of rooms to only floor (or building) residents
  o Encourage students using the rooms to Zoom with team members/study partners who cannot access the rooms

Implement visitor restriction policies

• Recommend visitation be restricted or minimized to ensure that exposure risks are minimized
  o No visitors until the threat of community spread is minimized.
    ▪ Only residents and staff assigned to the building can enter, and all must check-in at the front desk in order to track and trace COVID-19 cases. Restrictions on building access by non-residents, including outside guests, non-residential staff and others. These restrictions may not apply to some people, such as personal care attendants for students with disabilities.
  o If visitation is permitted, safety protocols would include:
    ▪ Follow UK health and safety protocols for health screening of visitors.
    ▪ Wearing masks unless doing so would represent a serious risk to their health or safety, except for briefly removing a mask upon entry for identification as a resident by front desk staff.
    ▪ Wiping down all spaces utilized by guests.
  o Potential Visitation Scenarios:
    ▪ Scenario A: No visitation into hall or rooms.
    ▪ Scenario B: Only within hall visitors in rooms and no outside hall guests.
    ▪ Scenario C: Pod visitation – only identified 3-5 people can visit hall and rooms.
In hall rooms should be treated as family units. Therefore, asking that students do not congregate in each other's rooms but rather in designated common area spaces.

- A record of all visitors, including staff, that enter rooms should be maintained.

Educate residence hall staff on state/CDC guidelines
- Provide appropriate PPE to all staff working in or around residence halls
- Staff education about policies – training and development
  - Educate staff on how to address/be assertive/remind students of policies
  - Identifying students in masks
  - Hygiene of common spaces (policies)
  - Working with roommates who have concerns about COVID-19 and their roommate

Create signage communicating health and safety protocols
- Need to communicate expectations before students arrive – policies and expectations
  - How students should monitor their health, such as temperature checks and understanding common symptoms of COVID-19
  - If students experience fever or other symptoms, the processes for how to communicate and with whom to communicate in order to determine if a student
    - Should self-isolate.
    - Should get tested.
    - Go to the hospital or clinic.
    - Should communicate to the roommate.
    - Should participate in contact tracing.
  - Infographic and Signs
    - What to do if you get COVID-19?
    - What to do if your roommate has symptoms or tests positive?
    - Elevator signage, PR videos, information placed in students' rooms before move-in
- Residential rooms, hygiene and health - Prior to moving into the halls, students should be encouraged to begin conversations with their roommates about:
  - Roommate etiquette, especially as it pertains to hygiene and self-care:
    - Approved room guests list, if applicable to visitation policies.
• Visiting with guests in lobbies or lounges versus in resident’s rooms.
  o What items, such as cleaning supplies or PPE, are recommended to bring to campus
  o How to monitor vitals, self-isolate and communicate with roommate if symptomatic

• Post signage at entrance to building and common areas that no one with a fever or symptoms of COVID-19 may enter the facility.

Provide healthy living starter kit – hand sanitizer, wipes, masks – in residence halls

• Welcome letter with expectations and guidelines regarding staying safe and healthy
• UK branded cloth mask (2) with information on cleaning, why they should be worn and where they will be expected (class, common spaces, events, etc.); include information on where they can order more
• Information on what to expect from others- will professors, administrators, etc. be wearing masks?
• Sanitizing wipes, again with recommendations on how often
• UK branded hand sanitizer (travel size); maybe even hand soap

Review options for providing healthy living starter kit – hand sanitizer, wipes, masks – to students in off-campus housing (potentially through community partnerships)

Determine if off-campus housing students, including Greek-managed fraternity and sorority houses, will receive a healthy living starting kit, and if so, the funding source.

Identify residence hall for quarantine

• Recommendation:
  o Undergraduate and graduate residential facilities are needed for COVID-19 positive students or those that need to self-quarantine.
    ▪ All undergraduate students would need to relocate
    ▪ Roselle graduate students would need to relocate
    ▪ Residents in University Flats (Graduate), Greg Page, Shawneetown and LTS complexes can self-quarantine or self-isolate in their apartment. The exception to this would be roommates.
• When applicable, students should convalesce at their off-campus home
  o Use Ingels Hall for undergraduate residents that need to self-quarantine.
  o Use 441 Rose Lane for Graduate and Family graduate roommates that need to self-quarantine.
  o Use University Inn for COVID-19 positive undergraduate and single graduate residents. University Inn has a parking lot and is near the UKHC Medical Center.

• Quarantine and COVID-19 Positive Hall Protocols
  o Designate COVID-19 Response Team
    ▪ Hall staff – ideally, a healthcare provider would provide oversight of the halls
    ▪ Custodial – will be expected to wear proper PPE
    ▪ Maintenance – will be expected to wear proper PPE
    ▪ Dining – ideally, offer snack pack and online site for meal selection and delivery, to be deducted from dining plan.
      • Dining employee will meet designated person to deliver meals.
      • The designated person will take food to rooms; set outside door in hallway.
  o Cleaning
    ▪ Disinfect high-touch areas; entryways, elevators, handrails, etc. 2-3 times daily
    ▪ Pick up trash from outside room doors

Ensuring continuity of student support and residential education

• Continue to build community among residential students
  o Create online platforms in Canvas or BBNvolved to help students meet other students on their floors and build community prior to move-in to offset any lost experiences occurring during the summer
  o Staff will promote virtual community meetings
    ▪ Have first community meeting a week before move-in to help student interact with each other prior to moving into the halls
  o Review co-curriculum experiences within the halls to determine residents’ interests and utilize virtual games/activities to promote low-risk interactions
• Community meetings
• Programs/events
• Connecting students with student organizations
• Hall Council meetings
• Games
• Social media competitions, such as best decorated rooms, school spirit, eating healthy meal prep during COVID, how you de-stress, show us a new interest learned during COVID, etc.
• Intentional conversations with RAs (CATs-UP)

• BBNvolved should be the centralized platform to promote events on-campus and within the residence halls to help mitigate some of the low-key interactions that may be missing due to social distancing measures (Curriculum; K Week; LLPs)

• Survey students or have intentional conversations to help understand how residents might have experienced COVID-19 (e.g., lost loved ones, have had or had a family member or friend that had COVID-19, sense of isolation, etc.) to build empathy and support
  o Normalize the challenges of COVID-19 experiences and help-seeking behaviors
  o Help students understand how to be a healthy community by checking in on and demonstrating care for others

• Continue to support student success
  o Promote/create study groups within the residence halls, paying attention to high DEW courses and first-year courses
  o Collaborate with Transformative Learning to explore virtual tutoring sessions, bringing sessions into the halls and communicating with and supporting students with academic alerts or who are in high DEW courses

• Continue to promote mental health
  o Isolation/feeling disconnected – normalize those feeling through signage
    ▪ Explore videos or other marketing materials such as pamphlets to help students understand and identify when to get help if experiencing depression or anxiety
    ▪ Emphasize the importance of checking in on family and friends and seeking out and building connections with peers
- RAs engage in more casual check-ins
- Virtual office hours/study hours by RAs
- Utilizing GroupMe to send messaging/check-ins frequently
  - Counseling Center – offering virtual check-in times

- Continue impact of Living Learning Programs
  - Encourage LLPs to invite all people in the halls to participate in LLP events when practical to do so
  - Work with LLP partners to explore best practices
    - List activities to promote connections
    - Develop practical ways to address COVID-19 (e.g., health/hygiene, mental health, etc.) within LLP curriculum
  - Use of peer mentors to assist with:
    - Community building
    - Mental health/well-being
    - Academic support for students struggling
    - Hall programming and events
  - Develop a calendar of events to share in the hall to include LLPs, hall government and RA programming/events
  - Utilize BBNvolved as central location for activities

- Roommate Contract Agreements
  - Consider adding COVID-19 section to current roommate contract agreement utilized by the Office of Residence Life
    - Provide space to discuss hygiene requirements in relation to the pandemic
      - Provide minimum hygiene requirements
    - Other considerations:
      - How do you clean the common spaces and bathrooms after use?
      - If permitted, what will the visitation restrictions be?
      - How do you communicate when guests will be coming over?
      - Are there any additional needs for cleaning/masks, etc., when you’re a guest?
  - Prepare students for diminished availability to move during roommate conflicts – conflict resolution
- Residence hall classrooms and active learning spaces could be used to stream common first year experience courses. This would aid in lessening classroom density.
- Community wellness team
  - A community wellness team could be created for each residential neighborhood.
  - Community wellness teams would be responsible for monitoring and reporting any immediate threats related to COVID-19 in the community.
  - A wellness dashboard will be established to assist in the monitoring of each facility by the community wellness team.

NEXT STEPS

Move-in: Extend move-in days to meet social distancing guidelines
- Create move-in appointments schedule based on academic calendar and K Week schedule.
- Work with UKPD to develop traffic plan and Transportation Services for parking/shuttle plan.
- Communication to city officials to explain modifications to move-in schedule.
- UK employee volunteers need to be solicited to communicate traffic/parking plans.
- Locate suppliers/determine cost of PPE/cleaning supplies and healthy living starter kits.

Minimize gatherings and promote clean environment
- Evaluate costs associated with additional cleaning recommendations.
- Determine specific contents of healthy living kits and associated guidance.
- Implement detailed items regarding each common and multi-purpose space.

Align housing assignments with health and safety protocols
- Housing should further study the need for single rooms for students referred by the Disability Resource Center.
- Send recommendations for health and safety protocols to Greek-managed fraternity and sorority house corporations.
Educate residence hall staff on state/CDC guidelines

- Determine who provides training

Create signage communicating health and safety protocols

- Work with UK Marketing to develop campus safe and healthy restart communications and signage

Provide healthy living starter kit – hand sanitizer, wipes, masks – in residence halls

- Work with business partners on branded items for healthy living kits
HUMAN RESOURCES

INTRODUCTION

Key considerations are listed below and correspond with the challenges and tactics listed in the implementation outline section. In brief, this option requires an on-site operations first mindset.

Key Considerations:

- Determine which functions need to be performed on-site
- Determine which specific positions need to work on-site and which need to work remotely to best meet the objective of a healthy signature residential experience for students
- Address items impacting employees’ ability to successfully work remotely
- Review HR policies and guidelines to identify opportunities to better support reinvented normal (e.g. leaves, telework, benefits)
- Address items impacting employees’ ability to successfully return to on-site work
- Conduct a comprehensive and continuous communication plan that informs, encourages a culture of safety and builds employee confidence
- Continue collaborative relationships with community partners regarding childcare and elder care concerns for employees
- Ensure all community members can access well-being (mental, physical and financial) services
- Address health disparities in historically marginalized populations at UK

In addressing these considerations, the HR workstream made the following situational assumptions:

Operational Assumptions:

- No additional state of emergency
- Daycares open at reduced capacity
- Public schools open at alternate schedule
- Social distancing and masking guidelines remain in place
- Vaccine not available
- Therapeutics not available
- Online screening available
- Testing available
○ Public transportation working
○ Sufficient PPE has been procured and is available to employees
○ Sufficient employee compliance with safety protocols
○ Funding is available to help achieve priority tactics

IMPLEMENTATION OUTLINE

A) Topic: Determining which functions need to be performed on-site

Challenges:
- Decisions on how many employees to return to on-site operations and how many remain remote will impact staffing needs, and job security, for some areas of the university such as those currently experiencing administrative no pay due to low operational activity. For example, if fewer employees return to campus, there will likely be continued administrative no pay for employees in dining, parking, etc. Conversely, the more employees on site, the higher the possibility of needing to hire more cleaning staff.
- May need protocols to redefine office hours or meeting with faculty and staff due to limited space and high-risk populations.

Tactics:
- Establish clear direction that reducing risk of transmission of the COVID-19 virus is a top priority and that minimizing the number of in-person interactions is a strong tactic to achieve this.
- Estimate the amount of space available for on-site work, considering UK health and safety protocols. Consider reallocation of existing office space from remote workers not currently using that space to those who need to perform on-site functions.
- Estimate the resources needed for employees to work remotely for a longer period or permanently.
- Create a process to serve up what spaces are available so they can be utilized.

Units/Leaders Involved:
- College/Division leaders
- All supervisors
- Facilities Management
- UK Public Relations and Marketing
- HR Training and Development
Potential Associated Costs:
- Current information on available spaces; facilities resources to assess, coordinate and retrofit available office spaces, including timelines for space availability for employees who may have different office location when they return
- Marketing and communication resources to develop a robust, multifaceted campaign in collaboration with HR Training and Development and other departments that may be working on communication materials for employees.
- Providing PPE and “welcome bags”

Additional Information Needed:
- Inclusion of “on-site required” and “remote capable” classifications inserted into position descriptions – over time, this would improve clarity regarding location of work
- Data on how many employees are currently working on site versus remotely and any known changes for the future state

B) Topic: Determining which positions need to work on site and which need to work remotely to best meet the objective of a healthy and signature residential experience for students

Challenges:
- Social distancing and other health and safety requirements indicate that returning all employees back to on-site operations may not be compatible with meeting the top priority of preserving the health, safety and well-being of everyone in the university community.
- Managers and employees might have different views on the necessity to return on-site.
- Taking advantage of this opportunity to envision and redesign how we work now and beyond the crisis.
- Many employees will have personal beliefs about how the pandemic is affecting employee safety and overall well-being. These beliefs are likely to be strongly held and highly variable.
- Some employees will fall into high-risk categories or be in caregiver roles for loved ones who are in high-risk categories. They will likely want to continue working from home.
- It is likely many employees will feel unsafe returning to on-site operations, even if they are not personally in a high-risk category or caring for a high-risk loved one. Concerns may include feeling unsafe taking public transportation to and from work or being in a shared space with others.
• Additional concerns may arise from employees who are uncertain about the access and safety of using the childcare/school or elder care options which previously enabled them to work on site. Or, employees may experience disruption in the coverage those services can provide (e.g. partial NTI days for school to achieve social distancing, short-term closures for cleaning) and may not have established backup plans (see childcare topic for tactics to address).

• Another challenge may occur due to preference of employees to continue to work remotely, including those who may have left the immediate area at the beginning of the pandemic and who have a strong preference to remain in a remote work status.

• Some employees might have a desire to return to on-site operations, even if their role does not make this a necessity. Reasons for this desire could be better technology, less distraction, desire for interaction with colleagues/feelings of isolation, fear of being left out of important decisions, etc.

**Tactics:**

• University leadership establishes clear and highly visible criteria articulating categories of positions that need to return on site to effectively fulfill their responsibilities. Clearly articulate that returning to on-site operations because of personal preference might not meet the top priority of preserving health, safety and well-being as it will not support meeting goals to limit on-site density.

• Orient decision-making considering where functions can best be performed based on the top priority of preserving the health, safety and well-being of everyone in the university community. Clearly state that even if restrictions (e.g. stay at home orders) are lifted at local, state, federal levels, the university will make decisions on when to safely return employees to on-site operations.

• Ensure consistent communication and alignment throughout the organization, where appropriate.

• Combat misinformation and outdated information regarding the virus.

• Develop an intentional process to identify which functions are critical to be on-site to achieve a healthy and signature residential experience for students. Employees must request to return on-site and be granted permission to do so by local leadership contingent on a clear ability for on-site operations to meet UK health and safety protocols. This establishes the “norm” or “baseline” as most employees continuing to work remotely. A tool should include a reapplication option to facilitate responsiveness to changing environment. Example tool to achieve this [here](#). For those positions returning to on-site, consider the use of the “[Swiss Cheese Model](#)”.
• Develop decision-making criteria for which positions should return to on-site operations. Include:
  o Who makes these decisions (responsibility at individual college and unit level recommended);
  o The job functions needed to achieve on-site operations;
  o Compliance with health and safety protocols;
  o Those preferred by the employee or leadership but not truly necessary - to be performed on-site once able to achieve all necessary functions safely on-site (these should be a mutual agreement between the supervisor and employee);
  o Reasonable flexibility will be key. Include tools and conversation guides to support managers in conveying the decision and providing support to employees to assist in resolving fears and barriers to return to work.

• Concurrently, identify positions that can accomplish work remotely beyond the pandemic. This approach addresses short-term and long-term organizational issues to include overhead cost reductions, more efficient and repurposed physical space utilization, employee well-being and improved talent retention/attraction/productivity, etc.

• Create a web-based training for all decision makers and supervisors to equip them in their readiness to make position-related decisions based on who they serve. Identify needed accommodations and communicate with employees. Examples here and here (supervisor section).

• Articulate that the plan will evolve based on the most current guidance consistent with UK health and safety protocols.

• Require that all on-site operations have a written plan of how to quickly and safely return to remote work (continuity and contingency planning). Agility will be key. Plans should include what lessons have been learned, what resources were and were not needed, what new processes and procedures should be put in place to better navigate a recurrence in the near- or long-term future. Plan should at minimum identify highest priority functions and contingency planning both for the event of an additional state of emergency as well as the possibility of team members being placed in quarantine, being ill, or otherwise unable to work on site. Functions and operations which would not be able to sustain a sudden return to emergency remote operations may be better to return later in the semester or after conclusion of the calendar year.

• Define and communicate how the university will address conflicts in which an employee who is deemed to be in an essential role (i.e. must return to on-site work) does not feel ready to return to work due to fear/concerns of exposure (not a documented health risk).
Units/Leaders Involved:
- Student Success and Student Financial Aid (student employees and federal work study students)
- Student and Academic Life
- Human Resources
- Office of Legal Counsel
- Environmental Health and Safety
- Information Technology Services
- Other units that administratively report to Finance and Administration (Parking and Transportation, Facilities, Student Center)

Potential Associated Costs:
- Technology, ergonomic materials/equipment, training needs

Additional Information Needed:
- Best practices of remote work that are highly successful from other service sectors

C) Topic: Items impacting employees’ ability to successfully work remotely

Challenges:
- Isolation and sudden transition to long-term remote work puts engagement and the employee experience at risk for some employees.
- Address ergonomic issues presenting over a long period of time.
- There are multiple tools and platforms used across the university for chat, collaboration, file storage and sharing, which can limit collaboration across departments/units.

Tactics:
- Equip decision-makers and leaders with a suite of options and support as they evaluate how to make sustained remote work as productive and positive as possible. Examples: tools and consultation to assist with evaluating how well they have been meeting their mission thus far, consults available with Environmental Health and Safety regarding at-home ergonomics, consults with HR regarding tactics to support remote work and performance evaluation and address isolation and other well-being issues, etc.
- Provide additional guidance to managers on how to:
  - Stay in touch with staff and create a remote work environment best positioned to engage their team members
o Create appropriate productivity expectations and manage time in the reinvented normal and to communicate them to employees
o Effectively lead staff whether working remotely or as a hybrid team (remote and on-site employee team)
o Keep remote workers connected and involved with what’s happening on campus
  o Provide ergonomic training and support to employees.
• Identify workflows and processes that should be further adapted to remote work. Consider new ways to deliver service that promote flexibility and continuity in the performance of high-quality work.
• Instruct managers and business officers to reach out to remote workers to assess their workspace needs and identify if more/different equipment at home would be beneficial.
• Fast-track ITS efforts to move the university toward one suite of tools for communication and collaboration (ex. Microsoft Teams) with additional option for Zoom that allows greater flexibility for hosting workshops, training and connecting remotely.

Units/Leaders Involved:
• HR Employee Engagement and Work-Life
• Business Processes
• Environmental Health and Safety
• Information Technology Services
• HR Training and Development
• HR Communications
• UK Public Relations and Strategic Communication

Potential Associated Costs:
• Ergonomic resources for home assessments to ensure proper equipment for remote workers.
• Possibility of additional bandwidth on various IT licenses to allow for more remote work and consistently excellent connections to UK systems. May include the need for enhanced technological ability to provide remote IT support outside of regular business hours, as remote workers may have more flexibility as to when they complete their work.

D) Topic: Review HR policies and guidelines to identify opportunities to better support reinvented normal (e.g. leaves, telework, benefits)
Challenges:
- Human Resources policies and procedures rely heavily on past best practice. It is not feasible to document new practices into policy itself. Will need to emphasize via communication the need for employees and managers to work closely with HR on policy interpretation relative to situational nuances.
- Communication to employees and managers the ending or continuation of any temporary benefit changes (medical insurance, retirement plans).

Tactics:
- Establish clear guidance and expectations for employees and managers regarding when an employee should not report to work due to illness. Example here.
- Continue to review HR policies and procedures for any modifications in policy or practice
- Provide ongoing employee and manager education on leave, flexible work and departmental attendance policies
- Partner with ITS to ensure any temporary or permanent policies about telework are included in their cybersecurity and bring-your-own-device efforts (if any).
- Utilize existing communications channels to communicate (Thrive, Supervisor Solutions and UKNow) benefit changes.
- Update retirement plan documents and website; update medical benefits website.

Units/Leaders Involved:
- HR Employee Relations
- Infection Prevention and Control
- Environmental Health and Safety
- HR Communications
- HR Benefits
- HR Work Life
- Information Technology Services
- UK Public Relations and Strategic Communication

E) Topic: Items impacting employees’ ability to successfully return to on-site work

Challenges:
- The current on-site work setup may not easily accommodate compliance with UK health and safety protocols. Considerations may include elevator use, especially for those unable to use stairs as an alternative, shared offices, shared
equipment, cubicles or workstations in open office formats, number and size of bathrooms, small break rooms, shared refrigerators/microwaves, etc.

- Managers and leaders not confident in how to handle potential exposures or positive cases on their teams.
- Employee concerns regarding privacy, data management and storage if electronic health survey is implemented.
- High-risk population as defined by the CDC (age, underlying medical condition, living with people who are high risk)
- Student workers:
  - If the academic day is extended it may impact hours students can work in person or remotely
  - Plan for how to address Federal Work Study funding if on-site work is moved back to remote work

Tactics:

- Ensure all health and safety protocols, especially any online health screening surveys, are accessible to all employees, including those without home computer or smartphone access.
- Provide support to public-facing employees (e.g. dining, residence halls, Gatton Student Center, library).
- Change management including development and deployment of local-level return to work readiness survey and communication plan. Readiness survey may ask for employee/management assessment of the current successes and challenges of working remotely. Possibly categorize positions currently working from home into:
  - Able to fully work remotely at full productivity
  - Able to work remotely but at diminished productivity
  - Struggling to work remotely due to lack of tools, necessity to be on site to perform functions, or difficult remote work environment
- Equip decision makers and leaders with a suite of options and support as they develop their plans to meet health and safety requirements as they resume on-site functionality. Examples: consults available with Environmental Health and Safety, access to building floor plans and revised room occupancy limits and best practices on common spaces and shared equipment, consults with HR regarding flexible work, adjusting shift start and end times for employees, establishing alternating days/weeks of on-site and remote work, etc.
- Develop a process for colleges and units resuming on-site operations to submit their localized plan that supports the specific needs of the unit/college in achieving full functionality for designated on-site operations and all health safety
requirements, both on-site and best available guidance for public transportation. Plans must be reviewed and approved by dean/vice president level, include the designation of a person by name who will serve in executing the return to on-site operations plan and be made available to all faculty, staff and students.

- Education to managers, supervisors and business officers on protocol for exposures and confirmed positive cases for on-site workers. See example here.
- Reorientation plans for all returning employees to include completion of health and safety web-based training; dedicated one-on-one conversations between employee and supervisor to ensure understanding of specific and clear direction on how to meet all new on-site safety requirements, including clear, safe, fair and enforceable guidelines to faculty and staff on when they are expected not to report to work (how sick is sick enough to call in?); employees provided realistic preview of new safety requirements that will change their employee experience on-site (e.g. walkways, protocols for shared equipment, break rooms, restrooms, etc.) prior to return – may include an on-site visit before first full day back or possibly a dedicated video message to employees in large units. Equip employees with return to on-site-specific guidance such as shown here.
- Recommend all employees returning to on-site operations receive a welcome back kit that includes masks, a welcome and thank you note, information on resources if they have questions during their transition back and guidance on how to encourage others to follow safety protocols as well as where they can get a mask if they forget theirs at home.
- Have grab and go mask pick up locations in building locations (like the umbrella sleeves or no-cost vending machines accessible by using WildCard).
- Inform employees and supervisors of the appropriate channels when requesting ADA accommodations due to underlying medical conditions of the employee only.
- Provide managers and supervisors with training and tools to create appropriate productivity expectations in the reinvented normal and to communicate them to employees.

**Units/Leaders Involved:**

- University supervisors
- Transportation Services
- Environmental Health and Safety
- Community Partners
- HR and HR Training and Development
- University administration
Potential Associated Costs:

- PPE access points
- Staffing increases in cleaning, dining, staffing needs for quarantine residence halls (health care, meals, building maintenance, security), health and safety protocol requirements, bus drivers, mental health access (especially based on the suggestion of assigned counselors per student – difficulty in onboarding, think about additional options of using existing telework), campus guides to direct campus traffic appropriately. Staffing for evening/weekend classes.
- Extension of the academic day will likely impact working hours for areas beyond those directly involved in academic instruction. For example: Will dining need to be open later? Need more custodial crew during later shifts, etc.

F) Topic: Comprehensive and continuous communication plan to all employees must inform, encourage a culture of safety and build employee confidence

Challenges:

- Strongly held and highly variable personal opinions/beliefs
- Evolving best available information on UK health and safety protocols

Tactics:

- Develop success measures to evaluate return on-site and continued remote strategy at an organizational, workforce and individual level for the near future. Example from Segal COVID-19 Response Framework for Colleges and Universities:
  - Near term success measures
    - Organization – Key business functions are working well, and the organization is meeting the mission in a safe and reinvented way that is sustainable
    - Workforce – Employees are productive, engaged and hold the belief that the organization is responding to the pandemic well
    - Individual – Individuals have received adequate communication about their role during the pandemic response as well as their near-term job security
  - Future success measures
    - Organization – The university creates and executes a reinvented strategic plan and operating model that positions it well for success in FY20-2021 and beyond
    - Workforce – Employees understand the decision-making process used to develop the reinvented strategic plan and operating
model and believe the leaders making those decisions are operating in a trustworthy manner

- Individual – Individuals understand how the long-term and compounding impacts of the pandemic will affect their future at the university as well as their career trajectories and long-term work location

- Begin developing employee commitment to following health safety protocols through video messages from university leaders demonstrating their commitment to the protocols (e.g. showing leaders wearing masks as part of their daily work).

