

# Blue Team – Scenario Planning Report

## Return to safe and normal operations – Fall 2020

### Blue Team members

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### Blue Team's Approach

- prioritize the health and safety of our students, faculty, staff, community, and the Commonwealth
- offer hybrid approaches to learning that prioritize student learning and matriculation while also protecting faculty and staff
- leverage our leadership in research and healthcare to provide resources and guidance for students, faculty and staff
- build in creativity, adaptability, flexibility and responsiveness
- forward-looking and open to creating non-traditional learning opportunities for traditional and non-traditional learners

### Blue Team's Concept Plan for Scenario #1

Description: Normal start (semester starts as planned on August 24)

Pros: Offers students a rich experience that is closest to “normal” on campus setting.

Cons: Vulnerability in case of another outbreak of COVID-19

### ***Blended Learning: a mix of high quality on-line and in-class learning***

Goal: to mount a creative, flexible academic program that keeps students and faculty safe, and ensures effective learning.

- All in-person class meetings video recorded so students may choose to attend or engage remotely
- All courses to be somewhat blended, with a mix of remote and in-class learning as appropriate. This could be alternate (remote/in-person) meeting pattern, or staggered (1st 8 weeks in person, 2<sup>nd</sup> 8 weeks remote or vice versa)
- All courses with over 75 students to be offered either: (a) entirely on-line; (b) in smaller sections; (c) in a hybrid format with lectures on-line and labs/discussion sections in person

- All in-person class meetings in spaces that permit greater distance between students; use under-utilized spaces on campus for class meetings; all classrooms, labs, studios reconfigured in accordance with UK healthy learning policies
- In-person class meetings scheduled throughout expanded day (8AM-9PM) to spread out class change crowds and allow for cleaning between classes
- All in-person courses or course components built so that they can switch to more- or completely online format for a period of time as conditions may dictate.
- Each academic department/college should have detailed plans for implementing the above switch to online that could be operationalized with very short notice for all in-person courses or course components
- Ensure students are fully informed of contingency plans for their continued learning in each course if a switch to fully online occurs

***Healthy Living, Learning and Working: robust measures to protect the well-being of students, staff and faculty***

Goal: to keep all members of the Wildcat family safe; to be a positive leading example of a science-informed response by a public research university to a public health crisis

- Residence halls, dining, events and social spaces reconfigured in accordance with UK healthy living policies
- A residence hall (or part thereof) designated for students in quarantine
- A suite of measures to educate and inform students, faculty and staff about UK's measures and policies on hygiene and social distancing
  - Available PPE for all, with guidelines/policies for distribution (possibly through vending machines) and use
  - Workspaces and schedules reconfigured in accordance with UK healthy workplace policies (based on CDC and OSHA guidelines)
  - Regular deep cleaning of all facilities
  - Regularly updated and clear health instructions and advice for students from University Health Services and for faculty and staff from UK Healthcare

***Operational considerations***

- How to keep students safe and social distancing when allowed back on campus, especially in dorms and dining halls and off-campus settings?
- How would the University handle a COVID-19 spike after allowing students to come back on campus?
- Is there enough classroom space to ensure social distancing?
- Are there under-utilized campus facilities that may be used for teaching purposes, enabling fewer students per classroom to comply with social distancing?
- Is there enough equipment to record all in person classes?
  - How could recording a class impact student learning (e.g., would discussions about complex or controversial matters happen freely?)
  - How would the recordings be made available?

## Blue Team's Concept Plan for Scenario #2

Description: Delayed start (Starting mid-September)

Pros: Allows additional time to plan for a compressed schedule and social distancing protocol

Cons: Compressed schedule may be challenging for students' workload

### ***A Compressed semester involving intentional high quality curricular and co-curricular on campus experiences.***

Goal: to create a compressed academic semester that keeps students, staff, and faculty safe and allows for optimal learning.

