

Concept Plans for Fall 2020

Team Wildcat

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Overview

- Guiding and foundational principles
- Health and safety considerations
- Four contingencies
- Final thoughts



Guiding Principles

- Must plan for a reinvented sense of normal
- Ensure the health and safety of everyone in our community
- Recognize other ongoing planning (research, health care, athletics)
- Communicate at every step



Communication

- Clear expectations of reinvented normal should be communicated prior to the fall and frequently reinforced (e.g., physical distancing, masks)
- Updates on any new hotspots
- Control the narrative on the university's plan: explain unapologetically why a scenario is selected for fall, emphasize high quality instruction



Foundational Principles for Success

- State elected and public health official guidance
- Available childcare and open schools
- All must be accountable: we are going to get through this together



Safe Health Strategy

- On-campus scenario: all students, student-facing staff and faculty must be COVID-19 tested prior to the semester
- Ongoing testing must be available
- Serology testing may be alternative
- Contact tracing with rapid deployment
- Surge capacity at UK HealthCare
- Masks, soap, disinfecting supplies must be provided to students and throughout campus
- Quarantine residence hall reserved
- Ongoing monitoring



Reinvented Student Services

- Readiness to return survey prior to fall
- Expanded student services to reduce isolation and address mental health, including broad access to counseling
- Co-curricular programming to build networking and resilience
- Create online study groups, tutoring, support groups, skill-building groups (e.g., virtual LLPs)



A Note on Flexibility

- Flexibility (in-person vs online classes) is important when choices are constrained
- Flexibility may increase costs
- Offer students/parents options when possible to mitigate fear and anxiety
- Offer faculty flexibility in teaching online if preferred
- Allow staff who can successfully work remotely to do so to reduce density



Menu of Options

- Robust "gap year" programming (credit bearing, experiential) should be developed to engage hesitant first year UK students and a selling tool to recruit new students
- Scale the LLP model
- Low residency model, with select groups on campus
- Elements of scenarios can be blended together and/or tested concurrently



Four Contingencies

1. Normal start
2. Delayed start
3. Hybrid start
4. Fully online



Reinvented Campus (Normal Start)

- Large lecture courses: smaller sections (<30), flipped classrooms
- Extend instructional hours and days
- Consider shorter sessions vs. semester
- Redesigned classrooms
- Redesigned walking routes through campus
- Cohort students: scale LLPs, students remain in one classroom and faculty rotate, stream



Reinvented Normal: Implications and Considerations

- Housing: 1-2 students per room, bathroom
- Greek housing challenges
- Dining: more prepackaged items, designated times in dining halls, pre-ordered meals
- Labs and studios: reduce shared instrumentation, implement staggered times
- Provides residential college experience
- Additional cleaning
- Risk of COVID-19 infections



Delayed Start

- Options:
 1. All start on delay
 2. Progressive on-campus start
 - First time undergraduate or other priority populations on Aug 24, followed 2-4 weeks later by other students
 3. Block scheduling
 - Three 5-week blocks
 - Two 8-week blocks
- Adjustment to academic calendar



Delayed Start: Implications and Considerations

- Priority on-campus populations
 - First time undergraduate students
 - Student-athletes
 - Graduate/professional students
 - Students in performance, lab, clinical courses
- Prioritize students who are near degree completion
- Block scheduling poses challenges to faculty, advising, and registration
- Could represent worst case scenario: delayed start + in-person + shut down



Hybrid Start

- Offer multiple classes both online and in person to reduce density on campus
- Offer menu of online/in-person courses for parents/students to select preferred delivery
- Could be useful if a phased approach to in-person classes is implemented
- Could be used to reduce class size
- End face to face classes at Thanksgiving break: complete remainder of semester on-line (this could apply to all 4 scenarios)



Hybrid: Implications and Considerations

- If faculty prepare for both in-class and online formats, this may offer the most nimble approach to switching to all online
- Sustainable model if online instruction is high quality
- In-person classes: COVID-19 infection
- Online classes: student perceptions of quality
- Loss of auxiliary revenue



Fully Online

- Improve quality of online delivery: instructional designers + faculty + students
- Remove tuition increase variance between online and in-person courses
- Challenging for lab and studio classes (accreditation concerns)
- May position university well for partnership with InStride or similar vendor to deliver courses to large companies
- Student hardware/software/internet access



Fully Online: Implications and Considerations

- Costs for software and hardware
- Loss of auxiliary revenue
- Loss of residential college experience
- Student perceptions of quality and cost
- Lack of time to move to this format - (9 month faculty)
- Create virtual LLPs to build student engagement
- May benefit most international students
- Might allow research operations to return quicker



Final Thoughts

- We should bear in mind that many students have signed fall leases
 - Many will return to campus regardless of academic calendar or course delivery modality
 - Others will incur significant expenses for off-campus housing even if they do not return to campus
- Disparate perceptions of COVID-19 risk among students, parents, staff and faculty



Looking Ahead

- Operationalization: planning for monitoring, containment and shutdown
- Shared sense of purpose
- Regardless of contingency, the University will prepare to thrive beginning now