- Articulate fully and often to the campus community regarding the contingency plan (what would trigger a resumption of emergency remote operations, how are we monitoring for those triggers, what are the current metrics).

- Useful FAQs, supervisor conversation guides, employee communication templates.
  - Very clear and repeated communication on the mask-wearing expectations. Include proper care, how to wear, how often to wash (as shown here).
  - Provide guidance on how to approach individuals who are not wearing masks.

- Significant physical communication materials posted on-site and promoted electronically. Specific safety protocols in areas with significant shared equipment such as laboratory environments.

- Video messages demonstrating success of meeting health and safety requirements already occurring on campus sent to all employees in the weeks prior to the restart.

- Recurring communications providing updates on how return to on-site operations are working, including any adjustments made to original plan and demonstrating best practices being employed at the local (department/college) level (e.g. teams sharing their solutions and how they know those are working, especially for non-office environments or those in which achieving social distancing is not straightforward). Include anticipated timeline and definition of the incremental changes creating the experience of the reinvented normal.

- Develop a social marketing campaign to encourage employees to voluntarily follow UK health and safety protocols. Potential to have an employee contest on mask designs, slogans, positive rewards given to each other for following guidelines (tagging or badging each other), having a mask designing competition – UK pride and spirit. Winner is determined by count of people “spotted” wearing them.
● Decide and communicate consequences for faculty (consistent with the Faculty Affairs workstream) and staff for not wearing a mask or following other health and safety protocols.
● Ongoing communication to employees promoting health care resources as well as full suite of mental, physical and financial well-being resources. Communications should include encouraging employees not to delay their overall health care needs.
● Solicit employee feedback on effectiveness of communication mediums as well as recommendations on topics they would like to hear about.
● Create ways to examine the employee experience at the local and organizational level and make course corrections, both for those working on-site and working remotely.

Units/Leaders Involved: HR overall and specifically HR Communications, UK Public Relations and Marketing

G) Topic: Continue collaborative relationships with community partners regarding childcare and elder care concerns for employees.

Challenges:
● Home-based and center-based centers opening mid-June at reduced capacities and may not be able to accommodate all employees who want to re-enroll their children.
● K-12 school schedule still requires some learning and instruction at home.
● In-home childcare services can be unaffordable and/or unavailable on a regular basis.
● In-home health providers may be limited in services to elderly population.
● Concerns about skilled-care and assisted living facilities may cause employees to have a parent live with them or shift more of the burden of care onto the employee.

Tactics:
● Help employees understand what in-home options are available to them through external and internal resources/providers.
● Advocate (incentivize?) for childcare centers to offer more flexible hours for our employees and students, especially as we are encouraging staggered shifts and expanded class times and advising hours.
● HR Work-Life will continue to support the working parent community and help employees understand their options.
● Continue to push messaging about the need for all employees to have flexibility to better manage work and personal responsibilities.
● Create activity page on WorkAnywhere for children with videos (e.g., physical activity, Storytime, Mental Health) created by UK faculty, staff and students or linked from trusted external source. Live videos/activities or print and play activities for “Family Fridays” in the summer to engage kids for a few minutes so parents can attend to something else.
● Messaging about HR Work-Life’s elder care support and helping families understand what options are available (at local, national and international level) and the support network available to them via UK.

Units/Leaders Involved: HR Employee Engagement and Work-Life; HR Communications and UK Public Relations

- Videos/Activities: College of Education, HR Health and Wellness, HR Work+Life Connections, UK Athletics

Potential Associated Costs:
- Partnership with an external in-home care provider service.
- Employee access to service for back-up care (and pet care) like Care.com.

Additional Information Needed: The number of employees who have children at home under the age of 18 or who have elder care responsibilities and areas where they work according to the 2019 UK@Work survey, general understanding of the parents’ comfort level with in-home childcare and center-based care (employees may not want someone in their home AND not want to put their child in a center). Could potentially gather more data via the “return to work readiness survey” mentioned above.

H) Topic: Ensure all community members can access well-being (mental, physical and financial) services

Challenges:
- Mental Health:
  o Employee counseling service (Work+Life Connections) currently has four therapists who offer five free sessions for employees, spouses/partners, dependents; employees living with mental illness or who need medication to manage their mental health can utilize Outpatient Psych or LiveHealth Online and pay co-payment.
  o Some employees lack privacy at home for telehealth therapy appointments; many have found workarounds (e.g. sitting in their cars or
driving to a parking lot) but some employees have chosen to cancel their therapy sessions for the time being.

- Mental health stigma still prevalent so there will need to be multiple options and platforms (i.e. not just counseling) to support employee mental health.

- **Physical well-being:**
  - Ensuring on-site employee gyms can implement and follow all health and safety guidelines for reopening.
  - Engaging and supporting remote employees in finding a new routine and ways to be physically active.

- **Financial well-being:**
  - There is currently one employee supporting financial well-being for all employees.
  - Personal financial situations may have changed due to a partner/spouse’s unemployment or reduced hours and be a source of stress.

**Tactics:**

- Invest in change management resources and strategies to meet the evolving organizational priorities and culture.
- Conduct resource awareness survey for all existing well-being resources and develop tailored communication/awareness messaging accordingly.
- Provide support and guidance specific to front-line leaders to ensure they can remain focused and are equipped with resources needed to support their teams.

- **Mental Health:**
  - Continue to offer programming for all employees on mental health topics
  - Create marketing push on how the community can take care of their mental health needs and look out for the needs of others
  - Consider increasing the number of visits per year for employees and removing FTE qualifying level of .5 FTE
  - Create a communication push to supervisors about presentations and activities that the employee counseling office can provide to their team
  - Increase communication about LiveHealth Online behavioral health services (LiveHealth Online has providers in all virtually states)
  - Develop UK Telecare mental health providers access through Anthem, long term
  - Promote digital mental health apps such as myStrength which is already available to UK employees
  - Consider outsourcing additional Employee Assistance Program counseling
- Promote existing 24/7 mental health offerings including myStrength and Anthem LiveHealth Online. For additional 24-hour crisis support, there is a national hotline. Increase suicide prevention training classes and certifications for faculty and staff.

**Physical well-being:**
- Continue to develop on-site programs and classes that provide safe group instruction
- Continue to provide new and innovative virtual programs

**Financial well-being:**
- Increase presence of financial well-being counseling, tools and resources

**Units/Leaders Involved:**
- HR Work+Life Connections
- HR Health and Wellness
- Center for Health Equity Transformation
- HR Benefits Financial Well-being

**I) Topic: Addressing health disparities in historically marginalized populations at UK**

We believe that continuing these crucial dialogues about health disparities in our current climate is of the utmost importance. It is clear that COVID-19 has disparate negative impacts on many historically marginalized communities including communities of color, LGBTQ* communities and communities with little or no economic resources. It is also clear that for individuals who hold membership in one or more of these historically marginalized communities, the barriers to quality health access and positive health outcomes did not start with this current virus. In fact, the mechanisms that create the identity-related health disparities we recognize in this particular historical moment are connected to systemic inequalities that are much farther reaching.

In recognition of the potentially unwieldy scope of health disparity efforts that our workstreams could engage in along with a desire to streamline our efforts in this area in ways that will be
- Informed by local UK experiences and expertise
- Focused on concrete achievable goals
- Employed to create sustainable measurable change at the University of Kentucky, the following challenges and tactics were identified

**Challenges:**
- Issue with many potential areas of focus
- Inclusivity of process to gain as many perspectives as possible
- Data availability and mining assistance
• Finances to support current and new collaborations

**Tactics:**

• The creation of a new distinct group that will serve as a hub for facilitating conversations, creating goals and monitoring progress related to health disparities interest arising from the COVID-19 workstreams.

• This new group will include the membership of this initial brainstorming team as well as members of UK’s Inclusive Health Partners—representing diversity and inclusion leadership in UK HealthCare and six health colleges—the Center for Health Equity Transformations and additional interested colleagues from Student and Academic Life.

• The initial product of this group can be the creation of a whitepaper that creates a shared understanding of health disparities within the context of our workstream efforts, organizes available UK and national data related to how health disparities impact a number of historically marginalized groups in relation to COVID-19 and broader interconnected systems of injustice, highlights institutional assets and expertise that already exist in this area and synthesizes all of this information to provide high-impact options that workstreams can consider operationalizing in their areas.

• Monitor staffing decisions for disparate impact and develop strategies to mitigate.

• This group can transition into a role to support and shepherd the final chosen options—that are meaningful, manageable, tangible and accessible—from concept to execution.

**Units/Leaders Involved:** Center for Health Equity Transformation and various other workgroup members

**Potential Associated Costs:** funds to support efforts currently underway

**Additional Information Needed:** data regarding current health related disparities at UK

**NEXT STEPS**

• Estimate the amount of space available for on-site work, considering UK health and safety protocols. Consider reallocation of existing office space from remote workers not currently using that space to those who need to perform on-site functions (Facilities Management).
- Establish communications and education campaign as referenced above (in collaboration with UK Public Relations and Marketing).
- Establish workgroup focused on addressing health disparities (in collaboration with student success workstream).
- Determine which functions and positions need to be made ready for a return to on-site operations and on what timetable and which positions need remain remote.
- Equip leaders with materials and education referenced in tactics to make ready plans for resumption of on-site operations and/or fortifying remote operations within their areas of responsibility.
- Engage those team members in return to on-site operations readiness assessment.
- Estimate the resources needed for employees to work remotely for a longer period.
INFORMATION TECHNOLOGY SERVICES

INTRODUCTION

ITS is involved in multiple phases of this planning effort. In addition to this ITS workstream, ITS has multiple staff members who are involved in various other workstreams. This document serves to focus on the three primary areas that ITS has been leading support efforts and that will be continued – and improved – as we move into the academic year 2020-2021. And, these plans were all developed with both ends of the return spectrum – new residential experience and fully online – in mind.

- AV in the classroom / online learning
- Technology distribution
- Overall ITS customer service

Mission Statement: Every day is someone’s first day of creating a new experience with UK. UK ITS is prepared to deliver a first-rate customer service experience. Where the university defines new expectations for service delivery, ITS is preparing today to cultivate new solutions for tomorrow.

Due to COVID-19 and the cyber event earlier this year, there is a greater need to continue to accelerate collaboration, coordination and centralization of IT systems, services and resources across the UK enterprise to provide more efficient customer support and secure the ongoing technology adjustments that UK is making to achieve the reinvented normal.

IMPLEMENTATION OUTLINE

ITS customer services agents will continue to operate remotely to reduce unnecessary exposure.

- Support the UK Community by phone, email and chat.
- Providing user-level remediation and support options through TechHelpCenter.uky.edu
- Utilizing Microsoft Teams, Zoom and TeamViewer to provide remote support upon request to customers requiring extended levels of support.

The distribution of technologies for students, faculty and staff will continue.
• A more contiguous space to allow for full integration of secured storage, package receiving and fulfillment activities for hundreds of items per day as well as integrated workspaces to facilitate remote and on-site support as well as a customer facing intake area.
  ○ Having nearby parking and/or a “drive up/walk up” window would be advantageous. This would ease the barrier to access to these services, improve turnaround times for issues and service recoveries. Could be co-located near other student and faculty services to provide a more complete service experience.

• Full stack development resources for item and service fulfillment from initial request, to status updates, to delivery options including text, email, app integration.
  ○ Potential integrations with MYUK portal, Service Now, MYUK iOS mobile app, on-site kiosks, mobile credential integrations with Apple Pay, Wildcard IDs, etc. This would include appointment scheduling, virtual queue status. Examples include Amazon shipping tracking method or an established integrated service delivery model.

• Internet hotspots for every student, faculty and staff that has a challenge with connectivity and doesn’t have the resource readily available.

AV in the classroom is being augmented to provide options for class delivery

• Phase I (to be completed in summer 2020)
  ○ Install Echo360 appliances in approximately 45 of the centrally scheduled classrooms that have infrastructure already in place.
  ○ Install cameras, microphones and additional technology in about 40 centrally scheduled classrooms.
  ○ Create Zoom rooms in 12 centrally scheduled classrooms.
  ○ With the completion of Phase I, UK would have approximately 65 percent of centrally scheduled classrooms equipped with the ability for live-streaming and lecture capture.

• Phase II (to be completed by August 15, 2020 pending equipment delivery)
  ○ Install cameras with the capability to lock the device to the infrastructure in about 115 of the centrally scheduled classrooms.
  ○ With the completion of Phase II, UK would have approximately 90 percent of centrally scheduled classrooms (i.e., where the technology is supported by ITS) capable of live-streaming and lecture capture.
**NEXT STEPS**

UK ITS is focused on making decisions that prioritize the health and safety of our students, faculty, staff, community and the Commonwealth

- Consider centrally located service centers for ITS-provided devices. Currently the Gatton Student Center and William T Young Library are good examples of this. These areas could be expanded to provide additional central services when students return to campus.
- Consider a locker system for technology that is distributed on an “as needed” basis to students (think Amazon Lockers) to facilitate “drop off/pick up” for students. Potential for 24/7 operation. This could be an effective way to distribute iPads to a broader section of students on a periodic basis.

UK ITS continues to investigate and learn about options that will allow the university to offer hybrid approaches to learning that will prioritize student learning and matriculation while also protecting those faculty, instructors and support staff. Following the events of spring 2020, ITS knows that the university needs to be able to operate on the premise that all classroom learning could move online “the next day.”

- Expand the virtual consulting for students that require the resources offered by the Media Depot.
- Work with colleges on additions to the software that is available in the Virtual Den.
- Investigating opportunities to provide Zoom capability to allow faculty to use in classrooms with no technology. The solution can be built to meet the needs of each space.

UK ITS has been involved in discussions led by the EOC to investigate various options that would involve anonymized contact tracing and heat maps for campus locations. We stand ready to participate in further discussions and lead the implementation for a solution if one is selected.

UK ITS is continuing to prioritize the safety and security of the core systems and solutions that are being used by the campus community (Zoom, Microsoft, SAP, Canvas, etc.).

- If remote work continues for select university staff, this work will continue to be a major focus, and it will require new approaches as we gain experiences and identify where gaps exist.
INTRODUCTION

- Given the principle of ensuring safety, health and well-being of various members of the campus community, the START protocols for students, staff and faculty must be enforced in a consistent and non-discriminatory manner.
- To ensure safety, health and well-being, members of the university community who violate START Protocols must be held accountable.
- Given all three principles and challenges of the reinvented normal, it will be necessary to modify the job duties of some staff and faculty positions.
- To further all three principles, the university should determine those positions where employees can work remotely, either in whole or in part. This will include determining whether the position should be on alternating days or staggered reporting/departing. If the university determines that an employee can work remotely, either in whole or in part, that position should be on alternating day or staggered reporting/departing, then the employee is required to work remotely or adhere to the new schedule.
- The university must support remote work by providing equipment and supplies, but these steps will reduce or eliminate many other costs and burdens associated with the accommodation process below.
- Given all three principles and the diversity of the university community, the university must be generous in granting accommodations for disability, medical, personal and religious reasons, but also do so in a consistent and non-discriminatory manner.
- Given all three principles and the diversity of the university community, those individuals who are denied accommodations must adhere to the START protocol as well as all generally applicable policies and expectations. If a person refuses to comply, the university must hold the individual accountable.

IMPLEMENTATION OUTLINE

- Amend the Student Code and Governing/Administrative Regulations as necessary to establish a progressive discipline process for both students and faculty. This will include warnings, suspensions with academic and financial penalties and expulsion/termination. The current Human Resources policies provide progressive discipline for staff, but it may be necessary to implement
policies to achieve consistency of treatment among faculty, staff and students. This progressive discipline process would apply for violations of the START protocol or generally applicable policies and expectations of the reinvented normal.

- Evaluate all staff positions to determine whether the position can be done in whole or in part remotely. This will include determining whether the position should be on alternating day or staggered reporting/departing.
- Provide information technology resources for all remote work positions.
- Develop procedures for determining whether individuals will be granted disability accommodations, medical accommodations or religious accommodations. With respect to disability, the university anticipates that individuals will claim disability based on: (1) COVID-19 virus diagnosis and related lingering impact; (2) medical diagnosis or treatment for a condition that potentially makes the individual immuno-suppressed; and (3) mental health condition that may potentially be exacerbated by the stresses of returning to in-person instruction. Additionally, the university expects requests for accommodation from individuals over sixty and women who are pregnant. Although the university is not legally obligated to grant these requests, it should grant or deny in a non-discriminatory manner. Furthermore, individuals who act as caregivers to others who are at risk may request accommodations. Again, the university is not legally obligated to grant these requests but should grant or deny in a non-discriminatory manner. Finally, the Kentucky Religious Freedom Restoration Act requires special solicitude for requests based upon religious belief.
- The university should develop an appeals process for those individuals who are denied accommodation for disability, medical, personal or religious reasons.
- The university should provide additional resources as needed to the Disability Resource Center and Office of Institutional Equity and Equal Opportunity to assist with the evaluation of accommodation requests.

NEXT STEPS

- Student and Academic Life, Human Resources, Staff Senate and University Senate, in consultation with the Office of Legal Counsel work together to develop consistent amendments to the Student Code and Governing/Administrative Regulations to establish a progressive discipline process. The current Human Resources policies provide progressive discipline for staff, but it may be necessary to adjust so that staff are treated the same as
faculty and students. This progressive discipline process would apply for violations of the START protocol or generally applicable policies and expectations related to the pandemic.

- Human Resources and Staff Senate to develop criteria to determine whether the position can be done in whole or in part remotely. This will include determining whether the position should be on alternating day or staggered reporting/departing. In making this assessment, a primary consideration will be whether the position regularly interacts with students.
- If the university determines that an individual should work remotely because of the pandemic, Purchasing and Information Technology Services should provide information technology resources for all remote work positions. This will be a temporary policy.
- The Disability Resource Center and Office of Institutional Equity and Equal Opportunity must develop protocols for determining whether individuals will be granted disability or medical accommodations (individuals who do not meet the definition of disability but are at risk). The Office of Institutional Equity and Equal Opportunity, in consultation with the Office of Legal Counsel, must develop protocol for determining religious accommodations.
- The Office of Legal Counsel should develop an appeals process for those individuals who are denied accommodation for disability, medical or religious reasons.
- The Provost and Executive Vice President for Finance and Administration should provide additional resources as needed to the Disability Resource Center and Office of Institutional Equity and Equal Opportunity to assist with the evaluation of accommodation requests.
- The Provost and University Senate must develop a framework for revising distributions of effort for faculty members. Human Resources, in consultation with the leaders of units, should determine whether job duties should be modified.
PROSPECTIVE STUDENTS

INTRODUCTION

As we plan to welcome visitors to campus this fall, even in a reinvented normal or fully online experience, this statement is our guiding purpose:

We will foster a culture of welcome by considering the health and safety of our visitors and will create an example of our compassionate community by ensuring the health and safety of our staff who will interact with campus guests.

We will use the Visitor Center as well as on-and-off campus recruitment events as an avenue for prospective students and their guests to picture themselves as a part of the Wildcat Community. Further, we will display our dedication to teamwork, selfless service and our attitude through our campus response to COVID-19.

We will create the same distinctive experience for our guests, regardless of our circumstances and challenges by focusing on excellent delivery, community and relationships.

IMPLEMENTATION OUTLINE

Visitor Center services and operations – enrollment management/undergraduate admission
  • Must establish number of admission sessions and tours per day as well as identify a maximum number of students and guests

Off campus recruitment – enrollment management/undergraduate admission
UK previews/yield events/high school counselor presentations
  • Must determine the type and number of students to invite for each event
  • Schedule two events on the same day/evening at the same venue to decrease the number of people at the venue at the same time. Will consider drive-in events to minimize costs.
  • Lengthen the time of the event to stagger guests
  • Identify venues that have multiple rooms/spaces to allow for ample spacing for resource fair or additional presentations

High school visits/off-campus college fairs
  • Must follow all state and institutional policies regarding social distancing
• Collect student information through Visit Days technology on students’ phones, rather than distribute information cards
• Consider providing plastic barriers for admissions counselors to put on the college fair tables

Individual student and family appointments
• Respect social distancing and sanitation guidelines
• Wear masks, have hand sanitizer on table and maintain 6 feet distance

On-campus recruitment – enrollment management/undergraduate admission

Big Blue Open Houses/other college events
• Cap size and limit one per guest
• Offer weekends only to avoid more people on campus during the week
• Create Blue/White/Wildcat groups where guests attend the open house at specified times (morning group/afternoon group)
• Utilize additional campus buildings like Singletary Center and Gatton Buildings to spread the locations out on campus

Communication strategy for parents of prospective students
• Include on-campus health and safety protocols

NEXT STEPS

• Establish new configuration for seating in the Visitor Center based upon state and UK recommended guidelines. Must establish sanitizing protocol after each session.
• Purchase PPE for admission counselors and tour guides
• Immediately evaluate campus space for on-campus events and begin the reservation process.
  Work with our high school counselors and other partnerships (NACAC, KYACAC, etc…) to identify in-person and on-line visits.
• Capitalize on all opportunities to connect with students, given that we may have fewer in-person opportunities this year
INTRODUCTION

The pathway to providing services that will effectively lead our students to success requires a well-coordinated effort among various components of our university.

To address the broad level of student needs and services represented within the Student Success workstream, five broad themes were identified to serve as our framework:

- Student Learning,
- Well-Being,
- Equity and Access,
- Community and Belonging,
- Community Building through Messaging.

Key considerations for implementation for each theme were then identified:

**Theme 1: Student Learning - Services that Complement Faculty and Graduate Instructors**

- Dual-mode service provision
- Ensure academic confidentiality in a semi-confidential world

**Theme 2: Well-Being**

- Holistic Needs Assessment
- Delivery of support both in-person and via tele-service
- Provide Basic Human Needs: Food, Housing, Security

**Theme 3: Equity and Access**

- High-quality college experience while maintaining safety for our vulnerable students.
- Address systemic racial health disparities that exist within our campus community.

**Theme 4: Community and Belonging**

- Instill within our students a sense of community while social distancing.
- Provide a residential experience that establishes belonging, support and mattering for our students.
Theme 5: Community Building through Messaging

- Cultivate distinctive experiences through cohorted messaging and branding.
- Recommend expanding existing programs and processes to offer high-impact practices to students.
- Explore existing and new opportunities related to 1:1 mentorship, coaching and personal connections between the student community and faculty, staff and peer leaders.

While the reinvented normal option may allow for a greater number of variables that could impact the implementation of these services and initiatives, we believe that the identified considerations will give us the best chance for success through flexibility in operations and focus on the identity development of our Wildcats.

IMPLEMENTATION OUTLINE

Dual-mode service provision (Transformative Learning, CELT, Advising, SSS, CARES, Disability Resource Center)
- Utilize virtual service as a dual method of interaction while simultaneously providing in-person services consistent with CDC guidelines. As the university expands in capacity, we will have more in-person staffing as permitted. Costs: None.

Ensure academic confidentiality. (CELT, Legal Counsel)
- Routinely communicate with students their rights and employees their responsibilities pertaining to confidentiality and privacy laws. (HIPAA, FERPA, etc.).

Conduct holistic Needs Assessment. (UK Wellness, UHS, Academic Colleges)
- In addition to ready-to-return survey, provide students with opportunities to vocalize their existing needs in a reimagined UK and world.

Delivery of well-being support both in-person and via tele-service (UK Wellness, RecWell, UHS, UKCC, VIP).
- Provide telehealth, teletherapy and virtual fitness/wellness services to students who reside in-state and out of state. This will require UK Legal and Risk Management support and approval for altered licensure and liability issues for some services.
Provide Basic Human Needs: Food (financial support), Housing, Security (Financial Wellness, Financial Aid, ResLife, BISS, CoC)
- Higher than normal anticipated volume of students who will need to change FASFA information will require expanded communication to students and families regarding the process.
- Housing options should be available for students who have unsafe living conditions at home.
- Recognize and support students who are at greater risk for COVID-19-related acts of bias.

Ensure high-quality college experience while maintaining safety for our vulnerable students. (Disability Resource Center, EEO, Legal, Community Engagement)
- Conduct regular extended hours for identified student services beyond 5 p.m.
- The DRC should work with faculty and staff to educate on ADA law and institutional procedure regarding accommodations.
- Assess and address the needs of non-traditional students who are considered vulnerable due to age.

Address systemic racial health disparities that exist within our campus community. (BISS, OID, Academic Colleges, UKHC/UHS)
- As racial battle fatigue negatively impacts health of marginalized populations, it will be important to disaggregate existing data as it pertains to racially marginalized populations to determine trend/need.

Instill within our students a sense of community while social distancing. (FSL, Student Orgs, First Year Programs)
- Utilize the UK Programming Collaborative to provide students with virtual opportunities to provide students with opportunities to build community.
- Modify K Week and larger events to accommodate social distancing.
- Ensure guidance for how student organizations, including fraternities and sororities and religious organizations, can follow state and CDC guidelines will be given as it relates to recruitment of members, meetings and events. Support for virtual platforms will be offered and encouraged.

Provide a residential experience that establishes belonging, support and mattering for our students. (ResLife)
- Focus heavily on promoting Living Learning Programs.
• Use hall staff to support students through ongoing personal outreach and building connections between students and university resources.

Cultivate distinctive experiences through cohorted messaging and branding. (UK Marketing, First-Year Programs, Graduate School)
  • Develop messaging and branding models based upon specific cohorts (first-time freshmen, sophomores who had their first year cut short, graduating seniors and graduate students)

Recommend expanding existing programs and processes to offer high-impact practices to students.

Explore existing and new opportunities related to 1:1 mentorship, coaching and personal connections between the student community and faculty, staff, alumni and peer leaders.