- All in-person class meetings video recorded so students may choose to attend or engage remotely
- All courses to be somewhat blended, with a mix of remote and in-class learning as appropriate. This could be alternate (remote/in-person) meeting pattern, or staggered (1st 8 weeks in person, 2<sup>nd</sup> 8 weeks remote or vice versa)
- All courses with over 75 students to be offered either: (a) entirely on-line; (b) in smaller sections; (c) in a hybrid format with lectures on-line and labs/discussion sections in person
- All in-person class meetings in spaces that permit greater distance between students, using under-utilized spaces on campus for class meetings; all classrooms, labs, studios reconfigured in accordance with UK healthy learning policies
- In-person class meetings scheduled throughout expanded day (8AM-9PM) to spread out class change crowds. Would possibly allow for additional cleaning of classroom spaces between use.
- More time to secure classrooms and appropriate spaces on campus to ensure the previously mentioned points can be accomplished
- More time to secure PPE and establish protocols for the campus at large.
- In compressing the semester, class meetings may have to be longer or have more out of class components to complete the credit hour requirements.
  - Consider experiential and online learning opportunities to complete the credit hour requirements.

### ***Healthy Living, Learning and Working: robust measures to protect the well-being of students, staff and faculty***

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- Residence halls, dining, events and social spaces reconfigured in accordance with UK healthy living policies
- A residence hall (or part thereof) designated for students in quarantine
- A suite of measures to educate and inform students, faculty and staff about UK's measures and policies on hygiene and social distancing

- Available PPE for all, with guidelines/policies for distribution (possibly through vending machines) and use
- Workspaces and schedules reconfigured in accordance with UK healthy workplace policies (based on CDC and OSHA guidelines)
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- Regularly updated and clear health instructions and advice for students from University Health Services and for faculty and staff from UK Healthcare

***Operational considerations***

- Same as Scenario #1
- Is there enough classroom space/time to get the required credit hours in?

## Blue Team's Concept Plan for Scenario #3

Description: Hybrid start. Variants include:

1. split semester with on-line first half of semester, in-person second half
2. split semester in-person first half of semester, on-line second half
3. Freshmen and sophomores return to campus at the normal start time and complete the semester in-person; juniors and seniors complete the semester on-line

Option 1 Pros: If on-line for first half of semester, would buy extra time for the country, state and local community to move past any surge in COVID-19 infections so students, faculty and staff can return to a safe campus environment; allows for some on-campus instruction

Option 1 Cons: Mid-semester transition to live instruction could be very disruptive as we have seen this past semester; enrollment would likely suffer with half the semester taking place on-line; no guarantee campus will be any safer by mid-semester than it will be at the beginning of the semester. This is not a preferred scenario.

Option 2 Pros: Opening campus and conducting classes in-person for the first half of the semester allows for students to acclimate socially, develop relationships with peers and faculty and begin course work in a more traditional way. Operating on-line for the second half of the semester protects students, faculty and staff in the event of a seasonal surge of COVID-19 infections.

Option 2 Cons: Mid-semester transition from live to on-line instruction could be very disruptive as we have seen this past semester; enrollment would likely suffer with half the semester taking place on-line; it may not be safe from a public health perspective to open campus up at the normal start time and parents may be reluctant to send their children. This is not a preferred scenario.

Option 3 Pros: Freshmen and sophomores benefit more from the on-campus experience than juniors and seniors and this would allow them to acclimate socially, develop relationships with peers and faculty and complete their academic year in a more traditional way; having no upperclassmen on campus will make it easier to observe proper social distancing; residence and dining halls can operate at near capacity as they mostly service freshmen and sophomores

Option 3 Cons: It may not be safe from a public health perspective to open campus up at the normal start time and parents may be reluctant to send their children; any mid-semester spike in infections could require closing campus and sending all students home; while they may not need the on-campus experience for the purpose of acclimating to campus, juniors and seniors would certainly suffer from taking critical upper-level courses on-line

***Split semester with the first half conducted exclusively on-line and the second half conducted through a mix of top quality on-line and in-class learning.***

Goal: To allow additional time for country/state/local community to move past any surge in COVID-19 infections while developing a creative, flexible academic program that keeps students and faculty safe and ensures effective learning.