NEXT STEPS

• Develop a campus-wide health communication platform (UK Wellness, PR/Marketing, UHS, Academic Colleges)
  ○ Holistic health messaging will be a key component to successful navigation of the COVID-19 crisis. In addition to regular communication of prevention practices and social norms marketing, couple with other services that will encourage well-being and resilience among our campus community (mindfulness, physical fitness, etc.).
• Establish a clear schedule of operations and events for the opening of the fall term, to include all activities surrounding move-in, K Week and organizational events.
• SOA and FSL staff will work with student organization leadership to develop the safest practices as student ownership of the process will be important for accountability.
SUPPLY AND STORAGE

INTRODUCTION

- Reinvented normal will require primary focus to be placed on personnel and facility safety. Support services, such as dining and housing will also require significant rework.

- The work in creating an on-line environment will require work at less scope for the items listed in #1 but will require significantly more attention in the technology area, both hardware and software.

- The work in #1 and #2 will be accomplished in a supply chain environment that is extremely disrupted. Lead times are long, so time is of the essence in regard to developing specifications and understanding quantities so orders can be placed.

- The Supplies/Storage workstream will rely on inputs received from the other workstreams to guide their work and determine needs.

IMPLEMENTATION OUTLINE

Planning
The Supplies and Storage Workstream will participate in all relevant workstreams, research sources of supply and associated costs, anticipate storage and logistics requirements that will be needed as final decisions are made and be ready to execute rapidly as other workstreams finalize their plans and their needs are known.

Department Funded Personal Protective Equipment (PPE)
- The UK Purchasing Division, UK Supply Center and UKHC Supply Chain Office began aggressively sourcing PPE items in early March.
- The current items, available quantities and supply chain status of items available through the UK Supply Center can be found in the attached inventory document.
- 30,000 reusable masks have been ordered and will be available in inventory for ordering through the UK Supply Center.
• Clear masks are an item for which a source has not yet been identified but work is underway to source this item.

**Centrally-funded PPE Items**

• Masks with logo - 50,000 have been ordered with the expectation that each student, faculty and staff person would receive a mask.
• Kits- Some institutions across the country are providing kits to students upon their arrival on campus for the fall semester. A common kit would include the following items. Whether this approach is implemented at UK is a decision for another workstream.
  ○ Mask
  ○ Sanitizer
  ○ Gloves
  ○ Thermometer

**Common areas**
The Facilities Workstream is the primary owner of this category and the Purchasing Division will source and purchase the items once specifications and quantities are known. Items currently known and being researched or in process include:
• Signage
  ○ In-sourced
  ○ Outsourced
• Plexi-glass shields - staff are currently researching sources, costs and lead times.
• Sanitizer stands/ with dispenser
  ○ Beam - 1200 stands with dispensers have been ordered.
  ○ Purell - 1200 stands with dispensers have been ordered

**Custodial cleaning equipment/chemicals**
Sanitation will be a major component for a successful reopening. The Facilities Workstream is the primary owner of this category and the Purchasing Division will source and purchase the items once specifications and quantities are known. Additional equipment, chemicals and supplies will be needed beyond our typical needs. The UK Supply Center has some of the chemicals and supplies currently (see attached inventory list).

**Facilities Systems**
The Purchasing Division will source and purchase equipment and/or supplies identified by the Facilities or other Workstream once specifications and quantities are known.
• Filters (example)
Diagnostic
The Purchasing Division will source and purchase equipment and/or supplies identified by other workstreams once our restart strategy and accompanying needs are finalized. Sourcing option research is underway. Examples include:

- Testing
  - In-sourced
  - Out-sourced
- Contact tracing
  - Insourced
  - Outsourced
  - Technology application
- Thermometers
  - Personal
  - Crowd scanning (not sure of label)

Logistics
- For common items like PPE, campus departments should order through the UK Supply Center. Departments should base their order quantity on known needs for current staffing and service levels for two (2) week periods. This will help manage existing inventories and ensure all departments have access to the materials they need.
- Once the supply chain stabilizes, the Purchasing Division will analyze direct desktop delivery of supplies versus continued utilization of the UK Supply Center.
- If it is determined to return to normal, desktop deliveries orders should continue to be placed to the Supply Center until the inventory levels have been drawn down.
- UK HealthCare departments should place orders using standard healthcare procedures.
- The Purchasing Division is exploring the use of vending options in certain buildings on campus.
  - Potential sources
    - Grainger
    - Fastenal
    - Canteen
- The Purchasing Division will continuously review on-campus deliveries and deliveries to remote workers to optimize the service provided.
Technology
The Purchasing Division will source and purchase equipment and/or supplies identified by other Workstreams once our reopening strategy and accompanying needs are finalized. The needs likely will include:

- Hardware
- Software
- Consulting/professional services

Legal
In partnership with the Office of General Counsel the Purchasing Division will review terms and conditions and revise as necessary. The Purchasing Division will also work with the Office of General Counsel and other workstreams to issue guidance to contractors and suppliers regarding interaction with campus space and campus department personnel.

Business Processes
The Purchasing Division is actively engaged with the Business Process Workstream and is working to document and track expenditures. The Purchasing Division is also working with multiple UK personnel to develop executive reporting dashboards.

Storage
- Currently storage of PPE and other supplies are being accomplished in the Vaughn Warehouse in space managed by the UK Supply Center and UK Surplus Property.
- Additional space is available. Currently a proposal is being considered by UK Healthcare to fund approximately 7,000 sq. ft. for their use. An additional 7,000 sq. ft. could be available if funding was provided.
- If furniture, seating, etc. are removed from campus spaces a significant amount of storage will be required. Per the above some space can be available in the Vaughn Warehouse but it will require a small investment and a few weeks to fit up.

Surplus
Upon campus reopening, Surplus Property will need to return to normal operations. This includes public auctions. Procedures will need to be developed to follow UK health and safety protocols.
NEXT STEPS

- Participate in relevant workstreams to identify requirements and develop specifications.
- Research needs identified by other workstreams and provide information so they can make fact-based decisions.
- Ensure Purchasing Division staff are fully briefed, engaged and ready to execute.
- Prioritize other work such that reopening efforts have priority unless senior leadership directs otherwise.
UK INTERNATIONAL CENTER

INTRODUCTION

We note that a successful operation of a fall 2020 reinvented normal semester with respect to the International Center’s work is highly dependent on several university-level decisions.

- UK’s policy regarding travel will also impact how the International Center operationalizes plans for a fall 2020 reinvented normal semester.
  - Currently, all international travel on university-related business or university-endorsed learning experiences is prohibited, with the possibility of appeal. This means Education Abroad is not possible, and UK faculty and staff are not permitted to travel internationally for any professional purpose.
  - UKIC will take the lead on proposing new international travel policies.

- A decision needs to be made regarding establishing a global operations hub as has been proposed by UKIC. There are many international operations issues that are only getting more complex. UK would be best served through a coordinated approach to managing these operational matters and the attendant risks. A time when international mobility is limited is an important opportunity to create this structure in a strategic way, so that it is well established and fully prepared to operate when mobility resumes.

- Any changes to instructional mode made during fall 2020 in response to conditions need to be made with full consideration of the needs of UK’s international students (undergraduate and graduate) and visiting scholars.

- Care must be taken to be equitable in treatment of international students. For example, if a student is arriving from another country that is a hot spot for COVID-19 and another is arriving from a city in the United States that is also a hot spot, the same health protocols and risk management considerations should apply. UK must proactively work against anti-Asian racism and other forms of stigmatization and discrimination associated with COVID-19.

- All internships and service-learning opportunities (UK and non-UK providers) for all students, including international and Education Abroad students, should be vetted to ensure they follow UK’s health policies (see above) to protect the health of students, faculty and staff and manage risks (see Global Operations Hub issue above).
• Overall, a reinvented normal fall 2020 semester presents challenges but there are also exciting chances for innovation, as are detailed below. We can reinvent and deepen UK’s global engagements in learning, research and service and, in so doing, ensure that UK emerges as a stronger leading university in the United States.

International Students and Scholars (ISSS)

• Incoming (new) international students are not permitted to enter the United States to begin a fully online program per the immigration regulations for F-1 and J-1 visa students. So, because UK is offering a mix of in-person and online courses, some students’ fall 2020 course schedules might end up being fully online. It is unclear how the U.S. government will view such a situation for incoming international students.
• It could be problematic to describe a highly flexible plan (with undetermined mix of online and in-person instruction), where international students could have fully online course schedules.
• It will be important that colleges and departments make decisions early about their plans for instructional delivery so that schedules of incoming new international students can be built and checked for compliance with federal regulations.
• ISSS will lift immigration advising holds earlier to allow for registration and review for compliance.
• ISSS will develop a more individualized approach to new student processing. ISSS staff will conduct one-on-one meetings in Zoom with each new incoming international student to ensure understanding of UK’s health measures as well as routine matters related to immigration, health insurance etc. and to identify needs quickly.
• For returning and new international students who may be unable to obtain a visa due to embassy closures and/or travel restrictions, etc., determine if it is possible for them to enroll at UK. If they could take all online courses in fall 2020, they could then continue as UK students – in-person - in spring 2020.
• Clear policies regarding self-isolation or quarantine for incoming international students need to be established as soon as possible. If UK’s health measures include any period of self-isolation for incoming international students, UKIC will work immediately with UK HealthCare, Housing and Dining to make arrangements for transport (e.g., from airport), check in to accommodation, monitoring, food delivery, provision of required or recommended PPE and support for overall well-being and adjustment.
ISSS could work with nationality-based student organizations to ensure arriving international students have supplementary support.

All messaging to students and prospective students about health policies and guidelines, and about obtaining and using PPE, should be in clear English, with translations offered for ESL students in particular, but also for newly arriving international undergraduates, graduate students and visiting scholars and their families who come with them. The Office of China Initiatives and other on and off-campus resources will be consulted.

If instruction is switched to fully online during the semester and students return to their home countries, international students’ special needs must be met. Online functionality (e.g., Zoom, Canvas, Duo, etc.) may not be possible in some countries because of IT restrictions.

Emergency financial assistance must continue to be available to international students. Many international students are facing unexpected financial difficulties stemming from COVID-19. From unfavorable exchange rates, family illness, economic hardship at home and a lack of summer work options in the US, there is evidence that some international students are finding it difficult to make ends meet.

The attention paid to special dietary needs of diverse students must continue, even if UK dining is predominantly a grab-and-go operation.

UK must continue to maintain current international student mandatory health insurance coverage that includes coverage for COVID-19 testing and treatment.

All orientations (graduate and undergraduate, domestic and international) should contain a module on stigma and discrimination related to COVID-19. Faculty and staff also need to be made aware of this issue and UK’s policies. Given reported harassment of Asian students for wearing masks on campus in spring 2020, this topic needs to be addressed firmly and directly, and UK’s policies on such matters need to be very clearly conveyed.

Continue to make students and others aware that any incidents of stigmatization or discrimination should be reported to campus authorities.

We could develop programs for international visiting scholars (J visas). For example, international visiting scholars could be part of an online mentorship program, as an opportunity to receive mentorship from UK faculty, with the option to visit UK when conditions permit.

Education Abroad and Exchanges (EA)

EA will strive to meet changing student demand by offering a strategic portfolio of experiential learning opportunities.
- A blended online/in-person semester gives EA the potential to engage students in virtual global learning opportunities (see Global Learning section below). Therefore, EA would need to be prepared to serve the campus with a strategically developed portfolio of global virtual programs.

- EA will continue to maintain regular contact with partners and track the status of programs offered abroad. When international travel resumes, some programs may be willing to host fully in-person or hybrid online/in-person classes for all or part of their semesters. Therefore, UK will have to be prepared with a process and protocol to monitor factors like travel restrictions and COVID resurgence. UK will have to have an established process that follows AR 4.9 to review, approve and support students who are participating in education abroad programs.

- For students who do not feel comfortable traveling internationally, but still want an off-campus experience, EA could facilitate domestic “study away” programs, or ramp up engagement with the National Student Exchange program to facilitate students who wish to study at another U.S. university that may be hosting in-person classes; however, domestic mobility would come with risks that UKIC would need to be resourced to managed (see IHSS section).

- EA’s goal continues to be connecting UK students to the world, via academic opportunities to study, intern, teach, research and do service globally. Developing, promoting and supporting these programs requires advanced planning, so EA’s work in the fall focuses on promoting and advising for spring and summer programs. Thus, most of EA’s day-to-day operations in the fall would be relatively unaffected by a reinvented normal scenario.

**International Health, Safety and Security (IHSS)**

- IHSS will continue to monitor the COVID-19 outbreak globally and advise the administration regarding when and where students, faculty and staff should be permitted to travel.

- When international travel resumes, IHSS will create protocols to determine when or if students must be recalled to the United States (e.g., if a serious outbreak of COVID in their destination country made it unsafe for them to remain).

- COVID-19 outbreaks abroad may incentivize students to seek in-person curricular or co-curricular opportunities domestically. This could create significant risk exposure to the institution related to domestic mobility. This would be especially true if EA ramped up its domestic program offerings.

- Most current IHSS functions would be relatively unaffected in a reinvented normal scenario.
International Recruitment/Enrollment Management

- The earlier UK makes and announces its decision regarding the fall 2020 semester, the more likely those newly admitted students who can travel will make their decision and have time for the visa process.
- Effective communication about campus health and safety is key for successful recruitment and yield.
- Even when travel resumes, uncertainty remains about its continuity and about changes in destination countries’ policies on entry/quarantine.
- Recruiters are experienced in working remotely; quarantine upon return would not interfere with job performance.

International Partnerships and Research

- Start regular webinar series or Zoom meetings with international partners' top leadership to keep abreast of re-invented ways of operating during the time of COVID-19.
- Host webinar or Zoom sessions with partners around the world to exchange ideas and best practices before and during the fall semester.
- The Global Footprint Project, which aims to identify UK’s academic and business engagements abroad, will continue to be developed as part of our broader Global Operations Hub strategy.

Global Learning

- We would consider a series of academic experiences on being part of living history. We could partner with various departments to talk about recording history while living it, the differing effects on different populations (considering also impact on culture), One Health, epidemiology, communication in a crisis, etc.
- A reinvented normal scenario would allow greater potential for UKIC to promote global virtual opportunities. For students, this means they could augment their fall semester with a virtual global experience. There are opportunities to partner with key international partners to develop global learning experiences and/or virtual exchange options for UK students and international students. Key international partners including those in China, Ecuador and Britain have expressed interest in identifying core classes/faculty who would like to partner to offer a collaborative international learning experience for UK and our partner universities’ students. Some partner universities are also interested in collaborative international learning opportunities, and others are willing to (virtually) host UK students during the fall semester to collaborate on undergraduate research projects with their faculty. UK students could receive 3
credit hours of independent study, for example, from an international partner university while completing their online fall semester.

Faculty and Staff issues
- UK has many staff and faculty who are on H-1B visas. If faculty and/or staff with H-1B status visas elect to teach or work online for more than 30 days, ISSS must be notified. ISSS is responsible for reporting the ‘place of employment’ including a home residence to comply with the Department of Labor and/or Department of Homeland Security depending on the geographic location.

IMPLEMENTATION OUTLINE

International Students and Scholars (ISSS)
- We should move orientation for international students to an earlier time, if UK health policies require or recommend self-isolation prior to beginning classes. Orientation should be almost entirely online and occur in advance (throughout the summer months) of students arriving in Lexington by offering Canvas online modules.
- If UK health policies require or recommend self-isolation, students will be instructed to arrive in Lexington earlier than usual.
- Procedures for implementing protocols for arrival, move-in, self-isolation, move-out and so on will be worked out with UK Healthcare, Housing, Dining and others. (This will entail significant resource allocations and a cost structure will need to be worked out.)
- All new incoming international students need to complete a one-on-one Zoom meeting with an ISSS Staff member upon arrival (i.e., an individualized check-in process must be in place).
- Zoom pre-departure orientations should be held with new incoming international students and their parents.

Education Abroad and Exchanges (EA)
- EA will continue tracking the status of programs offered abroad. EA will develop a process and protocol that aligns with AR 4.9 (see IHSS section) to monitor factors such as travel restrictions, local healthcare systems and visa processing timelines.
- The UKIC will work with colleges to identify and develop a strategic portfolio of global virtual programs: determine the academic credit (transfer vs UK credit)
arrangement, the tuition/billing and the way these new arrangements will be articulated in exchange agreements; build program pages and applications; consider other variables such as scholarships, micro-credentialing, etc.; advise students, both UK and international; and promote opportunities to campus and to students to raise visibility and drive participation.

- Initiate a major course change for EAP599, so that it can be used to follow single courses during a regular semester. Right now, EAP599 functions as a placeholder course for an entire term, not for an individual course. For example, if a student is enrolled in 9 credit hours at UK and is anticipating 3 hours of transfer credit from USFQ, EA must enroll that student in EAP599 to ‘hold’ the place of the forthcoming transfer credit hours.
- EA would re-mobilize the EA team to accommodate an increased interest/demand in domestic or virtual program opportunities, like National Student Exchange. EA will need continued support from SAL and Enrollment Management to offer robust support for students engaging in such programs.

International Health, Safety and Security (IHSS)

- IHSS would draft guidelines for the university’s senior administration to allow for international travel to resume. These guidelines would be much more nuanced than the previous stance of only using Department of State or CDC advisories, as part of a more robust risk analysis function in the Global Operations Hub framework. (The Global Operations Hub does entail additional costs and would require resource allocation)
- If a portion of international students were engaged in online learning outside the US, IHSS would need to draft guidelines to define UK’s responsibility toward those students.
- To prepare for international travel being once again permitted, IHSS needs to continue to promote the Travel Registry and as much as possible enforce its use by all UK faculty and staff travelers.

International Recruitment/Enrollment Management

- Develop an effective communication campaign to highlight Kentucky’s and UK’s response to COVID-19 and the strength of UK’s health policies for students and others on campus.
- Design a webpage targeted for prospective students that addresses UK’s COVID-19 response.
**Tentatively plan recruiter travel to key markets considering school openings around the world and in accordance with UK’s travel policies; work with IHSS to project where travel may most likely be approved.**

- Leverage travel to secondary and tertiary markets to boost ‘in-the-area’ exposure and brand building.
- Limit recruiter travel to individual and small group.
- If participating in paid events – negotiate terms in case of cancellation.
- Work with EM to address the effect of possible delays in providing test scores and original transcripts on scholarship/admission eligibility.

**International Partnerships and Research**

- Build out a robust communications strategy with key partners, including regular virtual meetings where beneficial. Such meetings would explore ‘virtual exchange’ partnerships (exchange of online learning opportunities), virtual research groups/networks around key strengths and transnational issues and other modalities of transnational collaboration not dependent on physical mobility.
- Launch the Global Footprint Project by working collaboratively with a range of campus units and stakeholders to better track and manage the wide range of global engagement activities undertaken by UK faculty, staff and students, as well as identifying, disseminating and capitalizing on opportunities for new global engagements across UK colleges and units within the Global Operations Hub model.
- Establish an international visitor registry for UK. Develop and implement a campus-wide registry to track short-term visits to campus by international guests who are not processed through UKIC ISSS (i.e., coming without UK visa sponsorship, on B or T visas). (This entails modest additional costs and may require resource allocation)
- Set up virtual information sessions for UK faculty re Fulbright opportunities. Actively promote the many virtual Fulbright information sessions and online resources in support of UK Fulbright applicants.
- Build out a communication and virtual engagement strategy for international alumni. Work with Alumni Association, Office of China Initiatives and others.
- Continue establishing new partners and engaging with existing international partners in China and other countries to develop articulation agreements (2+2s etc.,) and new online initiatives including online course delivery, creation of online certificates, online professional development and so on.

**Global Learning**
• Establish faculty community, set up channels for information sharing, make resources and support available. This would include UKIC, college deans’ offices plus individual faculty members. Coordinate with CELT.
• Assess platforms used by other universities (e.g., COIL, others).
• Continue to leverage international partnerships and faculty networks to identify and develop collaborative global learning opportunities.
• Connect introductory global learning initiatives focused on Global Dynamics, to education abroad opportunities by creating ‘pathways’ to experiences students may take in future semesters. This could be joint project by UKIC- Ed Abroad, SAL and EM –Financial Aid as has been discussed pre-COVID under the ‘Global Ready Grad’ initiative. (This may entail additional costs and would require a worked out financial plan to keep costs for students down)
• Host virtual UK alumni activities and invite international students to attend.
• Continue to identify key international partner universities in China and other countries who share similar goals and interests in collaborative international online learning, virtual exchange and global remote options. Determine the portfolio of program options UK would like to package as opportunities for UK students. Figure out the academic credit (transfer vs UK credit) arrangement, the tuition/billing and the way these new arrangements will be articulated in exchange agreements. Build program pages and applications. Consider other options such as scholarships, micro-credentialing, certificates etc. Advise students, both UK and international. Promote opportunities to campus and to students to raise visibility and drive participation.
• Work with colleges to support student success for students coming to UK through articulation agreements. This could include coordinating online coursework for students originally scheduled to arrive in fall 2020 but who could defer arrival in Lexington until spring 2021.
• Explore possible UK online course delivery through partner universities to targeted group of students. UK and partner universities could share a number of selected online courses and partner universities could pay UK a fee per course per semester in order to be able to offer the selected UK online courses to their students.

NEXT STEPS

International Students and Scholars (ISSS)
• Messaging to international students and students’ families: Zoom meeting or webinars to country-specific populations to make sure they understand UK’s
message that health is the priority and that UK has concrete policies to keep students safe

- Coordinate and plan with Housing, Dining, UK Healthcare and Enrollment Management, if we push the orientation and move-in dates up to implement UK health policies on self-isolation periods and so on.
- Share detailed plans with U.S. government agencies for approval.
- Survey continuing international students on their ability to return to campus on time: current location (in the United States or in their home country), flight availability, travel restrictions based on home country policies, family finances and so on. Repeat survey if conditions require.

**Education Abroad and Exchanges (EA)**

- For global virtual programs, the UKIC will work with colleges to identify and develop a strategic portfolio of global virtual programs.
- EA will initiate a major course change for EAP599 so that it can be used to follow single courses in the fall semester. For example, if a student is enrolled in 9 credit hours at UK and is anticipating 3 hours of transfer credit from USFQ, we’ll need to enroll that student in EAP599 to ‘hold’ the place of the incoming 3 hours. Currently, EAP599 serves a placeholder for an entire semester of coursework, not an individual course.

**International Recruitment/Enrollment Management**

- Work with the marketing team to design the communication plan - content, timeline, audiences, multiple distribution channels.
- Work with marketing to design and launch the landing page for prospective students in light of COVID-19 – content, FAQs, student testimonials, link for parents and counselors.
- In late summer, reach out to the EdUSA and high school counselor networks for updates on school and advising center openings.
- Plan recruiter travel with need for flexibility in mind.
- Have back-up plans in case of travel interruptions (moving events online, engaging parents and alumni).
- Develop clear communications about any potential changes in admission policies (e.g., test scores, scholarships, etc.).

**International Partnerships and Research**

- Start first round of Zoom meetings regarding continuing collaborations in the reinvented normal.
Global Learning

- Draft plan for Global Learning initiatives.
- Convene faculty global learning community virtually to assess interest, availability and refine plan.
- Start meetings with colleges to discuss sharing online courses with international partners.
- UKIC discussion on offering on-line Global Engagement Academy and other types of international education certificate or badges to partner universities’ faculty and staff.
RECOMMENDATIONS FOR FULLY ONLINE OPERATIONS

By workstream
ACADEMIC COURSE DELIVERY

INTRODUCTION

A fully online fall semester must allow students to access a high-quality online education, built on the foundation and expertise of UK’s already robust online learning programs.

Online and new remote courses would include synchronous, asynchronous and hybrid models for greatest flexibility and access, with special consideration for experiential learning requirements. The success of the fall semester will rest heavily on faculty preparation over the summer. To ensure that faculty will be fully supported in this endeavor, Teaching, Learning and Academic Innovation (TLAI) will buttress existing faculty development programs, and instructors will be provided enhanced faculty development to equip them to successfully teach remote and online classes.

A badging and micro-certification process for Canvas/online and remote delivery, which would include a full quality assurance process, would establish an ongoing opportunity for instructors, including graduate students, to receive training and support for online and remote teaching throughout the fall semester. In collaboration with campus stakeholders, additional support would also be available to help students effectively utilize digital learning tools.

IMPLEMENTATION OUTLINE

Implementation Outline (Include Action Items, Identify Units/Leaders, Associated Costs, Additional Information Needed):

To support a fully online fall 2020 semester, action items are listed and organized across six different categories: assessment of spring remote teaching; enhanced faculty development; coordination of safe, flexible instruction; upgrades to teaching and learning infrastructure; academic integrity; and preparing students for the fall semester.

Assessment of Spring Remote Teaching

To accommodate effective and targeted planning for a fully online fall course delivery, the ACD workstream recommends a broad assessment of remote instruction during the spring semester.
• TLAI conducts faculty focus groups to document challenges, constraints and opportunities of remote instruction.
• Analyze Teacher Course Evaluations (TCE) data for student perspectives.
• Analyze college-wide surveys and faculty research on students’ experience of remote instruction.
• Share relevant findings with faculty and instructors in advance of the fall semester.

Enhanced Faculty Development
TLAI and its constituent units—CELT, UK Online, Distance Learning Administration, Presentation U—have historically engaged faculty and graduate students with a wide variety of programming, services, resources, partnerships and other support for innovative and inclusive teaching. The items below represent a strategic response to the challenges and opportunities posed by a fully online semester, cleaving to UK’s teaching mission as the state’s flagship university.

• Continue to offer workshops/consultations and develop resources to support faculty, including the following topics:
  ○ Design the syllabus and choose modes of delivery.
  ○ Organize the course to enhance student learning.
  ○ Engage students and create a class community (including regular check-ins with students).
  ○ Assess student learning in meaningful ways.
  ○ Create effective media and content from home.
  ○ Ensure accessibility.
  ○ Create attendance verification requirements in an online environment.

• Leverage an enhanced quality design checklist
  ○ Revise the quality design checklist to include additional items, e.g., communicating with and engaging students.
  ○ Make the checklist available for self-evaluation and/or for peer review.

• Advocate for equitable teaching and learning
  ○ Offer instructional development programming that focuses on inclusive and equitable pedagogies.
● Work with student support offices, e.g., First Gen, CARES, PresU, Transformative Learning, Disability Resource Center, etc. to serve the academic needs of our students.

● Provide communities of practice for faculty and instructors
  ○ Facilitate faculty learning communities (sponsored by TLAI/CELT or colleges/departments).
  ○ Reinvigorate “UK Teaching Community,” a Slack channel hosted by CELT.
  ○ Offer summer TA mentor program.

● Continue offering TLAI virtual office hours
  ○ Continue offering virtual office hours 9 to 5 (expanding or contracting based on need).

● Revise and Expand “Teach Anywhere” Website
  ○ Launch “Quality Design” section with the quality design checklist, course design resources, Canvas templates and technology considerations (completed).
  ○ Package materials from the Week of Teaching Symposium on the website.
  ○ Expand the “Access, Accessibility and Accommodations” section.
  ○ Launch the “Student Engagement and Communication” section.
  ○ Launch “Open Resources” section: arts/culture, lab/science, library resources.
  ○ Expand “Technology Tools and Tutorials” section.

● Host Second “Week of Teaching” integrated with ramp-up to Fall Semester
  ○ Use feedback from Week of Teaching to inform goals and design.
  ○ Include workshops, research, resources, panels, perspectives and other materials.

● Pilot Endorsement Program During Fall Semester
  ○ Model after similar programs at teaching centers, similar to badges and other micro-credentials.
  ○ Confer with teaching centers that have implemented similar programs.
  ○ Explore potential initial endorsements in online course design, online course delivery, equity and inclusion in online learning environments.
Coordination of Safe, Flexible Instruction

As we did in spring 2020, we will ask each college to submit a report detailing their plans for online courses. In the case of exceptions for experiential courses that will require unique logistical steps and management plans (e.g., labs, clinicals, studios, performance-based experiences) during a fully online semester, colleges—and subsequently, schools and departments—will need to consider protocols for social distancing, safety, space/seating allocation, steps for behavior management, etc., in addition to adapting courses in terms of the curricula and learning goals.

- Experiential/Applied Learning: Studio, Clinicals, Labs, Field Experiences, Location-Specific
  - Explore options and opportunities for meeting accreditation requirements.
  - Develop a common exceptions process to facilitate modified experiential learning for affected programs which are unable to complete experiential work online.
    - Labs and field work
    - K-12 based field experiences and student teaching
    - Performance and studio work
    - Health profession/clinical programs
    - Community-based internships
    - Independent study

- Internships/externships and other experiences reliant on organizations/agents beyond UK
- Launch “Open Resources” section: arts/culture, lab/science, library resources
- Class Sizes Considerations
  - Large enrollment classes- Configure smaller groups to facilitate the feel of personal interaction between students and instructor/student.

Upgrades to Teaching and Learning Infrastructure

The following areas have been identified by the ACD Workstream as points for improvement in the digital infrastructure for teaching and learning.

- Media Development for Courses
○ Defer to facilities workstream and guidance from START committee to develop guidelines for faculty use of campus facilities, offices and recording spaces.
○ Invest in recording equipment that could be checked out by faculty
  • Develop a process for check-in/out of the equipment.
  • Explore specific college-based needs.
• Explore tools for faculty to utilize texting to provide more touchpoints with students (i.e. a tool like Remind app).
• Add campus student support resources to Canvas courses in collaboration with colleges and utilizing existing models
• Cybersecurity procedures/considerations, e.g., dual factor
  ○ Will Canvas and Zoom require Duo?
• Work with other workstreams to continue to meet the technology needs of faculty (similar to spring 2020).
• Educational Technology Tools
  ■ TLAI will provide technology resources to help faculty and students use online tools
  ■ Remind campus of AR 7:6 acknowledging faculty intellectual property rights of instructional and course materials and the Student Code of Conduct establishing faculty rights to determine appropriate use of technology in class, including the ability to set a recording policy.

## Academic Integrity

Based on feedback from the spring semester, one of the most problematic issues of remote instruction is ensuring academic integrity with proctored assessments. Many instructors sought to think creatively about reformulating their assessments for remote delivery. However, because of particular learning goals, the nature of the content, the expectations for learning and working in the discipline and other considerations, some courses may require timed, proctored exams. Many students and instructors were met with a host of unique and sometimes unresolvable difficulties implementing our existing proctoring services. Thus, a fully online fall semester must include an institutional investment in more robust and flexible remote proctoring options. There is no singular solution to the challenges of remote proctoring, but it is paramount that a combination of technologies be researched and purchased to ensure the academic
integrity of our assessments while also providing student-friendly and equitable learning environments.

- Upgrade to a Live online remote proctoring service for proctored exams.
- Work with faculty to develop more robust and student-centered ways of addressing issues of academic integrity (e.g., plagiarism, cheating) in the disciplines.
- Explore alternative assessment options with faculty that reduce the opportunity for cheating and plagiarism.

Preparing Students for the Fall Semester

For a fully online fall semester, the ACD workstream recommends putting into place a thorough framework of education and support for enhancing students’ digital competencies. In collaboration with campus stakeholders, we would provide support to help students effectively utilize digital learning tools, ultimately helping to successfully orient students and increase the online learning experience.

- Prepare resources for students to learn how to use common technology tools.
- Work with faculty to develop resource guides for additional technology added to their courses.
- Continue to assess and meet the varied and evolving technology needs of students.
- Work with campus partners to develop an online network to support the holistic needs of the students to support their academic success.
- Examine support for graduate teaching assistants and research assistants.
  - Discuss strategies for balancing coursework, teaching assignments, pedagogical development and training in light of the expectations of preparing for a fully online semester.
  - Explore new remote frameworks for mentoring, including possibly making early assignments, considerations for research opportunities in fully online mode and allowances for technology provisions.

Associated Costs

- Live proctoring service
- Canvas data
• Additional technology tools for faculty to create media
• Purchase a texting software to allow faculty to text students
• Costs for online lab kits

NEXT STEPS

• Colleges and academic units will identify a college/unit report leader who will generate a college-level plan for fully online fall 2020 semester. Colleges submit this plan to the ACD and facilities workstreams, and the workstreams provide feedback to the colleges.
• Gather data and start the process of forming focus groups to assess the spring 2020 semester.
• Develop plans to host a second “Week of Teaching” integrated with ramp-up to fall semester.
• Revise the quality design checklist and revisit existing full quality assurance process.
• Explore options for upgrading to a live proctoring service for proctored exams.
• Create student-focused resources for our most common educational technology tools.
• Develop estimates for the associated costs.
BUSINESS PROCESSES

INTRODUCTION

Overarching question: How can we emerge stronger?

Charge:
- Coordinate with the various workstreams to identify financial implications.
- Assist in implementation of best business practices across workstreams.

IMPLEMENTATION OUTLINE

Provide phased return options. Some units that can effectively work remotely should evaluate multiple staffing options and a phased approach. Additional Comments:
- Benefits from telecommute/remote work include higher efficiency and productivity
- Potential for lower operational costs
- Use technology in conjunction with in-person meetings for creative scheduling
  - Zoom is an enabler for improved communication, greater teamwork and stronger collaboration; and minimized large in-person gatherings.
- Innovative work practices:
  - Expand online training for staff
  - Replace paper processes with electronic methods
  - Permanently adopt streamlined processes and policies; examples: Same day ACH for payroll issues; late fee deferrals

Provide special consideration for vulnerable populations within the faculty, staff, students or close family.
- Example: faculty in at-risk group could teach in an online modality versus in person.
- Minimize non-essential travel.
- And, continue to base travel restrictions on the CDC travel alert Level 3 and State Department travel advisory Level 4.
- Evaluate locations of study abroad programs to limit travel to/from high-impacted areas

Go cashless as much as possible. To avoid employees from handling cash (even if wearing latex gloves), consider encouraging payment with credit/debit cards or other
methods (e.g., Apply Pay and other app payment options) that customers handle themselves.
COMMUNICATION AND MARKETING

INTRODUCTION

In coordination with all 19 workstreams, the communication and marketing workstream will develop a comprehensive plan to ensure the institution’s various audiences are aware of all aspects of returning to reinvented “normal” operations for the fall 2020 semester while prioritizing the health and safety of the university community. Additionally, it will ensure the community is fully informed of contingency plans across the continuum if a switch to fully online is necessary.

All modes of communication will be delivered in a timely and effective manner. The workstreams will emphasize high-quality instruction, as well as its values of transparency, health, safety and guiding principles.

IMPLEMENTATION OUTLINE

Playbook/webpage (all audiences)
- Update/repurpose the COVID-19 site to become a website that can be utilized over the summer to inform students and parents of restart plans. Need to include all new processes and plans here (i.e. dining, housing, etc.). Should also be the centralized point for any special FAQs developed. Will need to structure site with different audience sections.
- Ensure all communications direct audiences to this page so information is not spread out.
- Develop a QR code for this page that can be included on other materials.
- Ensure page URL is added to WildCard ID resource page
- Emphasize safety and high-quality instruction as well as values of transparency and guiding principles.
- Use CDC flowchart process for communication strategy.

Town Halls
- Equip deans and unit directors to deliver town halls via Zoom – a webinar format would be appropriate for large colleges.
- Host virtual town hall meeting for parents. Allow parents to submit questions in advance.
Hold separate town halls for graduate and professional students as they have their own questions/concerns. Partner with SGA and Grad School Congress to hold this and promote other messaging.

Video Updates
- Provide video updates with President Capilouto and/or rotating administrators.
  - Could be delivered on a Zoom Webinar format
  - Adjust for parents as needed, posted on PFA channels and college parents pages/groups
- Create 3-5 minute IGTV video update from President Capilouto or other university leadership members when there is an important update.

Toolkit
- Provide toolkit including information about COVID-19-related communications flow, media relations, social media policies, digital signage content, graphics and photography, messaging. There will be subpages for different audiences, including faculty members and others, i.e. what to say to a student who has tested positive, what to put in a syllabus.
- Develop social push through campus organizations - provide student organizations with a toolkit and hold a kick-off training with them. By partnering with campus organizations to push latest updates or important announcements out on their social channels as well as Group.me network.

Daily brief
- Provide daily update that will be linked at the bottom of the UKNow email.

Weekly text
- Send weekly text with latest information or push to restart webpage.

Postcard to students
- Design mass mailing to all current students directing them to restart webpage and express that we are happy to see them return in the fall.

Parent comms
- Send letter to parents from administration providing more details about restart plan.
- Work with Parent and Family Association and parent group pages for colleges to share latest updates on their social channels.
Social media
- Create digital Campaign - Social campaign (one-to-one) to students, parents, faculty and staff to promote the restart plan along with encouragement and excitement for returning to campus.
- Facilitate SGA Takeovers – Have Student Government Association use their social channels to provide peer to peer insight to returning to campus.

Canvas
- Add a section to Canvas that will have health and wellness information or policies that apply to academics.

Hotline
- Set up a COVID and compliance hotline for everyone at the university to call if they have questions or need direction of what to do.

Yard signs
- Post yard signs throughout campus, especially by student center, to make students aware of restart landing page.

Flyers and informational handouts
- Create handouts with procedural information at dining halls or residence halls.
  - This could be a rules sheet about COVID-19.

Information/presentation sessions
- Provide information updates at Residence Hall floor meetings and weekly Greek chapter meetings

Emails
- Continue sharing campus messages with Board of Trustees.
- Return to influencer email schedule one time per month from president, provost, EVPFA, VPOID and VPR.
- Continue regular communication with APLU.
- Provide regular updates.
- Send weekly/bi-weekly email updates from president.
- Support colleges/units as they update donors on specific departmental happenings.
- Provide updates from university administration.
- Regular updates to mayor’s office and governor’s office.
- Regular updates on university’s efforts to return to reinvented normal.
● Coordinate with human resources to provide tools for supervisors to communicate with respective teams.
● Communicate updates based on CDC health and safety guidelines.
● Design/distribute special edition of Wildcat Rundown when there are multiple major announcements.
● Create a separate version for graduate and professional students.
● Distribute policy-related announcements.
  o Granular policy announcements would be delivered by email from deans and unit directors
● Create PFA Cat Chat E-Newsletter - Utilize Parent and Family Association Cat Chat Newsletter with ongoing updates.

Media Advisories
● Continue to send media advisories to local, regional and national outlets.

NEXT STEPS

● Incorporate communication needs of other workstreams into communication workstream
● Establish a process/workflow and guidelines for communicating from colleges/units/workstreams to central communication team
  o Process to best support the needs of the units. Allows us to guide them in crafting, distributing, planning communication related to the workstreams, units, etc.
● Establish system to report feedback from overall campus community
  o Platform for sending questions, concerns, feedback to central communication team to address. Allows us to correct misconceptions, understand what needs to be added to communication plan, the pulse of the community, etc.
● Begin more frequent internal restart huddles within PR/marketing team
  o Leadership can provide updates on restart process. Team members can provide updates on efforts with workstreams and share good ideas and feedback they see across campus.
  o Consider expanding the daily 8:30 once a week to include full department. (Only during duration of restart process).
COMMUNITY PARTNERS

INTRODUCTION

This is an initial effort of a small workgroup. These recommendations will be further developed as the university finalizes plans for the fall 2020 semester.

Interactions with and impacts of community partners fall into three overarching categories:

- **Sending our students, faculty and staff into the community** – Community engagement, student internships, service learning, capstone projects and service and volunteering are key parts of our university mission and student experience. In particular, practica, student teaching, internships and other curricular programs that require placement with community partners for certification and licensure purposes must continue in some form, though this is dependent on the schools and other community partners serving as our students.

  If the university is in a fully online scenario, it is very likely many community partners and organizations with whom our students, faculty and staff do work will also be in remote or lockdown modes. As with experience and guidance this spring, students will need to have a range of options to meet or replace the community-based experience, including:

  - Go forward with engagement by signed agreement of both student and community partner and conduct all interactions according to social distancing and public health guidelines.
  - Go forward with engagement, but structure it to be conducted online and remotely, if possible.
  - Offer students an alternative online opportunity to satisfy the community-based requirement (if part of a credit bearing course).

  The university should consider developing a standard agreement to abide by current CDC and Kentucky Healthy at Work guidelines that need to be signed by our students, faculty and staff participating in such activities as well as of our community partner organizations.

- **Visitors coming to our campus** – In a fully online scenario, most visits to -- and use of -- campus by community partners would likely cease. Ideally, that activity would be moved to an online/remote format.
• **Actions of community partners that affect us** – A fully online semester would largely remove the uncertainty and risk of having to deal with the actions and decisions of key community partners that are beyond our control yet have significant impacts on our ability to function in-person and on campus.

That said, if Fayette County Public Schools and/or childcare facilities, through their operating plans and decisions are also closed to in-person activity, the university should plan for additional support that can be offered to employees with preschool and school-aged children to enhance the ability to successfully work from home.

We have identified a range of discrete topic areas that fall under this broader umbrella of community partners and impacts. Reports exploring each topic area in more detail in this submission include:

- Student teaching
- Experiential education and practicums (service-learning, internships, EXP credit, capstone projects, practicums, etc.)
- Volunteering
- Cooperative Extension
- Community visitors to campus (including in high traffic community and visitor areas to campus such as The Cornerstone, Student Center and Visitors Center)
- Public transportation
- Fayette County Public Schools, childcare facilities and the UK workforce
- Impact from city / state government decisions (including election processes)
- Business engagement (including Commerce Lexington and Career Fairs)
- Off-campus housing
- Student resources impact – student employment and federal work study

**Student Teaching**

Student teaching, field experiences, pre-practica and practica will be significantly impacted both by K-12 schools (online or on-campus) and UK (online or on-campus) operational decisions. The following section breaks down how various components of student teaching and practica may be impacted if UK returns to on-campus operations.

Many of our teacher education courses are “embedded courses” meaning they are taught out in the schools. We expect to have to transition all of these back to campus. None currently have rooms booked on campus.
Experiential Learning and Field Experience Components

In all scenarios, the following are true and necessary:

- Placement can occur if a student agrees to social distancing practices at the placement and host placement signs the UK supplemental agreement for hosting a student during COVID-19.
- If schools are online, host placement signs the UK supplemental agreement for hosting a student during COVID-19 ONLINE.
- If K-12 schools go online, faculty will be encouraged to build-in NTI best practices into their courses (Non Traditional Instruction = NTI the state term used for remote schooling in K-12 settings).

Experiences not required for licensure or required prior to admittance into a program (range from 15 hours to 40 hours a semester)

UK Fully Online
- Placement will be cancelled.
- Course content will be adjusted so the remainder of the placement is no longer required.
- Course assessments will be modified if the assessment required data or reflections from the placement.

Pre-Practicum and Practicum Experiences (those field experiences required after being admitted into a program) - Range from 50 hours to 200+ hours a semester; these hours are required prior to student teaching per state regulations

UK Fully Online
- If K-12 schools are face to face in some capacity and our students are allowed into the building
  - College of Education will apply for a waiver for the students to continue in their placements
  - If a student feels unsafe at any time in their physical placement, they will be transitioned to a NTI teacher or online modules for the remainder of their hours
  - Associated course will transition to online only
- If K-12 schools are face to face and our students are not allowed into the building
  - Transition students to a district and teacher completing NTI work
  - Supplement hours with online modules and PD Friday’s
● If K-12 schools are online
  o Students will continue with their host teacher for NTI work
  o Supplement hours with online modules and PD Friday’s
  o Move students, if necessary, to a more active NTI teacher

Student Teaching - at least 70 days are required to be eligible for licensure

In all scenarios, students will either start their placement earlier, before UK starts or extend past Thanksgiving. Student teaching already has an alternate calendar approved (to start before UK), but will need to adjust this more.

**UK Fully Online**

● If K-12 schools are face to face in some capacity and our students are allowed into the building
  o College of Education will apply for a waiver for the students to continue in their placements.
  o If a student feels unsafe at any time in their physical placement, they will be transitioned to a NTI teacher for the remainder of their days.
  o All supervision of student teachers will be remote
    ▪ Will need to apply for a state waiver for remote supervision.
    ▪ Will need equipment to conduct the remote supervision - recommend Swivl to follow the student teacher and lessen the focus on the K-12 students.
      - [https://www.swivl.com/how-to-use/](https://www.swivl.com/how-to-use/)
      - The College does not have funds to purchase this equipment though

● If K-12 schools are face-to-face and our students are not allowed into the building
  o Move students to a district that is face to face and allows our students into the building
  o Transition students to a district and teacher completing NTI work
  o All supervision of student teachers will be remote
    ▪ Will need to apply for a state waiver for remote supervision.

● If K-12 schools are online
  o Students will continue with their host teacher for NTI work
  o Move students, if necessary, to a more active NTI teacher
  o All supervision of student teachers will be remote
- Will need to apply for a state waiver for remote supervision.
- Make sure supervisors are trained and have a list of suggestions for online supervision

**Advanced Program Field Placements and Internships**

Includes but not limited to - school media librarian, school psychology, counseling psychology, applied behavior analysis, principal program, teacher leader program, superintendent program, instructional systems design, educational psychology

**UK Fully Online**
- Apply for a waiver to allow students to complete their placement or internship as their site allows.
- Find alternative face to face site if their prior site becomes inactive with no online or telehealth alternative.
- Offer an alternative online or telehealth placement for students who do not feel comfortable continuing in a face to face setting.
- Work with each program and on an individual basis to ensure that we’re meeting licensure and degree requirements. This worked well in spring 2020.
- Keep abreast of the accreditation changes and requirements as well as the licensure requirements and waiver possibilities.

**Experiential Education and Practica**

Most experiential education activities during the spring and summer were interrupted due to COVID-19. Internships, co-ops, clinical rotations, practicums, service-learning projects, capstone project engagements and EXP courses were either cancelled, delayed, moved online or augmented with alternative assignments. UK guidance in March 2020 recommended all experiential and internship activities move online for spring and summer.

In addition to the business impacts resulting from COVID-19, community organizations have also been severely affected both operationally and financially. A Kentucky Nonprofit Network (KNN) Survey of KY nonprofits at end of March found that 92 percent of organizations experienced a disruption of programs and services to clients, 87 percent cancelled programs or events and 42 percent experienced or were expected to experience staff furloughs or layoffs. At the same time, demand for human services and basic needs items has grown dramatically due to lost jobs and wages.
Most, but not all, organizations have stopped facilitating direct interns and volunteers onsite as of May 2020.

The workstream recommends that experiential education, internships, practicums and service-learning be implemented remotely if feasible but on-site opportunities can be reviewed on a case-by-case basis.

UK sanctioned on-site experiential learning opportunities would be made available to students with the following provisions:

- Community and employer partners allow students remote work options to the greatest extent possible.
- Community and employer partners have contingency plans in place to move students completely online if necessary.
- Community and employer partners agree to abide by current CDC and State of Kentucky workplace safety guidelines.
- Signed student waivers required for all onsite, credit-bearing experiential education opportunities (incorporated into student learning contracts where utilized).
- Student participants in experiential learning opportunities agree to comply with all campus policies pertaining to Coronavirus screening prior to reentering the physical campus environment when returning from onsite work at their experiential learning placements.
- While these guidelines are recommended for all student experiential learning/work experiences, the university acknowledges that enforcement/compliance of these guidelines is more difficult for students participating in experiences that are not credit-bearing or are not officially sanctioned by the university.
  - In its Strategic Plan for 2015-2020, UK identified a need to create a database to track community engagement and outreach. In 2019-20, the Center for Service-Learning and Civic Engagement worked with the Office of Institutional Research, Analytics and Decision Support to pilot a small survey to UK units to create the initial foundation of this database. The database will create an inventory of community engagement across campus. The center plans to roll out the survey to all UK units in summer 2020.

**Volunteering**

For UK-sanctioned volunteer activities, the following provisions will be required in addition to the safety measures noted in the section above:
• Signed student waivers.
• Community partner agreement on adherence to CDC and State of Kentucky safety guidelines.
• PPE requirements by students and community partners follow university guidelines.
  • Explore adding requirements to the common community partnership agreement/MOU.
• Establish virtual volunteering guidelines (and liabilities)
• Encourage all non-profit community partners and campus partners to sign up for and utilize GivePulse (Volunteer Management platform).
  o Use GivePulse to market community service opportunities to all students
  o Service idea from GivePulse: Student volunteers or federal work-study students could be recruited as contact tracers and properly trained using a free course launched by the Bloomberg School of Public Health at Johns Hopkins University.
• Communicate and streamline information/resources to students that want to work with community partners
• Possibly require the completion of a health module on the UK website that goes over how to be safe when volunteering. Finding a way to track students, staff/faculty and community partners who have completed the module (using Paths on BBNvolved)
  o Repost information from the CDC and university safety guidelines (community partners and students)

Cooperative Extension

With an office in all 120 Kentucky counties, the University of Kentucky Cooperative Extension serves as the local “front door” to the university reaching millions of Kentucky residents each year with educational programs in Agriculture and Natural Resources, Family and Consumer Sciences, 4-H Youth Development and Community and Economic Development. Cooperative Extension faculty and specialists located on campus and at regional research centers support outreach programming to address local needs through applied research and training.

Cooperative Extension supports UK students through an Extension Intern Program, providing an applied work experience with agents in rural and urban field experience. Internships may be hosted through the county offices or on campus with faculty.
In the event of a recurrence and all work is shifted to remote location and interaction, the work of Cooperative Extension does not stop. Details and guidance for students working remotely will be coordinated through the Internship Coordinating office and will align with CDC recommendations.

**Community Visitors to Campus** (including in high traffic community and visitor areas to campus such as The Cornerstone, Student Center and Visitors Center)

In a fully online scenario, most visits to and use of campus by community partners would likely cease. Our recommendation is to conduct meetings and programming in online/remote formats.

**Public Transportation**

- Lextran
  - Continue to operate full-service campus transit service through our city partner, Lextran. Service is available seven days per week when in-person classes are in session.
  - Monitor ridership demand vs. supply-based upon reduced bus capacity. Work with Lextran to explore opportunities to expand service during peak periods; however, this option is likely unavailable due to availability of additional buses and driver limitations due to pandemic related staffing issues.
- Zipcar
  - No change to traditional service offerings.
- Bird (Electric Scooters)
  - Work toward a fall semester launch of Bird, as a UK campus partner for e-scooter share rental service. As an alternative to ride share and traditional mass transit, e-scooters will contribute an additional socially distant mobility option for the campus community.

**Fayette County Public Schools, Childcare Facilities and the UK Workforce**

UK employees with school age children will be significantly impacted by the decision of the Fayette County Public Schools (FCPS), as well as other public and private K-12 systems in the region, regarding their operations in the fall. If UK returns to normal operations and the K-12 schools do not, there is a major challenge for employees regarding childcare. This issue is also impacted by conflicting academic calendars of UK and the schools. The university should closely monitor the planning process of
FCPS and other systems, as well as childcare facilities for preschool age children and be prepared to provide greater flexibility to employees with K-12 age students on work schedules and work-at-home opportunities.

**Impact from City / State Government Decisions (Including Election Processes)**

The health and safety of our campus community is our top priority. We will continue to follow the advice and guidance of our local, state and federal officials, as well as our own infectious disease experts. As a Kentucky public institution we are required to follow the guidelines and directives of the governor, the Kentucky General Assembly and the Council on Post-Secondary Education. The university should also work in concert with the city of Lexington to partner and administer city guidelines, especially with regard to students that may stay in Lexington but live off campus.

Key issues with the state will include the potential budget reductions. For example, what health screening, masks and size of classes/gatherings will be required for employees. In addition how travel restrictions will impact faculty.

**Business Engagement (including Commerce Lexington / Career Fairs)**

- Business engagement areas: Guest speakers, advisory boards, site visits, sponsored research, philanthropic support, technology licensing, strategic partnerships
  - All activities need to be conducted over the phone or online meeting.