- Semester begins exclusively on-line and will be managed in a manner consistent with what is described in Scenario 4.

- Mid-semester transition to live, on-campus instruction managed in a manner consistent with what is described in Scenario 1.

***Split semester with the first half conducted through a mix of top quality on-line and in-class learning and the second half conducted exclusively on-line.***

Goal: To prepare for a potential seasonal surge of COVID-19 infections by allowing students to complete the second half of the semester on-line.

- Semester begins with live, on-campus instruction managed in a manner consistent with what is described in Scenario 1
- Mid-semester transition to exclusively on-line instruction, managed in a manner consistent with what is described in Scenario 4.

***Freshmen and sophomores complete the semester on-campus with live instruction; juniors and seniors complete the semester substantially or fully on-line.***

Goal: To reduce the number of students on campus for public health reasons, while providing an on-campus experience for the students who most need it.

- Freshmen and sophomores live, eat and study on campus and are managed in a manner consistent with what is described in Scenario 1
- Juniors and seniors complete their semesters on-line and are managed in a manner consistent with what is described in Scenario 4.
- Provisions could be made for juniors and seniors to return to campus as needed for experiential learning or other educational experiences that could not be done virtually (e.g., a music major returning for a performance)

### ***Operational considerations***

- Same as Scenario #1
- How to manage a smooth transition from on-line to live instruction
- Would students be interested in returning to campus for half a semester?
- How do we compete with other universities with a regular start time and on- campus classes?
- How do we engage with students who prefer live instruction during the on-line portion of the semester and how do we make sure they don't fall behind?
- How to get students to come back for the second half of the semester if there is still uncertainty about the trend of infections?
- How to ensure all students have access to necessary technology?

## Blue Team's Concept Plan for Scenario #4

Description: Fully online

Pros: Safest alternative during the COVID 19 pandemic

Cons: Big adjustment for the university community and a risk of significant reduction in student enrollment in addition to virtual learning/teaching burn-out by students, faculty and staff

***Virtual College Experience: Providing students with an online academic experience that goes beyond the computer.***

Goal: to mount a creative, flexible online academic program that keeps students and faculty safe, and ensures effective learning

- All classes taught remotely
- Build pro-actively on lessons learned in the Spring 2020 transition, and in the Summer 2020 offerings
- Ensure ADA-approved online academic accommodations for all UK community members and prospective students/families who are in need.
- Develop protocol and accommodations for mandatory experiential learning opportunities (e.g., College of Medicine, College of Education etc.)

***Healthy Living, Learning and Working: robust measures to protect the well-being of students, staff and faculty***

Goal: to keep all members of the Wildcat family safe; to be a positive leading example of a science-informed response by a public research university to a public health crisis

- Expand virtual assistance programs (e.g., integrated coaching, advising, telehealth, etc.) as well as the technical capacity of the university.
- Place university-wide emphasis on well-being and community-building virtual programs (e.g., fitness classes, mindfulness workshops, Esports, etc.).
- When applicable, provide safe locations for on-site workers, allowing for continuous cleaning service.
- For mandatory experiential learning: A suite of measures to educate and inform students, faculty and staff about UK's measures and policies on hygiene and social distancing
  - Available PPE for all, with guidelines/policies for distribution (possibly through vending machines) and use
  - Workspaces reconfigured in accordance with UK healthy workplace policies (based on CDC and OSHA guidelines)
  - Regular deep cleaning of all facilities
  - Regularly updated and clear health instructions and advice for students from University Health Services and for faculty and staff from UK Healthcare
- Positive environmental impact in the reduction of overall trash accumulated on campus
- Reduction of traffic on and to campus is a positive impact on the environment
- Reduction in parking spaces required for faculty, staff and students

- Reduction of custodial services for classrooms and common spaces as there would be fewer people on campus.
- Campus security presence would not have to be as rigid with fewer people on campus.