- Career Fairs / Recruitment
  - UK business engagement reps in the Career Center and colleges have been testing virtual career fair platforms.
  - Engineering has already hosted 2 smaller virtual fairs.
  - Handshake is working on a virtual fair product. Ray Clere is trying to involve the student org offices at UK to demo something together, but has not been able to yet.

**Off-Campus Housing**

A recommendation was made to the community partners workstream that “UK MUST work with landlords/ladies and/or with the city to ensure that students can get month to month rentals and not be bound by leases that include months when they are not
required to be in Lexington for UK face to face classes.” While requests can be made, this will be difficult to overcome due to the following issues:

**Student Resources Impact – Student Employment and Federal Work Study**

The economic and employment disruptions across Fayette county, the Commonwealth and the nation are directly impacting our students and their financial well-being.

To help support our students’ financial well-being, in a fully online scenario for the fall, we recommend the university explore opportunities to increase remote student employment as some of the work identified may be possible to complete while a unit is working fully online.

University colleges and departments can identify work options such as paid internships, etc. within their respective areas which will allow departments to support the work that needs to be accomplished while the university “hiring pause” remains in effect. Undergraduate, graduate and professional students would be considered for these positions meeting a financial need while providing work experiences for these students.

Additionally, the University of Kentucky was one of a number of universities across the U.S that was selected by the Department of Education in early 2020 to participate in a “Federal Work Study Experiment.” The experiment allows universities to expand its Federal Work Study program to support small businesses. UK planned to focus its expanded Federal Work Study activities among minority-owned businesses in Lexington and small businesses in eastern KY. Implementation was delayed due to COVID-19. A restart of this implementation could be beneficial to both our students and to businesses that have been adversely impacted.

**IMPLEMENTATION OUTLINE**

**Action Items:**

- **Documentation** – The university should have written guidance informing students, faculty, staff, community partners and visitors about:
  - Protocols and expectations for engaging with community partners in the form of volunteering, experiential education, practicums, etc.
  - Protocols and expectations for (not) visiting campus
The documentation could be as simple as FAQs or as formal as university policies.

- **Communication** – Robust and multi-faceted, multi-layered communication will be essential. Based on experiences this spring, we know that students, faculty and staff will all have questions about rules and expectations for engaging with community partners and organizations. Or, if those engagements are not possible, what alternative arrangements will meet course requirements, learning outcomes and certification needs.

We must ensure that all of our key community partners as well as the broader public understand the expectations of visitors to campus following social distancing and public health guidelines.

- **Engagement** – Continued engagement with key community partners whose actions have a high degree of impact on our ability to function in-person and on campus, including LFUCG, Fayette County Public Schools, childcare facilities, the local health department and state government.

**UK Units / Leaders:**
- University Relations
- Public Relations
- Community Engagement
- Student Organizations and Activities
- Service-Learning and Community Partnerships
- Colleges
- Transportation
- Economic Development
- See topic area detail reports for specific area leaders.

**Key Community Contacts:**
- See topic area detail reports

**Potential Associated Costs:**
- None

**Student Teaching**

**Action Items:**
• Implement actions in student teaching section above based on various scenarios.

**UK Units / Leaders:**
• College of Education

**Key Community Contacts:**
• FCPS superintendent and leadership
• Leadership in other city and regional K-12 systems

**Potential Associated Costs:**
• Procurement of equipment to conduct remote supervision - recommend Swivl.

**Experiential Education and Practica**

**Action Items:**
• Continue to monitor and update to ensure most current interaction guidelines and practices are followed.
• Ensure students have access to working internet and computer.
• Seek UK Risk Management and UK Legal approval of experiential education and practicum planning and guidance.
• Update UK Coronavirus guidance for experiential learning on website.
• Communicate to UK colleges and faculty guidance on experiential learning and practicums.
• Communicate to Lexington nonprofits and employers the guidance on internships, practicums and service-learning for the coming fall.
• Determine how to ensure community and employer partners comply with CDC and Kentucky workplace safety guidelines.
• Supervising sites to provide overview of operations, goals of the internship/practicum and establish ongoing schedule of interactions, programming and training.
• Revise EXP student learning contracts to include student waiver language.
• Consult with START teams on protocols for students reentering the physical campus environment following participation in experiential learning activities and off-campus work experiences.
• Implement community engagement survey across campus to identify and catalog community outreach activities and initiatives among UK entities.

**UK Units / Leaders:**
• College of Agriculture, Food and Environment
- College of Social Work
- Stuckert Career Center
- Graham Office of Career Management
- Engineering Career Development
- Lewis Honors College Center for Personal Development
- Center for Service-Learning and Civic Engagement

**Key Community Contacts:**
- Kentucky Nonprofit Network
- CivicLex
- Commerce Lexington
- Kentucky Chamber of Commerce

**Potential Associated Costs:**
- Ensuring students have highest speed, most reliable internet available.

Volunteering

**Action Items:**
- Follow steps outlined in first section.

**UK Units / Leaders:**
- Center for Community Outreach

**Key Community Contacts:**
- Various

**Potential Associated Costs:**
- Provision of PPE

Cooperative Extension

**Action Items:**
- Internship students would need access to working internet and a computer.
- Supervising site would provide overview of operations, goals of the internship and establish ongoing schedule of interactions, programming and training.

**UK Units / Leaders:**
- Supervisory guidance will be provided at each practicum site. However, overall guidance rules and regulations are available through:
Key Community Contacts:
- The primary contact for each practicum experience will be the local host office. A directory of local host offices can be found at: http://directory.ca.uky.edu/

Potential Associated Costs:
- Ensuring students have highest speed, most reliable internet available.

Community Visitors to Campus

Action Items:
- No action. In a fully online scenario, most visits to and use of campus by community partners would cease. Our recommendation to conduct meetings and programming in online/remote formats becomes a necessity.

Public Transportation

Action Items:
- None

Fayette County Public Schools, Childcare Facilities and the UK Workforce

Action Items:
- Closely communicate with FCPS to share the university’s planned actions and monitor their planning process.
- Monitor other public and private K-12 systems in the region regarding their planning process.
- College of Education must develop new requirements regarding student teaching.
- Continue to engage with The Childcare Council of Kentucky to monitor planning processes and impacts of childcare facilities.

UK Units / Leaders:
- University Relations
- Provost
- College of Education

Key Community Contacts:
- FCPS Superintendent
- Leadership in other city and regional K-12 systems
- The Childcare Council of Kentucky

**Potential Associated Costs:**
- None

**Additional Information (if needed):**
- None

**Impact from City / State Government Decisions (Including Election Processes)**

**Action Items:**
- Closely communicate with all levels of state government to share the university’s planned actions and monitor all CPE/state directives that impact operations.
- Closely communicate with the city of Lexington to share the university’s planned actions and monitor city recommendations/guidelines that impact operations.
- Coordinate with the Fayette County Clerk regarding elections and voting logistics/processes that could impact campus operations.

**UK Units / Leaders:**
- President
- EVPFA
- VP University Relations
- Office of Off-Campus Housing
- Transportation Services

**Key Community Contacts:**
- Governor and staff
- General Assembly leadership
- CPE President and staff
- Mayor and staff
- Fayette County Clerk

**Potential Associated Costs:**
- Budget cut from the state
- PPE required for faculty, staff and students

**Additional Information (if needed):**
- None.
Business Engagement (including Commerce Lexington / Career Fairs)

Action Items:
- Business engagement areas
  - Establish guidelines for in-person activities (if allowed).
    - Number of people allowed in a meeting
    - Other social distancing, PPE, requirements
  - If in-person is not allowed, then continue activity via phone, online meetings.
- Career Fairs / Recruitment
  - Establish guidelines for virtual career fair events.

Key Community Contacts:
- Commerce Lexington
- LFUCG
- KY CED
- Awesome Inc.
- Base 110

Potential Associated Costs:
- Business engagement areas
  - Most costs are already budgeted
  - At some point Business Engagement needs to be on SalesForce
- Career Fairs / Recruitment
  - Virtual Career Fairs can be expensive. One option has already been eliminated due to the cost.
  - Handshake option is included in our current subscription at least for the fall.

Additional Information (if needed):
- None

Off-Campus Housing

Action Items:
- Engage off-campus student housing property owners
UK Units
- Real Estate
- University Relations

Key Community Contacts:
- Local property owners

Student Resources Impact – Student Employment and Federal Work Study

Action Items:
- On-campus student employment - Discussions should take place with Human Resources to assist all departments in promoting open positions.
- Federal Work Study - Establish expanded statewide program

UK Units / Leaders:
- Remote Student Employment
  - Information on student employment needs to be directed to all colleges and administrative departments
  - Human Resources
- Federal Work Study
  - Federal Work Study
  - Enrollment Management
  - Financial Aid

Key Community Contacts:
- Federal Work Study
  - Minority-owned or small business in Kentucky

Potential Associated Costs:
- On Campus Student Employment
  - Establish a budget within the department or unit to pay students
- Federal Work Study
  - Program management costs

Additional Information (if needed):
- HR Student Employment website - [https://www.uky.edu/hr/employment/student-employment](https://www.uky.edu/hr/employment/student-employment)
NEXT STEPS

- Implement Action Items in specific reports above.
DINING

INTRODUCTION

UK Dining plans to provide exceptional service to our customers at the University of Kentucky in a fully online environment fall 2020, if necessary.

As part of the university community, it is our responsibility to enrich and nourish our customers’ lives. Our focus will be to provide the best food and experience to our customers possible while adhering to the UK health and safety protocols. Our goal is to provide excellent food and customer service in UK Dining units, while practicing applicable health and safety protocols between our staff members and between the staff and customers in the context of a clean, sanitized environment.

For fall 2020, we will operate Chick-fil-A in the Gatton Student Center and Starbucks @ Kentucky Clinic. The assumption is that the Student Center will continue to be open as it is now and that any students housed on campus will be on North Campus.

Moreover, the operating assumption is that fall 2020 campus life would be similar to that of spring 2020 and UK catering and Athletics catering would be halted completely. If this is not the case, we can address additional food service needs as they arise.

IMPLEMENTATION OUTLINE

Retail Dining:

- Identify UK Dining retail management
  - Daily health checks of UK Dining management and staff as directed by UK health and safety protocols.
  - Get seating capacity and calculate 30% for new in-unit capacities.
  - How to effectively count customers as they enter and leave a UK Dining unit: consider what technology could be used
  - Identify staff members/management in each dining unit to implement UK health and safety protocols. Consider marking the floors.

- PPE/sanitizer
  - Retail units will need to be cleaned throughout the day. It will be important for the public to be confident in the fact that UK Dining is cleaning.
    - System to remind staff to clean every so often in retail units. Chick-
fil-A corporate stores use timed announcements that the customers can hear, to tell staff to change gloves, masks, wipe common surfaces, etc.

- **Menu Development**
  - Notify Coke of change in service (fountain to cans). Determine if Coke has Dasani in a can available in this market.
  - Notify Chick-fil-A of our desire to move to can drinks.

- **Cash register area modifications**
  - Can we go touchless/cashless?
  - Determine retail units have register areas that can be partitioned

- **Packaging**
  - More sustainable packing options for retail
  - Determine best source for flatware, including a compostable option.
    (Note: Options tried in the past do not hold up.)

- **Serving area modifications**
  - Determine if Chick-fil-A and Starbucks’ serving areas can be partitioned from customers
  - Methodology to handle condiments for sandwiches, fries, coffee, etc.

- **Dining room modifications**
  - Remove tables/chairs from retail units to make social distancing a fact rather than a choice.

- **Communication plan**
  - Work with national brands for a marketing campaign (email, social media as well as YouTube videos) educating incoming freshmen on how to best approach eating with UK Dining. Importance of masks, gloves.

- **Prepackaged to go/delivery plan**
  - Explore designing or partnering for mobile app

- **Feedback plan**
  - Voice of consumer cards
  - Contact UK Dining listserv

**NEXT STEPS**

- Understand which plan the university will adopt.
- Understand appropriate dates – any advising or pre-school events, move in dates, start of school, length of semester, dates of any breaks, date of end of semester.
• Understand how many students are staying on campus fall 2020 and where they are staying.
• Understand if the 30 percent maximum seating capacity standard will continue fall 2020.
• Establish hours of operation for Chick-fil-A and Starbucks @ Kentucky Clinic based upon spring 2020 data.
• Understand community standards on PPE and protocol for use of PPE on campus and in dining units.
• Work with the EOC to determine if the number of staff returning to campus justifies additional UK Dining retail units being opened.
• Plan for spring 2021 opening.
INTRODUCTION

During this period of remote work, the university has assisted colleges, departments, students and the community with creative ways of hosting events through virtual avenues (drive-in ceremonies, radio broadcasts, pre-recordings, live recordings, essential meetings, etc.). Additionally, the university has assisted the community with essential organized activities (i.e. June primaries). If the university moves fully online, it is expected that these requests and needs will continue.

- **Consistent Guidelines/Best Practices**: Virtual meetings/events and essential organized activities may still require a physical presence from key stakeholders and service providers (i.e. technicians). Must have consistent guidelines across various meetings and events on campus.
- **Facilities**: Physical space may still be needed to support virtual and in-person activities. Must consider space utilization, cleaning protocols, setups, capacities for meeting and event spaces and what buildings will be open if the university moves fully online.
- **Virtual Event Options**: Colleges, departments and students will need engagement outside of the classroom. We must be prepared to provide creative solutions for virtual options.
- **Participants**: In-person organized activities may still be necessary for select groups. Attendees could include faculty, staff, students, non-UK attendees, minors, individuals in vulnerable populations, external vendors, etc. Additionally, if we host community events on campus, we must be prepared to provide UK health and safety protocols for UK and non-UK attendees.
- **Event Staff**: Develop consistent protocol for staff supporting meetings, events and organized activities across campus.
- **Accurate Scheduling Records**: For reporting, management and promotions it is key to have a centralized record of in-person and virtual activities on campus (meetings, events, classes, etc.).

IMPLEMENTATION OUTLINE

The events workstream will have subgroups focused on one of the categories below:

- **Guidelines/Best Practices**: Determine best practices, in consultation with other workstreams, that can be implemented across various events on campus. Event organizer will be responsible for implementing the established guidelines.
- **Facilities**: Work with facilities workstream and other appropriate workstreams to determine modified setups.
- **Virtual Event Options**: Determine creative solutions and virtual platforms for events sponsored by university units. Explore opportunities to expand virtual services.
- **Participants**: Registration requirements for participant documentation, communicate UK health and safety protocols for participants and expand data collection (i.e. non-UK attendees).
- **Event Staff**: Develop consistent protocol for staff supporting virtual meetings, events and organized activities across campus.
- **Communication**: Develop standardized communications to facility coordinators, event planners (departments, colleges, registered student organization, etc.) and campus partners.
- **Accurate Reservation Records**: Discuss how to obtain accurate records for all in-person and virtual activities (meetings, events, etc.) on campus.
NEXT STEPS

- **Guidelines:** Develop best practices from workstreams and event industry organizations for meetings and events that take place on campus and/or virtually.
- **Facilities:** Confirm capacities, layout, cleaning requirements and buildings that will be open for meetings and events on campus.
- **Participants:** Collaborate with EOC on including options for UK health and safety protocols for event attendees (UK and Non-UK). Expand intake questionnaire to know attendee demographics and travel history.
- **Communication:** Work with facilities and communications/marketing workstreams to create event signage database that can be downloaded by facilities staff and event planners/clients (consistent messaging and signage for events). Additionally, work with communications/marketing to better inform clients about new guidelines prior to planning events (i.e. update websites).
INTRODUCTION

The facilities workstream is assessing all situations with respect to the COVID-19 virus to assure the well-being of the campus community and no interruption of service to the campus.

These facilities include all buildings, housing, athletics, recreational centers (health and wellness), dining areas and auxiliary facilities. To prepare UK for a reinvented normal the facilities workstream has five categories that are being evaluated:

- Space
- Information
- Campus navigation
- Cleaning and sanitizing
- Building systems

UK has about 20 million square feet on campus.

Priorities:
- Safety and well-being of students, faculty and staff. This requires clean buildings and campus grounds.
- Building systems operating correctly.
- Information on UK health and safety protocols communicated appropriately.
- To strive to maintain a healthy balance between the student experience and academic requirements.

Emerging stronger:
- This exercise brought forth and emphasized areas where operations are either overlapping, duplicative or being performed by multiple units
- This exercise has forced innovation and creativity is how and where work is done.
- Efficiencies resulting in more effectiveness: an example of splitting shifts to support social distancing but also resulting in efficiencies
- Silos are breaking down
- Collaboration at a level likely not experienced previously laying the groundwork for the future
Opportunity for continued remote work reduces need for campus/off-campus space

Facilities key considerations:

Information
Information for masks, elevators, sanitization of work spaces, where to stand, social distancing, stop spread of germs, etc.

- Signage
  - Areas of campus indoors and outdoors are being identified to communicate social distancing and directional signage, should one way pedestrian traffic be implemented

- Decals
  - Areas of campus indoors and outdoors are being identified to communicate social distancing. This will include elevators, queuing spaces, seating, service desks, etc.

Space

- Classroom and class lab modification
  - Modify classroom, class lab occupancy to comply with UK health and safety protocols
  - Each classroom and class lab will need to be reviewed to develop final occupancy counts

- Alternate classroom locations
  - Locations on campus that may not traditionally be used as classrooms that may be used for classrooms and/or testing
    - Examples:
      - Blazer Dining Rm# 112, & 113
      - Mandrell Hall Rm# 143
      - Barker Hall Rm# 101
      - Gatton Student Center Rm# 212A, 212B, 212C, 240 & 350
      - Other rooms in Patterson Hall, Singletary Center for the Arts, Fine Arts, WT Young, Seaton Center, Boone Center, Haggin Hall, Memorial Coliseum, Law Building
    - Evaluate outdoor learning spaces

- Building Circulation & Queuing
  - Develop circulation and queuing within buildings to aid in social distancing
    - Designate entrances and exits and develop one way circulation plans for our high density buildings
  - These guidelines and suggestions shall not interfere with life
safety code requirements
● Consideration for ADA compliance

● Reservation System
  o Reserving space/rooms on campus:
    ▪ As we look at safe use of space and monitor density in buildings such as libraries, fitness facilities and even small rooms that may not be used by small groups but could provide a student with a quiet/private place to attend an online class or meet virtually with instructor for office hours

● Gatton Student Center
  o Fall 2019 saw a max daily visitor count between 7,000 and 8,000
  o A potential max occupancy of 1,800 when 75 square feet per person
    ▪ 75 square feet was used to allow additional space for circulation as much of the space in the student center is open to circulation paths

● Gaming Arena Facility
  o UK health and safety protocols will be observed

● Screening stations
● Quarantine areas
● Covid-19 testing areas
● Classroom Equipment
  o Installation of new equipment into the classrooms
  o New supplies in the classroom

● Restroom Modifications
● Workspace modifications
  o Modifications to office, open office, work rooms, break rooms and other shared workspace

Campus Navigation
● Pedestrian pathways
  o Develop campus pedestrian circulation routes that
    ▪ Make narrow walkways one-way
    ▪ Identify and address high congestion areas
  o Crosswalks
  o Bus stops
  o Identification of building entrances and exits
  o Bicycle/scooter passing and parking
  o Expand/add to existing sidewalk system
  o Consider installation of additional pedestrian pathways at high volume
intersections

- **Outdoor gathering areas**
  - Patio areas
  - Wall seating areas
  - Green spaces
  - Chairs

- **Signage and Information Distribution**
  - Maps and Technology Apps
  - “Help” tents – possibly staffed by students

**Building Systems/Utilities**

Facilities has reviewed the CDC, NIOSH and ASHRAE guidelines and their application to our university systems.

- **Ventilation**
  - Ensure that ventilation systems operate properly and increase circulation of outdoor air established guidelines. Opening doors and windows is not recommended. Verify EMS (energy management system) ventilation data points. As humidity levels increase, proper adjustments will be made to ensure air quality and system design parameters.

- **Water Systems**
  - Take steps to ensure that all water systems and features (for example, water dispensing systems or decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires’ disease and other diseases associated with water. Drinking water fountains will be shut down. We are currently following a drinking water flush protocol where water is flushed through the system. This includes faucets, water fountains, ice machines and kitchen equipment served by the domestic water system among others.

- **Enhanced Capabilities**
  - While we are currently focusing on operating systems as per designed, we are also considering options that will enhance our capabilities to improve air quality. These include adding UV lights, enhanced filtration and plasma systems among others. These would be add-ons/modifications to current the systems.

**Cleaning and Sanitizing**

- Develop and deploy office care kits
- Place hand sanitizer stations at every building entrance.
  - Units on order
• Place hand sanitizer stations by all elevators on every floor.
  o Need to get a count. Depending on unit supplied there could be cost.
• Place hand sanitizer in all classrooms.
• Place sanitizing wipes in all classrooms.
• Use electrostatic sprayers to disinfect all classrooms daily
• Staffing levels may need to be increased
• Focus on general areas; classrooms, gathering spaces, public spaces, restrooms, lactation rooms

Facilities – Online Response
If the university conducts or pivots to an online class experience, UK Facilities will be able to support the faculty with their mission, provide an environment that is as safe as possible, identify ways to reduce operational cost and take the opportunity to improve campus facilities. UK Facilities will continue services to maintain and clean our campus environment to support faculty and staff during online operations. It will work to maximize opportunities to complete projects that normally may cause disruptions to campus activities. Buildings with low or no use may be put into a “hibernation mode” to facilitate energy savings and reduce the need for cleaning and maintenance services.

IMPLEMENTATION OUTLINE

Space
• Classroom and class lab modification
  o Review classroom inventory, compare existing square footage per person and develop new occupancy count for each room
    ▪ Developed a standardized sign using a reloadable 8.5 x 11 frame that, for now, can list:
      • Max occupancy for room
      • UK health and safety protocols
    ▪ Later, the sign could be switched to UK Creed, room furniture layout other helpful information
• Alternate classroom locations
  o Complete list of possible locations and seek approval for reassignment of spaces
  o Once locations are approved to be reassigned for reuse
- Develop inventory of the technology in the space
  - Coordinate with ITS and develop a list of technology needs
- Determine where furniture will come from
  - Potentially pull from existing classrooms elsewhere on campus to help decrease density

- **Building Circulation and Queuing**
  - Identify high density buildings that will require circulation plans
  - Queue people safely in these large buildings
  - Coordinate with communication/marketing workstream for signage to inform occupants of new circulation plans
  - Follow UK health and safety protocols and ADA guidelines

- **Reservation System**
  - Identify buildings and spaces that would benefit from this type of system
  - Determine if existing scheduling software can be used

- **Screening stations, Testing areas**
  - Based on UK health and safety protocols, determine appropriate locations for these services, as applicable.

- **Classroom Equipment**
  - Deploy new equipment to identified classrooms
  - Provide cleaning supplies to the classrooms for occupant use

- **Restroom Modifications**
  - Will follow UK health and safety protocols and ADA guidelines

- **Work space modifications**
  - Share current recommendations with all leaders
  - Provide support
  - Work with area leaders to identify furniture as no-use in break rooms
  - Work with area leaders to develop safe ways for their teams to operate their shared work rooms or areas

- Facilities will coordinate with research workstream regarding research labs and other research spaces

**Campus Navigation**

- **Pedestrian pathways**
  - Crosswalks:
    - Waiting areas (markings or seating in specific locations to encourage social distancing)
    - Maintain social distancing practices when crossing
    - Coordinate with city on possible timing changes and possible or scramble
Bus stops
  - Identify social distance spacing

Bicycles/scooters
  - Consider safe slipstream distance between cyclist and others

Outdoor gathering areas
  - Identify social distance spacing
  - Disperse furniture

Signage and Information Distribution
  - QR codes around campus that provide links to UK health and safety protocols, especially on digital signage
  - Opportunity to upgrade or static signage with smart signage on campus?
  - Create map indicating all areas that have special instructions for (specific gathering areas, one-ways, etc…)

NEXT STEPS

Space
  - Classroom and Class Lab modification
    - Finish review of classroom and class lab occupancy numbers
    - Coordinate information with Office of the Registrar
    - Coordinate signage development
    - Determine how best to limit use of extra furniture – Cover, identify as not to use or remove
  - Alternate classroom locations
    - Submit list of potential locations for approval
    - Complete room inventory of approved locations
    - Develop a schedule to install furniture
  - Building Circulation and Queuing
    - Develop a list of buildings that would benefit from this, examples include
      - White Hall Classroom Building
      - Jacobs Science Building
      - Chem-Phys Building
      - Gatton Business and Economics
    - Review spaces outside of classrooms and determine if furniture needs to be removed, relocated or otherwise adjusted to facilitate social distancing
  - Reservation System
    - Develop a list of buildings and spaces where a reservation to use the facility will enhance the user experience while helping to increase safety
    - Determine if campus event scheduling or Astra can provide this level of
student requested space reservation

- **Screening stations, Testing areas**
  - Review UK health and safety protocols
  - Determine locations and space needs
  - Coordinate with set up

- **Classroom equipment**
  - Coordinate with ITS and classroom delivery workstreams desired locations to deploy new AV technology
    - Conduct evaluation of those spaces to determine if work is required
  - Develop list of products to deploy in each classroom
    - Determine how to store products in classroom
    - Provide signage for use of product

- **Restroom modifications**

- **Workspace modifications**
  - Review current guidelines for safety in the workspace
  - Display these guidelines in work areas
  - Develop common way to identify furniture for non-use to facilitate recommended social distance
  - Share information with unit and area leaders

**Campus Navigation**

- **Pedestrian pathways**
  - Develop pedestrian route plans for campus
  - Identify construction areas

- **Outdoor gathering areas**
INTRODUCTION

The faculty affairs workstream respectfully prefers the descriptors of “virtual” or “remote” over “online,” in recognition of the many permutations of delivery available to teach effectively, as learned during the second half of the 2020 spring Semester. The same resources used for the reinvented normal template were used here. Similarly, the implementation outline maintained the same four (4) categories of: (1) safety and health Issues, (2) faculty workload and assignment period, (3) evaluation and (4) faculty support needs.

IMPLEMENTATION OUTLINE

Safety and Health Issues: Still Important in Fully Remote Instructional Environment

- Ensuring Faculty Safety and Health
  - Work to accommodate faculty/instructors at higher risk or with special needs
  - Enable periodic testing for current (virus) or past (antibody) infection to control risk
  - Ensure that faculty, adjuncts, PTIs and TAs have medical contact information (University Health Service) if they become symptomatic; accommodations for quarantine housing may be necessary in some cases
  - Provide information for mental health resources to promote well-being and to reduce isolation
  - Provide clarity of faculty policy on university-sponsored travel for professional activities

- Ensuring Communications/Enforcement of Safety Procedures
  - Implement a communication strategy to clearly outline behavioral expectations via email, social media and inclusion into course syllabi
  - Contact HR or student affairs regarding notifications of infected individuals. Confidentiality must be maintained according to HIPPA guidelines.

Faculty Workload and Assignment Period
• Continue to promote and encourage remote work, whenever possible, consistent with quality instruction, research, service and administration. This was a strong recommendation within scenario reports (Provost and deans).

• Develop and administer a faculty readiness-to-return survey (faculty work group, under the direction of the Office for Faculty Advancement (OFA)).

• Create and communicate clear guidelines for vulnerable groups based on age, sex, race, health status and risk level for consideration of campus access (Provost, IEEO, Legal Counsel, OFA). Develop and communicate process for handling disagreements about work assignment (e.g., on-site vs. remote), consistent with DOE process.

• Decide how modifications to DOE are to be made and approved in this scenario (faculty member, chairs/directors, deans, Provost). Such DOE revisions may involve adjustments to research or service effort, faculty overloads or additional PTI assignments. Any substantial change to the already established teaching/research/service configuration of any faculty member will need to be taken into consideration in the tenure and promotion dossier, especially if research efforts are diminished as a result.

• Provide clear guidance to faculty as to their important role in informing work assignments, in much the same way as faculty interact with chairs/directors during DOE discussions, which includes the long-standing policy and practice of the signing of the DOE agreement by all involved parties (faculty member, chair/director and dean) to the agreement.

• Consider overload payment, extra vacation time (if appropriate), enhanced Employee Education Program (EEP) or summer stipend (for 9- and 10-month faculty for instruction-related effort outside normal work time and assignment period (Provost). Also, because of limits on faculty size, there is the possibility of increasing the number of sections and/or instruction on weekends, in which case faculty DOE for instruction might warrant change. Any substantial change to the already established teaching/research/service configuration of any faculty member will need to be taken into consideration in one’s tenure and promotion dossier, especially if research efforts are diminished as a result.

• Also of concern is the probability that faculty are having to prepare for instruction in the fall and beyond in multiple modalities, which markedly impacts faculty workload, as would determination of how an online December short-term, if implemented, would be factored into one’s DOE. There is no doubt that the fully online scenario will result in the largest faculty workload.
● Develop continuity of business and instructional operations (i.e., necessity for contingency planning) in the event of faculty illness (chairs and deans). This involves plans for team teaching or back-up instruction for all courses offered on the departmental level.
● Develop materials to convey to chairs/directors best practices in determining workload and teaching assignments (faculty workgroup under OFA direction).

Evaluation

● Continue to communicate and answer questions about the approved probationary period delay (completed) (OFA, deans).
● It is essential that performance evaluations take into account the extenuating circumstances brought about by the disruption for faculty in all title series, and the extraordinary work accomplished by faculty in making the transitions.
● Participate in decisions to administer and interpret TCE results in both spring 2020 and fall 2020. (faculty work group, senate, academic course delivery workstream, faculty affairs workstream, OFA).
● Encourage wide use of faculty-administered mid-semester evaluations for evaluating teaching (deans, chairs, CELT), which is most definitely needed in a fully online scenario.

Faculty Support Needs

● Communicate expanded technology support for faculty, especially for effective remote course delivery and for remote performance of service to the institution and, as applicable, administrative duties (academic course delivery workstream, CELT, ITS). (Note: This was the only Faculty Affairs-related item included in the Campus Restart Report.)
● Inventory and clearly communicate all known mental health and physical well-being services and resources available for faculty, including Work+Life Connections, Outpatient Psychiatry, LiveHealth Online Medical & Behavioral Health, and UK Telecare (HR, OFA).
● Consider training for academic leaders (chairs, assistant/associate deans/center directors) on how to lead change management (HR, OFA).
● Clarify expectations of faculty with child or family care obligations if those services are not available. Communicate to faculty the provisions of the Families First Coronavirus Response Act, especially the Emergency Family and Medical Leave Expansion Act (which provides for paid and unpaid leave to employees who cannot work or telework and need to care for a minor child due to a
COVID-19 related school or childcare closure and the Emergency Paid Sick Leave Act (which provides paid leave to employees who are unable to telework for their own isolation/quarantine, to care for an individual who is subject to a federal/state/local isolation/quarantine, or who need to care for a minor child due to a COVID-19 related school or child care closure) (HR and OFA).

- Create best practices hub for faculty in each college that contains canvas templates, different course formats structures (flipped), test protocols, etc. Continue to provide support for faculty in their quest for increasing the quality of remote instruction. (Deans and CELT)
- In this fully online model, consider strategies to continue efforts toward fostering engagement and belongingness through the established faculty affinity group model (OFA and OID, with cooperation from the UK Alumni Association).
- Provide additional support for faculty in how to effectively perform in non-teaching activities in a virtual environment (research, service, administration) (CELT, OFA, HR).

NEXT STEPS

- Develop a list of priorities to address the issues identified herein, with an associated team lead.
- Identify resources needed to accomplish each item selected.
- The most pressing issues for remote delivery may include the following: (1) robust communication of temporary disability leave policies for faculty, with consideration of a reporting system via myUK (SAP); (2) full development of protocols for testing, screening, tracing and isolation; (3) the need for a faculty readiness-to-return survey; (4) workload considerations, especially for 9-month faculty who will be expected to work during non-assignment period; (5) TCE administration in a virtual environment; and (6) ramped-up mental health and physical well-being services for faculty.
- See the reinvented normal plan for additional content.
HOUSING

INTRODUCTION

The housing workstream outlined the fully online scenario by following these guidelines set by Status Report #1:

- Move-in: Extend move-in days to meet social distancing guidelines.
- Minimize gatherings and promote clean environment.
- Align housing assignments with health and safety protocols.
- Implement visitor restriction policies.
- Educate residence hall staff on state/CDC guidelines.
- Create signage communicating health and safety protocols.
- Provide healthy living starter kit – hand sanitizer, wipes, masks – in residence halls.
- Review options for providing healthy living starter kit – hand sanitizer, wipes, masks – to students in off-campus housing (potentially through community partnerships).
- Identify residence hall for quarantine.

We also considered how we could emerge stronger by addressing student support needs and residential education during COVID-19.

The report will follow these guidelines.

IMPLEMENTATION OUTLINE

Move-in: Extend move-in days to meet social distancing guidelines

To allow for a safe and healthy return to campus, we would develop a schedule for an extended move-in that would allow for appropriate social distancing based on the anticipated occupancy.

- Move-in appointments will be scheduled uniformly regardless of the size of the residence hall with social distancing as a priority.
- Move-in schedule is adaptable based on the final academic calendar but will need to provide adequate time to prepare student rooms.
- Supplies, including PPE for students, families and staff have been addressed in our move-in plan.
● Traffic plan and parking control designed by UKPD and Transportation Services will be followed.
● No unloading assistance will be provided by UK employees to promote social distancing and prevent handling of students’ personal items.
● Carts will be distributed in a decentralized manner and will be sanitized between use by each family.
● Marketing message will be developed to promote safe and healthy welcome to campus.
  o Encourage students to bring minimal items.
  o Roommates are encouraged not to move in at the same time.
  o Communicate in advance to students to minimize the number of family members that come with students to move-in.
● Create check-in procedures to allow spacing that accommodates social distancing at each checkpoint.
  o Students swipe own ID to check-in.
  o Move room condition reports to online format.
  o Move living on campus notice to online format.
● Distribute healthy living starter kits to students during check-in and communicate importance/purpose.
● Social distancing during move-in helps us accomplish both goals of providing a safe and healthy return to campus, as well as emerging stronger by allowing each family a more individual/personal experience.

Minimize gatherings and promote clean environment

Cleaning Recommendations: Proactively deep clean and decontaminate all high-touch areas at least 2-3 times daily using an EPA approved product with a one-minute kill time. Staff must wear proper PPE: mask, gloves, booties.
● Classrooms: tables, chairs, file cabinets, AV/PC equipment and podium
● Lobbies: furniture, door handles, crash bars, elevator buttons
● Kitchens: pull trash, clean all appliances, tables and chairs
● Laundry rooms; washers/dryers, folding tables and door handles
● Community rooms; tables and chairs, door handles and counters
● Elevators: walls, doors and buttons
● Common area bathrooms
● Spray the outsides of mailboxes
● Door handles
● Stair handrails
● Vending machines and buttons
• Office Assistant desk areas
• Student rooms which become vacant
• Apartments during turnover process
• Move hand sanitizer stations to entrances and elevator lobbies
• Utilize fog machines (as available) for quick cleans during the day
• Cleaning staff to continue to wear appropriate PPE
• Residents clean their own personal space, including shared in suite bathrooms, following guidelines and training given prior to moving in
• Utilize fog machines (as available) for quick cleans during the day
• Cleaning staff to continue to wear appropriate PPE
• Residents clean their own personal space, including shared en suite bathrooms, following guidelines and training given prior to moving in

Maintenance Protocols to protect students and staff:
• Staff can attempt to troubleshoot via contact with students prior to entering.
• Staff should wear appropriate PPE when entering a unit.
• Continue to practice social distancing with the student.
• Wipe down touch points as necessary prior to departure.

Promote social distancing in common areas of residence halls:
• Identify the number of persons who could safely use a space at one time and post it in a consistent visible location.
• Utilize RSVP in BBNvolved, or other software, to limit participants when applicable.
• Have hand sanitizer/cleaning supplies readily available in all common spaces (lobbies, lounges, academic learning centers and classrooms) and educate students on cleaning.
• When applicable, mark the spaces for use and for social distancing clearly to help students comply with best practice, such as removing furniture, space seats/areas appropriately distanced from each other, or visually marking spaces to stand or sit.
• Student should wipe down spaces when entering and leaving.
• Protocols should be developed to address personal use of kitchens, laundry rooms, elevators, lobby areas, hallways, stairwells, entrances and exits and courtyards have been outlined.
• Communicate to students the importance of evacuating immediately in the event of an emergency
• Front desks and mail operations
  o Physical desk area
• Staff members are expected to wipe down the front desk area before and after every shift, including counters, keyboards, phone, equipment, etc.
• Install plexiglass barriers at all front desks and/or front desk is blocked off to keep students/visitors at least six feet back (set up table as barrier, tape off, etc.)
  o Staff Guidelines
    • Only the staff member working the desk shift should be behind the desk, when possible.
    • When more than one person is behind the desk, staff are expected to maintain social distancing when behind the desk, i.e. stay at least six feet apart in all common work areas, including the break room, mail room, offices, etc.
    • Make as many processes as possible touchless (scanning ID, package signing, equipment checkout, etc.)
      • Supplies needed:
        o Masks for front desk staff
        o Gloves
        o Face shields for front desk staff so residents can see their face
        o Hand sanitizer and/or sanitizing wipes
  o Mail:
    • All mail and packages will be handled and distributed according to current CDC guidelines
    • Staff wear gloves when handling all packages
    • Staff wear masks when handling the mail to prevent them from touching their face

Implementing social distancing measures
• Students should be informed to understand their responsibilities in helping keep everyone safe and healthy in the community
• Involve the Office of Student Conduct in how to address/document issues/concerns, including revision to the Community Standards for living in residence halls to include students’ responsibilities during the pandemic.

Educate residence hall staff on state/CDC guidelines
• Provide appropriate PPE to all staff working in or around residence halls
• Staff education about policies – training and development
  o Educate staff on how to address/be assertive/remind students of policies
- Identifying students in masks
- Hygiene of common spaces (policies)
- Working with roommates who have concerns about COVID-19 and their roommate

**Provide healthy living starter kit – hand sanitizer, wipes, masks – in residence halls**
- Welcome letter with expectations and guidelines regarding staying safe and healthy
- UK branded cloth mask (2) with information on cleaning, why they should be worn and where they will be expected (class, common spaces, events, etc.); include information on where they can order more
- Information on what to expect from others - will professors, administrators, etc. be wearing masks?
- Sanitizing wipes, again with recommendations on how often
- UK branded hand sanitizer (travel size); maybe even hand soap

**Review options for providing healthy living starter kit – hand sanitizer, wipes, masks – to students in off-campus housing (potentially through community partnerships)**
- Determine if off-campus housing students, including Greek-managed fraternity and sorority houses, will receive a healthy living starting kit, and if so, the funding source

**Ensuring continuity of student support and residential education**

**Scenario 1:**
- Continue to build community among residential students
  - Create online platforms in Canvas or BBNvolved to help students meet other students on their floors and build community prior to move-in to offset any lost experiences occurring during the summer
  - Staff will promote virtual community meetings
    - Have first community meeting a week before move-in to help student interact with each other prior to moving into the halls
  - Review co-curriculum experiences within the halls to determine residents’ interests and utilize virtual games/activities to promote low-risk interactions
    - Community meetings
    - Programs/events
    - Connecting students with student organizations
- Hall council meetings
- Games
- Social media competitions, such as best decorated rooms, school spirit, eating healthy, meal prep during COVID, how you destress, show us a new interest learned during COVID, etc.
- Intentional conversations with RAs (CATs-UP)

- BBNvolved should be the centralized platform to promote events on-campus and within the residence halls to help mitigate some of the low-key interactions that may be missing due to social distancing measures (Curriculum; K Week; LLPs)
- Survey students or have intentional conversations to help understand how residents might have experienced COVID-19 (e.g., lost loved ones, have had or had a family member or friend that had COVID-19, sense of isolation, etc.) to build empathy and support
  - Normalize the challenges of COVID-19 experiences and help-seeking behaviors
  - Help students understand how to be a healthy community by checking in on and demonstrating care for others
- Continue to support student success
  - Promote/create study groups within the residence halls, paying attention to high DEW courses and first-year courses
  - Collaborate with Transformative learning to explore virtual tutoring sessions, bringing sessions into the halls and communicating with and supporting students with academic alerts or who are in high DEW courses
- Continue to promote mental health
  - Isolation/Feeling Disconnected – Normalize those feeling through PR/Signs
    - Explore videos or other marketing materials such as pamphlets to help student understand and identify when to get help if experiencing depression or anxiety
    - Emphasize the importance of checking in on family and friends and seeking out and building connections with peers
    - RAs engage in more casual check-ins
    - Virtual Office Hours/Study Hours by RAs
    - Utilizing GroupMe to send messaging/check-ins frequently
• Counseling Center – offering virtual check-in times

• Continue impact of Living Learning Programs
  o Encourage LLPs to invite all people in the halls to participate in LLP events when practical to do so
  o Work with LLP Partners to explore best practices
    ▪ List activities to promote connections
    ▪ Develop practical ways to address COVID-19 (e.g., health/hygiene, mental health, etc.) within LLP curriculum
  o Use of Peer Mentors to assist with:
    ▪ Community building
    ▪ Mental health/well-being
    ▪ Academic support for students struggling
    ▪ Hall programming and events
  o Develop a calendar of events to share in the hall to include LLPs, hall government and RAs’ programming/events
  o Utilize BBNvolved as central location for activities

• Roommate Contract Agreements
  o Consider adding COVID-19 section to current Roommate Contract Agreement utilized by the Office of Residence Life
    ▪ Provide space to discuss hygiene requirements in relation to the pandemic
      • Provide minimum hygiene requirements
    ▪ Other considerations:
      • How do you clean the common spaces and bathrooms after use?
      • If permitted, what will the visitation restrictions be?
      • How do you communicate when guests will be coming over?
      • Are there any additional needs for cleaning/masks, etc., when you’re a guest?
  o Prepare students for diminished availability to move during roommate conflicts – conflict resolution

• Residence hall classrooms and active learning spaces could be used to stream common first year experience courses. This would aid in lessening classroom density.

• Community Wellness team
o A community wellness team could be created for each residential neighborhood.
o Community wellness teams would be responsible for monitoring and reporting any immediate threats related to COVID-19 in the community.
A wellness dashboard will be established to assist in the monitoring of each facility by the community wellness team.

Scenario 2:

Redesign Virtual Communities

- Utilize LLPs (student self-selected into) as cohorts to continue to provide enriching activities, support and community based on majors, careers and interests.
- For student not in LLPs, cohort students based on intended building locations.

Since RAs may be able to go home, utilize full-time Resident Directors and graduate student Assistant Resident Directors to provide the following virtual support and experiences:

- Intentional wellness checks
  - Emotional/psychological well-being
  - Experiences with COVID-19 for students and their families
- Help monitor students’ academic alerts and grades to provide resources and support to students in need.
- Foster a relationship with Transformative Learning and students
  - Academic coach adopts a hall
  - Virtual study groups and tutoring sessions, paying attention to DEW courses
- Connect students with virtual programming opportunities.
  - Social media competitions, school spirit, eating healthy meal prep during COVID-19, how you destress, show us a new interest learned during COVID-19, etc.
  - Community Meetings, coffee chats and thematic discussions around students’ experiences attending classes and studying during COVID-19.
- Create online platforms in Canvas or BBNvolved to help students maintain interactions in virtual environments
  - BBNvolved should be the centralized platform to promote events on-campus and within the residence halls to help mitigate some of the low-key interactions that may be missing due to social distancing measures (Curriculum; K Week; LLPs)
● Connecting students with student organizations and campus recreation
● Survey students or have intentional conversations to help understand how residents might have experienced COVID-19 (e.g., lost loved ones, have had or had a family member or friend that had COVID-19, sense of isolation, etc.), to build empathy and support,
  ● Normalize the challenges of experiences COVID-19 and help-seeking behaviors
  ● Help student understand how to be a healthy community by checking in on and demonstrating care for others
  ● Have Counseling Center staff adopt a community/hall to help provide resources and support for students’ and staff’s mental health needs
    ▪ How to schedule appointments
    ▪ Tips/tricks for coping with quarantine
    ▪ Recognizing depression and anxiety signs – when to seek help
    ▪ Tele-Health opportunities available
● Intentional conversations with RDs (CATs-UP)

NEXT STEPS:

Move-in: Extend move-in days to meet social distancing guidelines
● Create move-in appointments schedule based on anticipated occupancy
● Work with UKPD to develop traffic plan and Transportation Services for parking/shuttle plan
● Communication to city officials to explain modifications to move-in schedule
● UK employee volunteers need to be solicited to communicate traffic/parking plans
● Locate suppliers/determine cost of PPE/cleaning supplies and healthy living starter kits

Minimize gatherings and promote clean environment
● Evaluate costs associated with additional cleaning recommendations
● Determine specific contents of healthy living kits and associated guidance
● Implement detailed items regarding each common and multi-purpose space

Align housing assignments with health and safety protocols
● Housing needs to further study need for single rooms for students referred by the Disability Resource Center
● Send recommendations for health and safety protocols to Greek-managed fraternity and sorority house corporations (Scenario 1 only)
Educate residence hall staff on state/CDC guidelines
  ● Determine who provides training

Create signage communicating health and safety protocols
  ● Work with UK PR to develop campus safe and healthy restart communications and signage

Provide healthy living starter kit – hand sanitizer, wipes, masks – in residence halls
  ● Work with business partners on branded items for healthy living kits
HUMAN RESOURCES

INTRODUCTION

Key considerations are listed below and correspond with the challenges and tactics listed in the implementation outline section. In brief, this option requires a remote operations first mindset.

Key Considerations:
- Determining how to maximize remote work
- Ensuring all community members can access well-being (mental, physical and financial) services
- Support student employment
- Reviewing HR policies and practices to identify opportunities to better support ongoing remote work (e.g. leaves, telework, attendance policies, benefits).
- Creating a comprehensive and continuous communication plan to all employees that informs, encourages a culture of safety and builds confidence in the fully online strategy
- Redefining the university’s collaborative culture and workforce flexibility to preserve business continuity, productivity and innovation
- Addressing items impacting critical on-site employees’ ability to successfully sustain on-site work
- Addressing child care and elder care concerns for employees
- Addressing health disparities in historically marginalized populations at UK

In addressing these considerations, the HR workstream made the following situational assumptions:

Operational Assumptions:
- Additional state of emergency in the fall/early winter
- Daycares closed or only open to essential service employees
- Public schools Non-Traditional Instruction
- Social distancing and masking guidelines remain in place, possibly increased requirements
- Vaccine not available
- Therapeutics are not available
- Online screening available
- Testing available
● Public transportation working
● Sufficient PPE procured
● Sufficient employee compliance with safety protocols
Money is available to help achieve priority tactics

IMPLEMENTATION OUTLINE

Challenges:
● Decisions on how many employees to return to on-site operations and how many remain remote will impact staffing needs, and job security, for some areas of the university such as those currently experiencing administrative no pay due to low operational activity. For example, if fewer employees return to campus, there will likely be continued administrative no pay for employees in Dining, Parking, etc. Further, should the fully online strategy yield lower revenue, more employees could face job insecurity.
● A sudden change to an online format places our faculty (specifically those appointed for 9-month calendars) in a precarious position to create high-quality online coursework on a very short timeline.
● Isolation and sudden transition to long-term remote work puts engagement and the employee experience at risk for some employees.
● Address long-term ergonomic issues.
● There are multiple tools and platforms used across the university for chat, collaboration, file storage and sharing, which can limit collaboration across departments/units.
● Managers need new ways/skills to keep their teams productive, aligned and engaged.
● Potential risk of productivity loss, decreased employee engagement, burnout/work-life imbalance.
● Many employees have been making do with less than ideal work environments during the emergency remote work period; these environments may become intolerable in the long term unless they are sufficiently resourced.

Tactics:
● Establish clear direction that reducing risk of transmission of the COVID-19 virus is a top priority and that minimizing the number of on-site employees is a strong tactic to achieve this.
● Student-facing functions will need to review modifications made to their services in the spring semester, assess success of those modifications and determine
what modifications can be made over the summer to sustain/improve the student support provided.

- Create infrastructure and funding for temporary reassignment of employees at risk of experiencing low activity to areas experiencing higher workloads and/or provide paid training and educational opportunities for those employees.
- Equip decision-makers and leaders with a suite of options and support as they evaluate how to make sustained remote work productive and positive, long term. Examples: tools and consultation to assist with evaluating how well they have been meeting their mission thus far, consults available with Environmental Health and Safety regarding at home ergonomics, consults with HR regarding tactics to support remote work and address mental health and other well-being needs, etc. Learn from other sectors where remote work is more prevalent.
- Create and encourage safe “boundaries” for employees not to overwork and that give employees permission to “leave” their work for the day.
- Provide ergonomic training and support to employees.
- Provide additional guidance to managers on how to stay in touch with staff and create a remote work environment best positioned to engage their team members.
- Educate managers and supervisors on how to most effectively lead staff whether working remotely or a hybrid team (remote and on-site employee team).
- Provide managers and supervisors with training and tools to create appropriate productivity expectations in the reinvented normal and to communicate them to employees.
- Identify workflows and processes that should be further adapted to remote work. Consider new ways to deliver service that promote flexibility and continuity in the performance of high-quality work.
- Develop ITS infrastructure (staff, equipment and tools) to support a broad-based remote work environment. Example: electronic fax through email.
- Instruct managers and business officers to reach out to remote workers to assess their workspace needs and identify if more/different equipment at home would be beneficial. Also, identify how employees can obtain non-technical supplies at home that they need for work.
- Provide managers and supervisors with best practices for keeping remote workers connected and involved with what’s happening on campus and within their unit/department.
- Provide employees with clear expectations to have boundaries, tools and strategies to be able to separate work life from home life.
- Require that all operations resuming on site have a written plan of how to quickly and safely return to remote work (continuity and contingency planning).
Agility will be key. Plans should include what lessons have been learned, what resources were and were not needed to maximize productivity and what new processes and procedures should be put in place to better navigate a future recurrence. Plan should at minimum identify highest priority functions and contingency planning, in the event of an additional state of emergency and the possibility of team members being unable to work (e.g. quarantine, illness) on site. Functions and operations which would not be able to sustain a sudden return to emergency remote operations may be better to return later in the semester or after conclusion of the calendar year.

- Fast-track ITS efforts to move the university toward one suite of tools for communication and collaboration (ex. Microsoft Teams), with additional options to Zoom that allow greater flexibility for hosting workshops, training and connecting remotely.

- **Units/Leaders Involved:**
  - HR Employee Engagement and Work-Life
  - Business Processes
  - Environmental Health and Safety
  - Information Technology Services
  - HR Training and Development
  - HR Communications
  - UK Public Relations and Strategic Communication

**Potential Associated Costs:**
- Ergonomic resources for home assessments to ensure proper equipment for remote workers.
- Possibility of additional bandwidth on various IT licenses to allow for more remote work and consistently excellent connections to UK systems. May include the need for enhanced technological ability to provide remote IT support outside of regular business hours, as remote workers may have more flexibility as to when they complete their work.
- Process for ergonomic assessments for remote workers.

**Topic: Ensure all community members can access well-being (mental, physical and financial) services**

**Challenges:**
- **Mental Health:**
  - Work+Life Connections employee counseling program currently has four therapists who offer five free sessions for employees, spouses/partners,
dependents. Employees living with mental illness or who need medication to manage their mental health can utilize Outpatient Psych, LiveHealth Online, or UK Telecare and pay co-payment.

- Some employees lack privacy at home for telehealth therapy appointments; many have found workarounds (e.g. sitting in their cars or driving to a parking lot) but some employees have chosen to cancel their therapy sessions for the time being.
- Mental health stigma still prevalent so there will need to be multiple options and platforms (i.e. not just counseling) to support employee mental health.
- Being able to separate work from home.