### ***Operational considerations***

- Ensuring every student has equitable access to technology.
- Develop/invest in digital apps and telemedicine interfaces for mental health purposes.
- Professional schools (e.g., College of Medicine) and programs that require in-person experiential learning would need to be addressed.
- Recovery of reduced revenue from on-campus housing and food services
- Re-configuration of work study programs
- Loss of interest/enthusiasm from alumni/donors who may value the on campus learning and living they enjoyed.
- Reduction to the athletic budget, which could impact the academic and scholarship budget.
- Severe enrollment pressures as competition between online universities is fierce
- Reduced feelings of identification with UK and reduced loyalty on part of students – could impact retention and graduation

## **Blue Team’s “Big Ideas” -- initiatives that could be implemented in scenarios 1,2, 3 and, with modifications, in scenario 4.**

### **“Wildly Healthy Campus”**

- Ensure ALL members of the campus community receive accurate and timely information about the virus and UK’s response, including responsive measures included in the “Healthy Living, Learning and Working” sections above.
- On-going training on UK’s public health measures (“Healthy Living, Learning and Working”). This would include training for all:
  - supervisors (including in research labs) about the “Healthy Working” policies
  - RAs and Hall Directors and staff about the “Healthy Living” policies
  - faculty and instructors (including PTIs and TAs) about “Healthy Learning” policies
- Ensure all members of the campus community can access mental health and physical well-being services
  - Enhanced mental health services available virtually
  - Campus recreation opportunities available in person and virtually; facilities and programs restructured to respond to “Healthy Living” policies

### **“The First Year Wildcat Promise” (or, for Scenario 4, “The First Year Virtual Wildcat Promise”)**

- A special branded on-campus experience for fall 2020 freshmen



- Concierge supports and service package:
  - a fall course schedule that is vetted for an academic fast start
  - access to special UK Core courses for freshmen only
  - bi-weekly check-ins with academic advisor and designated faculty mentor/coach
  - check-ins with academic and wellness coaches
  - tailored co-curricular programming (in person and virtual)

### **“Second Year Showcase” or “Second Year Success Initiative”**

- Program focus on the development (Wildcat identity and personal identity) of rising sophomores who lost the crucial spring semester of their freshman year.
- Concierge support and service package with the options listed in the “First Year Wildcat Promise” plus:
  - a detailed BBNvolved Wildcat Way path that focuses on extra support in study skill development, career readiness, financial literacy, health and wellness, student engagement and belonging, and student leadership.
  - could be incentivized to motivate students to engage.

### **“Get Ready Grads” (for Seniors)**

- Concierge support and service package for graduating seniors with elements from First Year and Second Year initiatives, but with emphasis on post-graduation success
  - Internships (including virtual, US and international) linked to majors
  - Intensive career readiness programs and skills workshops
  - Themed networking events with UK alumni
  - Regular check ins with career center advisors

### **“The Bookend Approach”**

- Prioritize in-person courses and classroom space for first year and fourth year students
- Elements of First Year initiatives and Senior initiatives

### **“Esports: Commonwealth League, SEC League, International Competitions”**

- Establish university wide championship series
- Propose and support a state or SEC league
- Set up challenges with student teams at UK’s international partner universities

### **“Opportunities for Collaboration”**

- Opportunities for collaboration by tying together operations, resilience, climate impact and health care which may prove very inventive and effective

- Opportunity for UK as a public research university with broad range of expertise to showcase the value of transdisciplinary and interprofessional approaches to major issues such as viruses and public health
- New ways that campus may partner with governmental and local partners to lead effective public health (and other) efforts