- **Physical well-being:**
  - Engaging and supporting remote employees in finding a new routine and ways to be physically active.
  - Employees may not have access to a gym near them, have the space at home to exercise, or live in a community where they can easily go for a walk/jog/run.

- **Financial well-being:**
  - There is currently one employee supporting financial well-being for all employees.
  - Personal financial situations may be changing due to a partner/spouse’s unemployment or reduced hours and be a source of stress, especially if the employee/family is experiencing this for a second time in 2020.

**Tactics:**

- Invest in change management resources and strategies to meet the evolving organizational priorities and culture.
- Provide work models that enable employees to develop healthy and normal work routines.
- Conduct needs assessment and resource awareness survey for all existing well-being resources and develop tailored communication/awareness messaging accordingly such as a well-being app that provides easy, user-friendly access to all UK well-being resources.
- Provide support and guidance specific to front line leaders to ensure they can remain focused and equipped with resources needed to support their teams.
- **Mental Health:**
  - Consider hiring additional counselors
  - Consider outsourcing Employee Assistance Program counseling for easy scalability
• Continue to offer online programming for all employees on mental health topics
• Create marketing push on how the community can take care of their mental health needs and look out for the needs of others, even in an online/remote environment
• Consider increasing the number of free counseling visits per year for employees and removing FTE qualifying level of .5 FTE
• Create a communication push to supervisors about presentations the employee counseling office can share with their team
• Increase communication about LiveHealth Online behavioral health services
• Develop long-term access to UK Telecare behavioral health providers
• Promote mental health apps such as myStrength which is available now via Anthem
• Partner with an external group to offer a 24/7 crisis line for employees (there are national resources already available so we could also increase communication about this). Increase suicide prevention training classes and certifications for faculty and staff.
• Consider paying for employee subscription to apps that support general mental health
• Encourage supervisors to prioritize appropriate work-life management self-care and model it

• Physical well-being:  
  - Promote existing resources for physical well-being and consider enterprise subscription to an app to further support exercise and general wellness
  - Identify and communicate discounts for in-home physical fitness equipment
  - Increase virtual physical fitness offerings

• Financial well-being:  
  - Increase staff, tools and resources of financial well-being offerings
  - Add access to outsourced financial counseling

Units/Leaders Involved:
• HR Work+Life Connections
• HR Health and Wellness
• Center for Health Equity Transformation
• HR Benefits Financial Well-Being
• HR Communications
• UK Outpatient Psychiatry

Potential Associated Costs:
• Increased staffing in employee counseling and financial well-being
• Partnerships to expand services (could be separate from increased staffing or instead of increased staffing)
• Employee subscriptions to apps that support well-being

Topic: Student employment
Opportunities:
• Make remote work consistent – on a schedule to mirror on-site work.

Challenges:
• Some student workers may not have the technological capabilities to do remote work
• Many of the same challenges as remote non-student employees: poor remote work environments, ergonomic challenges, mental health issues, etc.

Tactics:
• Collect remote student jobs in a central location (Student Employment Office and/or Handshake) so interested students can learn and apply.
• Connect employment opportunities with the Federal Work Study office as much as possible.

Units/Leaders Involved:
• HR Student Employment
• Student Success
• Stuckert Career Center
• Community partners

Potential Associated Costs: Technology support for remote work

Topic: Review HR policies and procedures to identify opportunities to better support ongoing remote work (e.g. leaves, telework, attendance policies, benefits).

Challenges:
• Human Resources Policies and Procedures rely heavily on past best practice. It is not feasible to document new practices into policy itself. Will need to emphasize
via communication the need for employees and managers to work closely with HR on policy interpretation relative to situational nuances.

- Communication to employees and managers the ending or continuation of any temporary benefit changes (medical insurance, retirement plans).

**Tactics:**
- Revisit policies and communicate both what will need to temporarily change in the policies as well as what will remain the same, especially for policies that are of the most interest to employees such as attendance, performance management and leave accrual. Communication should include an articulated plan on when additional policy reviews would be completed and a timeframe to expect a review with possible changes back to original policy.
- Provide ongoing employee and manager education on leave, performance management, flexible work and departmental attendance policies.

**Units/Leaders Involved:**
- HR Employee Relations
- HR Communications
- HR Benefits
- HR Work-Life

**Topic:** Comprehensive and continuous communication plan to all employees must inform, encourage a culture of safety and build confidence in the fully online strategy

**Challenges:**
- Lack of central locations to reach employees through communications (digital signs, yard signs, etc.)

**Tactics:**
- Develop success measures to evaluate the fully online strategy at an organizational, workforce and individual level for the near term and future. Example from Segal COVID-19 Response Framework for Colleges and Universities:
  - Near term success measures
    - Organization – key business functions are working well, and the organization is meeting the mission in a safe and reinvented way that is sustainable
    - Workforce – Employees are productive, engaged and hold the belief that the organization is responding to the pandemic well
Individual – Individuals have received adequate communication about their role during the pandemic response as well as their near-term job security.

Future success measures

- Organization – the university creates and executes a reinvented strategic plan and operating model that positions it well for success in FY 21 and beyond
- Workforce – Employees understand the decision-making process used to develop the reinvented strategic plan and operating model and believe the leaders making those decisions are operating in a trustworthy manner.
- Individual – Individuals understand how the long term and compounding impacts of the pandemic will affect their future at the university as well as their career trajectories

- Begin developing employee commitment to following health safety protocols through video messages from university leaders demonstrating their commitment to the protocols (e.g. showing leaders wearing masks as part of their daily work).
- Recurring communications providing updates on how fully online plan is working, including any adjustments made to original plan and demonstrating best practices being employed at the local (department/college) level (ex. teams sharing their solutions and how they know those are working, especially for non-office environments or those in which achieving remote work is not straightforward). Include anticipated timeline and definition of the incremental changes creating the experience of the reinvented normal.
- Ongoing communication to employees promoting health care resources as well as full suite of mental, physical and financial well-being resources. Communications should include encouraging employees not to delay their overall health care needs.
- Solicit employee feedback on effectiveness of communication mediums as well as recommendations on topics they would like to hear about.
- Create ways to examine the employee experience at the local and organizational level and make course corrections, both for those working on site and remotely.

Units/Leaders Involved:
- HR and HR Communications
- UK Public Relations and Marketing
Redefining the university's collaboration culture and workforce flexibility to preserve business continuity, productivity and innovation

Challenges:
- The sudden transition to emergency remote work may have strained professional connections and working relationships. Without intentional intervention, the currently temporary disruption in how we connect and collaborate may produce long-term negative impacts on employees’ sense of belonging, trust and willingness to take the risks necessary for innovation.
- The processes and communication tactics used for on-site work and emergency remote work, those being used today, are insufficient for a remote-first or remote-friendly/allowed culture.

Tactics:
- Managers and leaders will need to support self-directed work for their employees, embrace a role as coach in addition to supervisor and come to a new understanding of reasonable quality and quantity controls.
- Managers and leaders will need to reorient to measuring outcomes and deliverables in assessing performance. HR and faculty advancement can provide training and tools to support these efforts.
- Managers and leaders will need to purposefully support their team’s growth in new ways as well as develop a culture of team accountability.

Units/Leaders Involved:
- HR
- All unit, division and college leaders

Potential Associated Costs:
- Hiring Industrial/Organizational Psychology and Organizational Development employees or bring in a management consulting firm to support these cultural change and accountability efforts.

Items impacting employees’ ability to successfully sustain on-site work

Challenges:
- The current on-site work setup may not easily accommodate social distancing requirements. Considerations include elevator use, especially for those unable to use stairs as an alternative, shared offices, shared equipment, cubicles, or
work stations in open office formats, number and size of bathrooms, small break rooms, shared refrigerators/microwaves, etc.

- Efforts to enforce social distancing guidelines and masking requirements will remain, even with a reduced number of on-site employees.
- Managers and leaders not confident in how to handle potential exposures or positive cases on their teams.
- Employees working on site may be asked to take on additional work for employees working remotely, which may or may not be sustainable.
- Employee concerns regarding privacy, data management and storage if electronic health survey is implemented.
- High-risk population:
  - Age
  - Underlying medical condition
  - Living with people who are high risk.

- Student workers:
  - Plan for how to address Federal Work Study funding if on-site work is moved back to remote work.
  - Student employees may not be equipped for remote work.
  - The number of on-site student jobs may be diminished without full residential operations (desk clerks, library, etc.).

**Tactics:**

- Ensure all health safety protocols, especially any online health screening surveys, are accessible to all employees, including those without home computer or smartphone access.
- Provide support to public facing on-site employees, especially those who interact with visitors or groups who may not be committed to health safety protocols (e.g. dining, residence halls, Gatton Student Center, library).
- Equip decision makers and leaders with a suite of options and supports available as they manage on-site functionality. Examples: consults available with Environmental Health and Safety, access to building floor plans and revised room occupancy limits and best practices on common spaces and shared equipment, consults with HR regarding flexible work, adjusting start and end times for employees, establishing alternating days/weeks of on-site and remote work, etc.
- Education to managers, supervisors and business officers on protocol for exposures and confirmed positive cases for on-site workers. See example [here](#).
- Have mask pick-up locations (like the umbrella sleeves or no cost vending machines accessible by using WildCard).
• Inform employees and supervisors of the appropriate channels when requesting ADA accommodations due to underlying medical conditions of the employee only.
• Provide managers and supervisors with training and tools to create appropriate productivity expectations in the reinvented normal and to communicate them to employees.

Units/Leaders Involved
• University supervisors
• Transportation Services
• Environmental Health and Safety
• Community Partners
• HR and HR Training and Development
• University administration

Topic: Childcare and elder care concerns for employees.

Challenges:
• Childcare centers are closed or only available for essential-service employees.
• K-12 kids are learning at home full-time.
• In-home childcare services are limited, unaffordable and/or unavailable on a regular, full-time basis.
• In-home health providers may be limited in services to elderly population.
• Concerns about skilled-care and assisted living facilities may cause employees to have a parent live with them or shift more of the burden of care onto the employee.

Tactics:
• Pay for a designated number of back-up care days for employees to use by partnering with local or national service.
• HR Work-Life will continue to support the working parent community and help employees understand their options.
• Continue to push messaging about the need for all employees to have flexibility to better manage work and personal responsibilities.
• Create activity page on WorkAnywhere for children with videos (potential examples - physical activity, learning, story time, mental health) created by UK faculty, staff and students or linked from trusted external source. Live videos/activities or print and play activities for “Family Fridays” in the summer to engage kids for a few minutes so parents can attend to something else.
• Messaging about HR’s elder care services and helping families understand what options are available (at local, national and international level) and the support network available to them via UK.

Units/Leaders Involved: HR Employee Engagement and Work-Life; HR Communications and UK Public Relations
• Videos/Activities: College of Education, HR Health and Wellness, HR Work+Life Connections, UK Athletics

Potential Associated Costs:
• Partnership with an external in-home care provider service
• Employee access to service for back-up care (and pet care)

Additional Information Needed: Number of employees who have children at home under the age of 18 or who have elder care responsibilities and areas where they work according to the 2019 UK@Work survey. This will provide an understanding of what areas may need the most support (especially in support for flexibility or helping modify/adapt services to better support remote work). Could potentially gather more data via the “return to work readiness survey” mentioned in the reinvented normal document.

Topic: Addressing Health Disparities in historically marginalized populations at UK
We believe that continuing crucial dialogues about health disparities in our current climate is of the utmost importance. It is clear that COVID-19 has disparate negative impacts on many historically marginalized communities including communities of color, LGBTQ* communities and communities with little or no economic resources. It is also clear that for individuals who hold membership in one or more of these historically marginalized communities, the barriers to quality health access and positive health outcomes did not start with COVID-19. In fact, the mechanisms that create the identity-related health disparities we recognize in this particular historical moment are connected to systemic inequalities that are much farther reaching.

We recognize the potentially unwieldy scope of health disparity efforts that our workstreams could engage in. We share a desire to streamline our efforts in this area in ways that will be 1) informed by local UK experiences and expertise, 2) focused on concrete achievable goals and 3) employed to create sustainable measurable change at the university.

Challenges:
- Inclusivity of process to gain as many perspectives as possible
- Data availability and mining assistance
- Finances to support current and new collaborations

**Tactics:**
- The creation of a new distinct group that will serve as a hub for facilitating conversations, creating goals and monitoring progress related to health disparities interest arising from the COVID-19 workstreams
- The group could include representatives from Inclusive Health Partners, UK HealthCare, health sciences colleges, the Center for Health Equity Transformations and Student and Academic Life, among others.
- Monitor staffing decisions for disparate impact and develop strategies to mitigate.
- The initial product of this group can be the creation of a whitepaper, aimed to highlight health disparities within the context of our workstream efforts, organize available UK and national data related to how health disparities impact a number of historically marginalized groups in relation to COVID-19 and broader interconnected systems of injustice, highlight institutional assets and expertise that already exist in this area and synthesize all of this information to provide high-impact options that workstreams can consider operationalizing in their areas
- Post whitepaper, this group can transition into a role to support and shepherd the final chosen options—that are meaningful, manageable, tangible and accessible—from concept to execution

**Units/Leaders Involved:**
- Center for Health Equity Transformations (CHET)
- Institutional Diversity representatives
- Inclusive Health and Campus Partnerships members

**Potential Associated Costs:** funds to support efforts currently underway

**Additional Information Needed:** data regarding current health related disparities at UK

**NEXT STEPS**
- Establish communications and education campaign as referenced above (in collaboration with UK Public Relations and Marketing).
• Establish workgroup focused on addressing health disparities (in collaboration with student success workstream).
• Create resources for managers and employees referenced in the tactics (in collaboration with UK Public Relations and Marketing).
• Equip supervisors and leaders with materials and education referenced in tactics to fortify remote operations within their areas of responsibility.
• Estimate the resources needed for employees to work remotely for a longer period.
INFORMATION TECHNOLOGY SERVICES

INTRODUCTION

ITS is involved in multiple phases of this planning effort. In addition to this ITS workstream, ITS has multiple staff members who are involved in various other workstreams. This document serves to focus on the three primary areas that ITS has been leading support efforts and that will be continued – and improved – as we move into the academic year 2020-2021. And, these plans were all developed with both ends of the return spectrum – new residential experience and fully online – in mind.

- AV in the classroom / online learning
- Technology distribution
- Overall ITS customer service

Mission Statement: Every day is someone's first day of creating a new experience with UK. UK ITS is prepared to deliver a first-rate customer service experience. Where the university defines new expectations for service delivery, ITS is preparing today to cultivate new solutions for tomorrow.

Due to COVID-19 and the cyber event earlier this year, there is a greater need to continue to accelerate collaboration, coordination and centralization of IT systems, services and resources across the UK enterprise to provide more efficient customer support and secure the ongoing technology adjustments that UK is making to achieve the reinvented normal.

IMPLEMENTATION OUTLINE

ITS customer services agents will continue to operate remotely to reduce unnecessary exposure.

- Support the UK Community by phone, email and chat.
- Providing user-level remediation and support options through TechHelpCenter.uky.edu
- Utilizing Microsoft Teams, Zoom and TeamViewer to provide remote support upon request to customers requiring extended levels of support.

The distribution of technologies for students, faculty and staff will continue.
A more contiguous space to allow for full integration of secured storage, package receiving and fulfillment activities for hundreds of items per day as well as integrated workspaces to facilitate remote and on-site support as well as a customer facing intake area.
- Having nearby parking and/or a “drive up/walk up” window would be advantageous. This would ease the barrier to access to these services, improve turnaround times for issues and service recoveries. Could be co-located near other student and faculty services to provide a more complete service experience.

Full stack development resources for item and service fulfillment from initial request, to status updates, to delivery options including text, email, app integration.
- Potential integrations with MYUK portal, Service Now, MYUK iOS mobile app, on-site kiosks, mobile credential integrations with Apple Pay, Wildcard IDs, etc. This would include appointment scheduling, virtual queue status. Examples include Amazon shipping tracking method or an established integrated service delivery model.

Internet hotspots for every student, faculty and staff that has a challenge with connectivity and doesn’t have the resource readily available.

AV in the classroom is being augmented to provide options for class delivery

**Phase I (to be completed in summer 2020)**
- Install Echo360 appliances in approximately 45 of the centrally scheduled classrooms that have infrastructure already in place.
- Install cameras, microphones and additional technology in about 40 centrally scheduled classrooms.
- Create Zoom rooms in 12 centrally scheduled classrooms.
- With the completion of Phase I, UK would have approximately 65 percent of centrally scheduled classrooms equipped with the ability for live-streaming and lecture capture.

**Phase II (to be completed by August 15, 2020 pending equipment delivery)**
- Install cameras with the capability to lock the device to the infrastructure in about 115 of the centrally scheduled classrooms.
- With the completion of Phase II, UK would have approximately 90 percent of centrally scheduled classrooms (i.e., where the technology is supported by ITS) capable of live-streaming and lecture capture.
NEXT STEPS

UK ITS is focused on making decisions that prioritize the health and safety of our students, faculty, staff, community and the Commonwealth

- Consider centrally located service centers for ITS-provided devices. Currently the Gatton Student Center and William T Young Library are good examples of this. These areas could be expanded to provide additional central services when students return to campus.
- Consider a locker system for technology that is distributed on an “as needed” basis to students (think Amazon Lockers) to facilitate “drop off/pick up” for students. Potential for 24/7 operation. This could be an effective way to distribute iPads to a broader section of students on a periodic basis.

UK ITS continues to investigate and learn about options that will allow the university to offer hybrid approaches to learning that will prioritize student learning and matriculation while also protecting those faculty, instructors and support staff. Following the events of spring 2020, ITS knows that the university needs to be able to operate on the premise that all classroom learning could move online “the next day.”

- Expand the virtual consulting for students that require the resources offered by the Media Depot.
- Work with colleges on additions to the software that is available in the Virtual Den.
- Investigating opportunities to provide Zoom capability to allow faculty to use in classrooms with no technology. The solution can be built to meet the needs of each space.

UK ITS has been involved in discussions led by the EOC to investigate various options that would involve anonymized contact tracing and heat maps for campus locations. We stand ready to participate in further discussions and lead the implementation for a solution if one is selected.

UK ITS is continuing to prioritize the safety and security of the core systems and solutions that are being used by the campus community (Zoom, Microsoft, SAP, Canvas, etc.).

- If remote work continues for select university staff, this work will continue to be a major focus, and it will require new approaches as we gain experiences and identify where gaps exist.
LEGAL

INTRODUCTION

On May 25, 2020, the Legal workstream group met via Zoom and discussed the legal issues that need to be addressed if UK restarts fully online or has to move to a fully online model sometime during the fall 2020 semester. The group went through the May 21, 2020 Campus Restart Report and considered all 19 workstreams under the fully online model. Below is a list of each workstream under the fully online model with a summary of the legal issues identified related to each workstream:

- **Academic Course Delivery**
  - **IP of Online Content Developed by Faculty:** Pursuant to AR 7:6, “[t]raditional products of scholarly activity, which have customarily been considered to be the unrestricted property of the author or originator, are excepted from the general policy. Such traditional products include journal articles; textbooks; reviews; works of art including paintings, sculpture and musical compositions; and course materials such as syllabi, workbooks and laboratory manuals. The university has not -- and will not - - claim any ownership rights to such traditional works and also specifically disclaims any potential rights to do so under the "work for hire" provisions of the U.S. Copyright Act.” While there have been discussions in the last year related to providing the university with certain rights related to online content developed by faculty, at this time the Legal workstream believes that it would be best to adhere to the principles set forth in AR 7:6 and allow the ownership of all such materials to rest with the faculty. The university should consider whether the AR should be amended to specifically include online content such as recordings to be added to the sentence describing “course materials.”
  - **Access Issues:** If UK goes fully online, the university will need to address issues related to students’ abilities to access online content. This includes whether they have a computer, adequate Internet access and, for students who are sight or hearing impaired, the access that is required by federal law, such as captioning for the hearing impaired.

- **Privacy Concerns:** If online classes are recorded, the recording could become “educational records” as defined by FERPA. If so, the university will have to think through how these recordings are utilized. If the recording constitutes IP of the faculty, consideration will need to be given to how such recordings can be
utilized by the university.

- **Communication**
- **Community Partners**
  - **Internships/Dual Credit Courses:** If the university starts or goes online during the fall 2020 semester, consideration will need to be given to how we address agreements that UK has with different community partners related to internships and dual credit courses taught in local high schools.
- **EOC**
- **Events**
  - **Online Events:** If the university moves any events online, licensing issues may need to be addressed related to the content.
- **Facilities**
- **Faculty Affairs**
  - **IP Issues** – See above
  - **Faculty DOE** – If the university starts or goes fully online, faculty DOE may need to be adjusted to reflect the work they will be doing. In addition, consideration may need to be given to faculty with 9, 10 or 11 month appointments, given that preparation may need to occur during the summer months that they typically do not work.
- **Housing**
  - **Housing Partner** – If students are required to leave the residence halls or do not move in, we will need to address our agreement with our housing partner.
  - **Quarantine Issue** – If the university goes from in-person to online instruction and the students leave the residence halls, what will we do with students who may be quarantining at the time due to a positive COVID-19 test or exposure to a person who tested positive?
- **Human Resources**
  - Compliance with CARES and HERO Acts
- **IT**
  - **Access Issues** – Confer with ITS
- **Legal**
- **Research**
  - **Federal Grants** – If we start or go fully online, we will need to make sure that UK faculty stay in compliance with the expectations related to all federally or commercially sponsored research.
- **Prospective Students**
  - **Diversity** - The university should not lose sight of its commitment to
diversity if we are required to start or go online with our student recruitment efforts.

- **Student Success**
  - **Student Fees** – A portion of the student fees is for University Health Services. UK will need to determine whether it can provide telehealth services across state lines to students.

- **Supply/Storage**

- **UK HealthCare**

- **START**
  - **Privacy Issues** – The university will have to address privacy issues, if we perform contact tracing related to faculty, staff and students who test positive for COVID-19. We will also have to address whether we want to expand the “Covered Entity” for HIPAA purposes beyond UK HealthCare. The scope of the Covered Entity and individual consents for testing will impact the extent UK HealthCare can release test results to other parts of campus.

- **UK International Center**
  - **AR 4:9** - The International Center is reviewing and considering revisions to this AR that address international travel by faculty, students and staff related to university operations.
  - **Expanding Visas** - The university may need to assist students with expiring visas if we go from in-person to online. This is more likely to be an issue in spring 2021 than fall 2020.

**IMPLEMENTATION OUTLINE**

The Office of Legal Counsel will discuss internally a plan for researching and reporting on the issues addressed in this report.
PROSPECTIVE STUDENTS

INTRODUCTION

As we plan to welcome visitors to campus this fall, even in a reinvented normal or fully online experience, this statement is our guiding purpose:

We will foster a culture of acceptance by considering the health and safety of our visitors and will create an example of our compassionate community by ensuring the health and safety of our staff who will interact with campus guests.

We will use the Visitor Center as well as on- and off-campus recruitment events as avenues for prospective students and their guests to picture themselves as a part of the Wildcat community.

Further, we will display our dedication to teamwork, selfless service and our attitude through our campus response to COVID-19.

We will create the same distinctive experience for our guests, regardless of our circumstances and challenges by focusing on excellent delivery, community and relationships.

IMPLEMENTATION OUTLINE

Visitor Center services and operations – enrollment management/undergraduate admission
- Online enrollment sessions
- Guided virtual tours
- Online student panel
- Livestreamed campus tours
- Continue to build out new/authentic experiences with campus partners based on student/parent interests

Off-campus recruitment – enrollment management/undergraduate admission
- UK Previews/yield events/high school counselor presentations
  - Tailor programs after our “Virtual Choose Blue” model
• Use a webinar-style zoom to provide a presentation to students, as well as traditional Q&A

High school visits/off-campus college fairs
• Schedule visits through the high school counselor or segment territories to offer small groups of students from the same area a virtual high school visit experience
• Will include breakout sections for students to meet one another and the ability to connect with academic college staff
• Consider continued usage of platform like the mighty for admitted students to form community

Individual student and family appointments
• Schedule individual zoom appointments directly with the student
• We will use Visit Days technology to schedule the appointments

On-campus recruitment – enrollment management/undergraduate admission
• Big Blue Open Houses/Other college events
• Purchase a robust platform that designed for large use online presentations and webinars
• Streamline more amongst the colleges to ensure quality of content
• Use current student panels to help translate the experiential and authentic component

NEXT STEPS
• Work with ITS to support outbound calling needs so personal phones not needed; Skype for Business or Microsoft Teams
• EM will provide clear guidelines to all the colleges so everyone is following the same expectations
• Prospective students will receive digital admission viewbook and housing and dining guides through their virtual visit experiences
• Fold in more opportunities for gathering parental info at multiple stages of the admissions process
• Work with Marketing to reimagine and redesign webpages
STUDENT SUCCESS

INTRODUCTION

The pathway to providing services that will effectively lead our students to success requires a well-coordinated effort among various components of our university.

To address the broad level of student needs and services represented within the Student Success workstream, five broad themes were identified to serve as our framework:

- Student Learning
- Well-Being
- Equity and Access
- Community and Belonging
- Community Building through Messaging

Key considerations for implementation for each theme were then identified:

Theme 1: Student Learning - Services that Complement Faculty and Graduate Instructors
- Dual-mode service provision
- Ensure academic confidentiality in a semi-confidential world

Theme 2: Well-Being
- Holistic Needs Assessment
- Delivery of support both in-person and via tele-service
- Provide Basic Human Needs: Food, Housing, Security

Theme 3: Equity and Access
- High-quality college experience while maintaining safety for our vulnerable students.
- Address systemic racial health disparities that exist within our campus community.

Theme 4: Community and Belonging
- Instill within our students a sense of community while social distancing.
- Provide a residential experience that establishes belonging, support and mattering for our students.
IMPLEMENTATION OUTLINE

Ensure academic confidentiality (CELT, Legal Counsel).
- Routinely communicate with students their rights and employees their responsibilities pertaining to confidentiality and privacy laws (HIPAA, FERPA, etc.).

Create virtual student academic services (Transformative Learning, CELT, ITS, CARES, Advising, SSS, Disability Resource Center).
- Provide virtual/remote advising and other academic student services as an option.

Conduct holistic needs assessment (UK Wellness, UHS, Academic Colleges).
- Provide students with opportunities to vocalize their existing needs in a reimagined UK and world.

Delivery of well-being support via tele-service (UK Wellness, UKCC, UHS, VIP, Fitness).
- Provide telehealth, teletherapy and virtual fitness/wellness services to students who reside in-state and out of state. This will require UK Legal and Risk Management support and approval for altered licensure for some services.

- A higher than normal anticipated number of students who will need to change FASFA information will require expanded communication to students and families regarding the process.
- Despite fully online operations, housing options should be available for students who have unsafe living situations at home.
- Recognize and support students who are at greater risk for COVID-19-related acts of bias.

High-quality college experience while ensuring accessibility for students in need of accommodations. (Disability Resource Center, EEO, Legal Counsel)
- Regular extended hours should be held for identified student services beyond 5p.m.
- DRC should work with faculty and staff to educate on ADA law and institutional procedure regarding accommodations.
Address systemic racial health disparities that exist within our campus community. (BISS, OID, Public Health, UKHC)

- As racial battle fatigue negatively impacts health of marginalized populations, it will be important to disaggregate existing health data as it pertains to racially marginalized populations to determine trend/need.

Leverage BBNvolved platform coordination and Esports as the main linking agent between student service departments and students. (Smart Campus, RecWell, Student Activities, FSL)

- Specific departments to work with Smart Campus Initiative to develop methods for outreach and engagement. This option can be academic, co-curricular, or a combination.
- Utilize the UK Programming Collaborative to provide students with virtual opportunities to build community.

Develop concierge service package for juniors and graduating seniors. (Transformative Learning, Career Services)

- Juniors may feel overlooked in this process as other services are designed specifically for other classification-based cohorts. Providing them with catered services to improve marketability and post-graduation success will be an effective method to improve a sense of being a Wildcat.

Cultivate unique experiences through cohorted messaging and branding. (UKPR/Marketing, First Year Programs, Graduate School)

- Develop messaging and branding models based upon specific cohorts (first-time freshmen, sophomores who had their first year cut short, graduating seniors and graduate/professional students)

NEXT STEPS

- Develop a campus-wide health communication platform (UK Wellness, PR/Marketing, UHS)
  - Holistic health messaging will be a key component to successful navigation of the COVID-19 crisis. In addition to regular communication of prevention practices and social norms marketing, couple with other services that will encourage well-being and resilience among our campus community (mindfulness, physical fitness, etc.).
- SOA and FSL staff will work with student organization leadership to develop the safest practices as student ownership of the process will be important for
accountability.
SUPPLY AND STORAGE

INTRODUCTION

• Reinvented normal will require primary focus to be placed on personnel and facility safety. Support services, such as dining and housing will also require significant rework.

• The work in creating an on-line environment will require work at less scope for the items listed in #1 but will require significantly more attention in the technology area, both hardware and software.

• The work in #1 and #2 will be accomplished in a supply chain environment that is extremely disrupted. Lead times are long, so time is of the essence in regard to developing specifications and understanding quantities so orders can be placed.

• The Supplies/Storage workstream will rely on inputs received from the other workstreams to guide their work and determine needs.

IMPLEMENTATION OUTLINE

Planning
The Supplies and Storage Workstream will participate in all relevant workstreams, research sources of supply and associated costs, anticipate storage and logistics requirements that will be needed as final decisions are made and be ready to execute rapidly as other workstreams finalize their plans and their needs are known.

Department Funded Personal Protective Equipment (PPE)
• The UK Purchasing Division, UK Supply Center and UKHC Supply Chain Office began aggressively sourcing PPE items in early March.
• The current items, available quantities and supply chain status of items available through the UK Supply Center can be found in the attached inventory document.
• 30,000 reusable masks have been ordered and will be available in inventory for ordering through the UK Supply Center.
• Clear masks are an item for which a source has not yet been identified but work is underway to source this item.

Centrally-funded PPE Items
• Masks with logo - 50,000 have been ordered with the expectation that each student, faculty and staff person would receive a mask.
• Kits- Some institutions across the country are providing kits to students upon their arrival on campus for the fall semester. A common kit would include the following items. Whether this approach is implemented at UK is a decision for another workstream.
  ○ Mask
  ○ Sanitizer
  ○ Gloves
  ○ Thermometer

Common areas
The Facilities Workstream is the primary owner of this category and the Purchasing Division will source and purchase the items once specifications and quantities are known. Items currently known and being researched or in process include:
• Signage
  ○ In-sourced
  ○ Outsourced
• Plexi-glass shields - staff are currently researching sources, costs and lead times.
• Sanitizer stands/ with dispenser
  ○ Beam - 1200 stands with dispensers have been ordered.
  ○ Purell - 1200 stands with dispensers have been ordered

Custodial cleaning equipment/chemicals
Sanitation will be a major component for a successful reopening. The Facilities Workstream is the primary owner of this category and the Purchasing Division will source and purchase the items once specifications and quantities are known. Additional equipment, chemicals and supplies will be needed beyond our typical needs. The UK Supply Center has some of the chemicals and supplies currently (see attached inventory list).

Facilities Systems
The Purchasing Division will source and purchase equipment and/or supplies identified by the Facilities or other Workstream once specifications and quantities are known.
• Filters (example)
**Diagnostic**

The Purchasing Division will source and purchase equipment and/or supplies identified by other workstreams once our restart strategy and accompanying needs are finalized. Sourcing option research is underway. Examples include:

- **Testing**
  - In-sourced
  - Out-sourced
- **Contact tracing**
  - Insourced
  - Outsourced
  - Technology application
- **Thermometers**
  - Personal
  - Crowd scanning (not sure of label)

**Logistics**

- For common items like PPE, campus departments should order through the UK Supply Center. Departments should base their order quantity on known needs for current staffing and service levels for two (2) week periods. This will help manage existing inventories and ensure all departments have access to the materials they need.
- Once the supply chain stabilizes, the Purchasing Division will analyze direct desktop delivery of supplies versus continued utilization of the UK Supply Center.
- If it is determined to return to normal, desktop deliveries orders should continue to be placed to the Supply Center until the inventory levels have been drawn down.
- UK HealthCare departments should place orders using standard healthcare procedures.
- The Purchasing Division is exploring the use of vending options in certain buildings on campus.
  - Potential sources
    - Grainger
    - Fastenal
    - Canteen
- The Purchasing Division will continuously review on-campus deliveries and deliveries to remote workers to optimize the service provided.
Technology
The Purchasing Division will source and purchase equipment and/or supplies identified by other Workstreams once our reopening strategy and accompanying needs are finalized. The needs likely will include:
  • Hardware
  • Software
  • Consulting/professional services

Legal
In partnership with the Office of General Counsel the Purchasing Division will review terms and conditions and revise as necessary. The Purchasing Division will also work with the Office of General Counsel and other workstreams to issue guidance to contractors and suppliers regarding interaction with campus space and campus department personnel.

Business Processes
The Purchasing Division is actively engaged with the Business Process Workstream and is working to document and track expenditures. The Purchasing Division is also working with multiple UK personnel to develop executive reporting dashboards.

Storage
  • Currently storage of PPE and other supplies are being accomplished in the Vaughn Warehouse in space managed by the UK Supply Center and UK Surplus Property.
  • Additional space is available. Currently a proposal is being considered by UK Healthcare to fund approximately 7,000 sq. ft. for their use. An additional 7,000 sq. ft. could be available if funding was provided.
  • If furniture, seating, etc. are removed from campus spaces a significant amount of storage will be required. Per the above some space can be available in the Vaughn Warehouse but it will require a small investment and a few weeks to fit up.

Surplus
Upon campus reopening, Surplus Property will need to return to normal operations. This includes public auctions. Procedures will need to be developed to follow UK health and safety protocols.
NEXT STEPS

- Participate in relevant workstreams to identify requirements and develop specifications.
- Research needs identified by other workstreams and provide information so they can make fact-based decisions.
- Ensure Purchasing Division staff are fully briefed, engaged and ready to execute.
- Prioritize other work such that reopening efforts have priority unless senior leadership directs otherwise.
INTRODUCTION

- A fully online fall 2020 semester would obviate the urgent need for a worked-out UK campus health policy for students, faculty and staff. However, it would present challenges for UK’s forward momentum as a globally engaged research university.
- While some international students may find a fully online fall 2020 semester appealing, many will not. The value of studying at a U.S. university includes being part of campus life and experiencing another culture first-hand. Prospective, new and returning international students (undergraduate and graduate) will need careful messaging, and UK would be wise to build special programs for these students to keep them engaged, retained and on the path to academic success.
- A fully online fall 2020 semester will present regulatory challenges around fiscal, legal, HR and other operational aspects of UK’s international engagement. Accordingly, setting up a Global Operations Hub as proposed is urgent.
- A fully online semester likely poses a flight risk challenge as students may pursue educational opportunities outside of UK. For example, a fully online semester could give students the freedom to customize their fall semester à la carte from a range of institutions – United States or international – that are offering online courses.
- A fully online fall 2020 semester is an opportunity to engage all students in virtual education abroad opportunities, such as virtual exchanges and internships.
- A fully online curriculum is, likewise, also an opportunity to creatively rethink effective and exciting global learning, particularly for undergraduates in UK Core (Global Dynamics).
- Even in a fully online and remote working scenario, UK’s global engagements can be sustained, deepened and leveraged through innovative use of technology, as has been evident in Spring 2020.

International Students & Scholars (ISSS)

- Incoming (new) international students are not permitted to enter the United States to begin a fully online program per the immigration regulations for F-1 and J-1 visa students.
• Continuing international students are currently eligible to enroll in a fully online course schedule under interim guidance from the U.S. federal government. normally, this is not permissible.
• UK (ISSS) is required to report to U.S. government agencies if the university goes fully online for fall 2020.
• Some countries may have legal and/or accreditation restrictions for online course delivery.
• US sanctions may prohibit a U.S. university delivering online learning (e.g. Iran, Sudan).
• Some online functionality (e.g., Canvas, Duo, etc.) may not be possible in some countries because of IT restrictions.
• There may be U.S. or home-country tax implications for graduate students who work on UK assistantships remotely from outside of the United States.
• Online courses could help newly admitted students who wish to start as UK students and prefer taking the fall 2020 semester online over deferring their start at UK.
• Online courses could help international students who went home for the summer and cannot get back to the US. It could prevent an interruption in learning for continuing international students.
• Origin and contexts of students impacts their level of interest in online learning while based outside the US, plus other factors such as level of study, other available options, parental influence, time zones, availability of technology etc., may be important. While some international students will be less interested, others may wish to study online, especially some graduate students and those in areas of the world where the time zones have little to no impact (e.g. Latin America).
• Cultural factors such as parental influence or level of comfort with technology may impact some international students’ success with online learning. Geographic factors, such as time zone differences and access to the internet may have similar impacts.
• Time zone differences mean that students may have to take classes in the early morning or after midnight, unless courses can be delivered in an asynchronous format.
• It could be very hard for some international students to start their first semester at a U.S. university online, even though they may have been taking online classes in their senior year in high school. International freshmen may struggle with cultural differences and unfamiliar online teaching styles.
• International students already in the United States could get permission to do concurrent online enrollment with other universities. An F-1 student may be enrolled in two different SEVIS approved schools at one time as long as the combined enrollment amounts to a full-time course of study and the online enrollment has been approved by both SEVIS and ISSS advisors.
• To support international students’ online academic success, we would continue virtual programming such as the Global Hangout and International Student Check-in sessions with the Counseling Center. We would work with Transformative Learning to promote online tutoring and the Writing Center for help with writing assignments.
**Education Abroad & Exchanges (EA)**

- A fully online semester at UK may drive students to pursue in-person instruction elsewhere. EA can meet this demand by offering a strategic portfolio of experiential learning opportunities.

- A fully online semester gives EA the maximum potential to engage students in virtual global learning opportunities (see Global Learning section). Therefore, EA would need to be prepared to serve the campus at large with a strategically developed portfolio of global virtual programs.

- EA will continue to maintain regular contact with partners and track the status of programs offered abroad. If international travel resumes, some programs may be willing to host fully in-person or hybrid online/in-person classes for all or part of their semesters. Therefore, UK will have to be prepared with a process and protocol to monitor factors like travel restrictions and COVID-19 resurgence. UK will have to have an established process that follows AR 4.9 to review, approve and support students who are participating in education abroad programs.

- For students interested in in-person learning, EA could facilitate domestic ‘study away’ programs or ramp up engagement with the National Student Exchange program to facilitate UK students who wish to study at another U.S. university that may be hosting in-person classes; however, domestic mobility would come with risks that UKIC would need to be resourced to managed (see IHSS section).

- Moving to a fully online environment would require new online tools and resources, including an enhancement of our online presence in lieu of in-person advising.

- EA’s goal continues to be connecting UK students to the world, via academic opportunities to study, intern, teach, research and do service globally. Developing, promoting and supporting these programs requires advanced planning, so EA’s work in the fall focuses on promoting and advising for spring and summer programs. Thus, most of EA’s day to day operations in the fall would be relatively unaffected by an online scenario.

**International Health, Safety & Security (IHSS)**

- IHSS will continue to monitor the COVID-19 outbreak globally and advise the UK administration regarding when and where students, faculty and staff should be permitted to travel.

- If international travel resumes, IHSS will have to create protocols to determine when or if students must be recalled to the United States (e.g., if a serious outbreak of COVID in their destination country made it unsafe for them to remain).

- An online-only environment may incentivize students to seek in-person curricular or co-curricular opportunities domestically. This could create significant risk exposure to the institution related to domestic mobility, necessitating a framework for domestic travel risk management. This would be especially true if EA ramped up its domestic program offerings.

- Most current IHSS functions would be relatively unaffected by an online scenario.
International Recruitment/Enrollment Management

- International student interest in studying fully online is low; there is a marked preference for an in-person, on-campus experience.
- If other U.S. colleges or universities operate in-person, we will risk losing prospective students to those institutions.
- The recruitment cycle is at least one year ahead of enrollment, so going online may not affect recruitment for the fall 2021 cycle.
- Rising high school juniors and seniors may perceive a fully online fall 2020 semester as part of a plan to more safely reopen later.
- A clear ‘pathway’ from online to in-person instruction needs to be outlined so students can successfully navigate the change in instructional mode.
- While ‘Zoom fatigue’ may be setting in globally, rising seniors may have been less exposed to it so far; however, it will be an issue with the counselor networks who may get more discerning as the competition among colleges and universities for virtual interactions intensifies.
- Lack of in-person interactions dramatically reduces organic growth in brand exposure.
- Remote or virtual recruitment is lower cost compared to the boots on the ground’ model.
- Even if all instruction is online, depending on UK’s travel regulations and entry requirements worldwide, it may be possible to plan some individual recruitment travel in the fall or spring.

International Partnerships & Research

- We will continue to maintain and develop strategic partnerships to catalyze virtual exchanges, global learning and collaboration in learning and research.
- We would work with partners to offer UK online courses to admitted articulation agreement (2+2, etc.) students.
- The Global Footprint Project, which aims to identify UK’s academic and business engagements abroad will continue to be developed as part of our broader Global Operations Hub strategy.

Global Learning

- A digital environment could provide an opportunity to work directly with faculty developing and teaching on-line courses that fulfill UK Core Global Dynamics and those who teach global content in other courses.
- We would consider a series of academic experiences on being part of living history. We could partner with various departments to talk about recording history while living it, the differing effects on different populations (considering also impact on culture), One Health, epidemiology, communication in a crisis, etc.
- A fully online semester would allow the maximum potential for UKIC to promote global virtual opportunities. For students, this means they could augment their fall semester
with a virtual global experience. There are opportunities to partner with key international partners to develop global learning experiences and/or virtual exchange options for UK students and international students. Key international partners including those in China, Ecuador and Britain have expressed interest in identifying core classes/faculty who would like to partner to offer a collaborative international learning experience for UK and our partner universities’ students. Some partner universities are also interested in collaborative international learning opportunities and others are willing to (virtually) host UK students during the fall semester to collaborate on undergraduate research projects with their faculty. UK students could receive 3 credit hours of independent study, for example, from an international partner university while completing their online fall semester.

- A fully online UK semester could be perceived as an excellent opportunity for enhancing and engaging students in global virtual opportunities, but it also presents a challenge if students choose to pursue other in-person educational opportunities outside of UK. For example, a fully online semester could give students the freedom to customize their fall semester ‘à la carte’ from other institutions – U.S. or international – that offer online courses. This possibility makes a UKIC strategic portfolio of global options even more imperative.

Faculty and Staff Issues
- UK has many staff and faculty who are on H-1B visas. If faculty and/or staff with H-1B status visas elect to teach or work online for more than 30 days, ISSS must be notified. ISSS is responsible for reporting the new the “place of employment” including a home residence to comply with the Department of Labor and/or Department of Homeland Security depending on the geographic location.
- As many workstreams will likely point out, coordination with local and state authorities will be crucial. For example, the K-12 schools’ decision on reopening will affect many staff, faculty and some students’ abilities to engage fully with a fully online fall 2020 semester.

IMPLEMENTATION OUTLINE

International Students and Scholars (ISSS)
- We will keep informed about U.S. government guidance on immigration regulations. Based on the guidance issued during the spring 2020 semester, it is unlikely universities will be allowed to bring new students into the U.S. for fully online learning.
- UKIC could host workshops for international students (and especially freshmen) on how to be an effective online learner.
- UKIC could collaborate with other UK units to develop student support for online learning, such as online advising and online tutoring that is sensitive to the potential difficulties faced by international students.
- Collaborate with partner universities to create a virtual ‘UK on-campus’ experience for existing and prospective articulation agreement (2+2s etc.,) students.
- We could create online workshops to orient faculty on working with different cultures and learning styles, especially online. Faculty may also need to be made aware of certain barriers that international students could face (e.g., lack of access to Zoom or Canvas, etc.).
- We would encourage the university to purchase an online proctoring tool such as ProctorU that can be easily used outside the US.
- An assessment and review of all countries where we will be delivering online courses would need to be made by CELT/Legal. Note this could be supported by the proposed Global Operations Hub.
- Implement proposal for Global Operations Hub. Tax assistance would be needed. The university pays for access to Sprintax, a software system which may be capable of handling some tax questions. Also, the College of Law VITA Tax Clinic should be consulted.
- We would continue to work closely with UK’s ITS to ensure that international students do not experience access issues from their home countries.
- Incoming international students who choose to begin classes online could be partnered with an International Student Leadership Team (ISLT) member to have bi-weekly check-ins. We could create cohorts of incoming students to interact in small groups, to help international students connect with students with the same major.
- We could develop programs for international visiting scholars (J visas). For example, international visiting scholars could be part of an online mentorship program, as an opportunity to receive mentorship from UK faculty, with the option to visit UK when conditions permit.

**Education Abroad & Exchanges (EA)**
- EA will continue tracking the status of programs offered abroad. EA will develop a process and protocol that aligns with AR 4.9 (see IHSS section) to monitor factors such as travel restrictions, local healthcare systems and visa processing timelines. UK will need an established process to review, approve and support students who are able to travel abroad even though instruction at UK is fully online.
- The UKIC will work with colleges to identify and develop a strategic portfolio of global virtual programs. Determine the academic credit (transfer vs UK credit) arrangement, the tuition/billing and the way these new arrangements will be articulated in exchange agreements. Build program pages and applications. Consider other variables such as scholarships, micro-credentialing, etc. Advise students, both UK and international. Promote opportunities to campus and to students to raise visibility and drive participation.
Initiate a major course change for EAP599 so that it can be used to follow single courses during a regular semester. Right now, EAP599 functions as a placeholder course for an entire term, not for an individual course. For example, if a student is enrolled in 9 credit hours at UK and is anticipating 3 hours of transfer credit from USFQ, EA must enroll that student in EAP599 to ‘hold’ the place of the forthcoming transfer credit hours.

EA would re-mobilize the EA team to accommodate an increased interest/demand in domestic or virtual program opportunities, like National Student Exchange. EA will need continued support from SAL and Enrollment Management to offer robust support for students engaging in such programs.

**International Health, Safety & Security (IHSS)**

- IHSS would draft guidelines for the university’s senior administration to allow for international travel to resume even if UK did not resume in-person learning and/or on-campus operations. These guidelines would be much more nuanced than the previous stance of only using Department of State or CDC advisories, as part of a more robust risk analysis function in the Global Operations Hub framework. (The Global Operations Hub does entail additional costs and would require resource allocation)

- If EA took a deeper role in domestic academic travel, IHSS would create guidelines for domestic travel risk management, especially if COVID-19 continues to flare up within the United States (e.g., do partner universities’ protocols align with UK’s as it relates to housing, dining, social distancing, etc.? Do students have domestic insurance? Are there states or regions where programming should be disallowed?). (This entails additional costs and would require resource allocation)

- Oversight of domestic travel risk management in addition to international travel risk management would require additional HR and financial resources be allocated to UKIC.

- IHSS would need to draft guidelines to define UK’s responsibility toward a student engaged in online education from outside the United States (e.g., what if that student travels to a third country for an educational experience associated with their coursework- is that considered international travel for UK? Is it prohibited? What is our ‘duty of care’ for such students as it relates to campus resources like the Counseling Center, etc.?).

**International Recruitment/Enrollment Management**

- Create a remote recruitment calendar at least 2 months in advance of proposed events. One challenge will be working with counselors while schools are not in session.

- Create and promote virtual recruitment and yield events and virtual campus tours.

- In addition to individually scheduled webinars, research the paid online expos, fairs and the TOEFL ETS name database purchase.

- Work with Marketing to create and implement a communications plan for disseminating information about UK’s response to COVID-19 and our emphasis on student health and safety.
• Design unique and exciting webinars by involving faculty, alumni and current students.
• Design and promote a ‘Career Day’ series of webinars in collaboration with colleges.

International Partnerships & Research
• Build out a robust communications strategy with key partners, including regular virtual meetings where beneficial. Such meetings would explore ‘virtual exchange’ partnerships (exchange of online learning opportunities), virtual research groups/networks around key strengths and transnational issues and other modalities of transnational collaboration not dependent on physical mobility.
• Launch the Global Footprint Project by working collaboratively with a range of campus units and stakeholders to better track and manage the wide range of global engagement activities undertaken by UK faculty, staff and students, as well as identifying, disseminating and capitalizing on opportunities for new global engagements across UK colleges and units within the Global Operations Hub model.
• Set up virtual info sessions for UK faculty Fulbright opportunities. Actively promote the many virtual Fulbright information sessions and online resources in support of UK Fulbright applicants.
• Build out a communication and virtual engagement strategy for international alumni. Work with Alumni Association, Office of China Initiatives and others.

Global Learning
• Establish faculty global learning community, set up channels for information sharing, make resources and support available. This would include UKIC, college deans’ offices plus individual faculty members. Coordinate with CELT.
• Assess platforms used by other universities (e.g., COIL, others).
• Continue to leverage international partnerships and faculty networks to identify and develop collaborative global learning opportunities.
• Connect introductory global learning initiatives focused on Global Dynamics, to education abroad opportunities by creating ‘pathways’ to experiences students may take in future semesters. This could be a joint project by UKIC- Ed Abroad, SAL and EM –Financial Aid as has been discussed pre-COVID under the ‘Global Ready Grads’ initiative.
• Host virtual UK alumni activities and invite international students to attend.
• Identify key international partners who share similar goals and interests in collaborative international online learning, virtual exchange and global remote options. Determine the portfolio of program options UK would like to package as opportunities for UK students. Figure out the academic credit (transfer vs UK credit) arrangement, the tuition/billing and the way these new arrangements will be articulated in exchange agreements. Build program pages and applications. Consider other variables such as scholarships, micro-credentialing, etc. Advise students, both UK and international. Promote opportunities to campus and to students to raise visibility and drive participation.
• Assess interest among partner universities in a version of UK's Global Education Academy program.

NEXT STEPS

International Students & Scholars (ISSS)
• Continually monitor global legal and/or accreditation restrictions for online course delivery and provide updates to campus.
• I-20s and DS-2019s of all international students will need to be changed to a future start date; any visas of students may need to be renewed depending on expiration dates, but most students will have multiple entry visas for at least 1 year or more.
• Survey the incoming international students to learn more about the specific locations, plans and needs of students in order to inform advisors, faculty, ITS and others. Include questions on:
  o time zone and ability to take classes at night
  o familiarity with online class formats (e.g., synchronous, asynchronous, google classroom, etc.)
  o online capacity and zoom access/ability for at least one semester
  o access to reliable electricity, hardware, stable internet, capacity to install UK’s software (including VPN), ability to access course materials and events.
• Prepare workshops to train new international students on how to access UK’s libraries, websites, VPN and other resources. Could collaborate with CELT.
• Start to prepare for workshops to train new international students for academic success in a fully online learning environment. Modules on how to use canvas, how to access syllabi, etc. Could collaborate with CELT.
• Prepare workshops for faculty on teaching international students who may be outside the United States and may be new to the U.S. university environment.
• Contact Sprintax to find out if they can handle tax implications for employment by some TA/RA/GAs who may be required to do remote online work outside of the United States (this could impact both current and incoming class of international students).

Education Abroad & Exchanges (EA)
• For global virtual programs, the UKIC will work with colleges to identify and develop a strategic portfolio of global virtual programs.
• EA will initiate a major course change for EAP599 so that it can be used to follow single courses in the fall semester. For example, if a student is enrolled in 9 credit hours at UK and is anticipating 3 hours of transfer credit from USFQ, we’ll need to enroll that student in EAP599 to ‘hold’ the place of the incoming 3 hours. Currently, EAP599 serves a placeholder for an entire semester of coursework, not an individual course.
Global Learning

- Draft plan for Global Learning initiatives.
Convene community virtually to assess interest, availability, and refine plan.
Provide feedback for both the reinvented normal and fully online scenarios.

View Status Report 1.