

## **Team Wildcat Foundational Considerations**

UK must provide an environment that overcomes the fear and anxiety that students and parents may be feeling about Covid-19 exposure. Safe campus facilities must be provided including housing, dining, classrooms, laboratories, study areas, and sports and entertainment facilities. In any event, a "readiness to return" survey should be considered for anyone (faculty, students, and staff) wishing to populate the campus. The entire UK community will need to take responsibility to maintain appropriate social distancing, wash hands, use sanitizer, disinfect surfaces, wear masks (if instructed to do so), etc.

For any scenario that includes on-campus presence of students, testing is critical. The university must be able to test all students, faculty and staff when they return to campus and frequently throughout the semester. UK must have a designated residence hall/building to quarantine students that test positive and must have contact tracers ready for rapid deployment. There must be ongoing surveillance and consistent communication. The university should unapologetically communicate expectations for any return to campus and should provide ongoing communication about the occurrences of infections. Furthermore, UK needs to establish protocols for the use and distribution of PPE; masks, soap and disinfecting supplies for all students and at a variety of locations throughout the campus. UK must also establish the "carrot and stick" mechanism for these protocols.

One particular challenging issue is how to ensure a safe environment when students, faculty and staff live in a variety of locations and have different social distancing practices away from campus. Consistent enforcement of physical distancing will be important, as will messaging of shared accountability ("we're all in this together"). Co-curricular programming on resilience and mental well-being will also be important to minimize student isolation.

Optimally, the university will offer flexibility with options for students, faculty and staff. For example, staff members that can successfully work remotely should be encouraged to continue working from home. Students can be offered the option of one person per room or two per room in a residence hall. For instruction, if the university moved to block scheduling with three 5-week sections, UK could offer both in-person and online classes. Students would have a choice which session to start and a choice of online or in-person delivery. If fall started with in-person classes and was later forced online, at least some of the classes would be complete and instructors of the later classes would have had more time to develop online materials.

Considerations outside of the university's domain should also be monitored. Regardless of whether UK returns to a reinvented normal or other schedule, up to 2/3 or more of UK students will be in Lexington in off-campus housing. UK has an opportunity and duty to work with LFUCG to address concerns about having students from all over the country come back to campus. If the campus population or the Lexington community has a more lenient approach to COVID-19 precautions, it might increase the infection rate of both populations. The availability of childcare and an operating plan if local schools do not open will also be important.

## **Team Wildcat**

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<b>President's charge</b>	<b>How do we return to in-class instruction with students living on our campus in as-close-to-normal an operation as possible?</b>
<b>Guiding Principle</b>	<b>To return to a safe and normal operation as quickly as possible that sets the institution on a course of strength.</b>
<b>Questions</b>	<b>Reinvented Campus (Normal Start)</b>
Summary	In a "normal" start, the university would return the campus to as close as possible to what it was prior to the pandemic; however, many alterations would be necessary to provide peace of mind. UK needs to develop an environment that overcomes the fear and anxiety that students and parents may be feeling about Covid-19 exposure. Campus facilities would have lower populations, including housing, dining, classrooms, laboratories, study areas, and entertainment facilities. New protocols would be implemented to best allow the entire UK community to keep themselves and each other safe. In any event, a "readiness to return" survey should be considered for anyone (faculty, students, and staff) wishing to populate the campus.
What do we need to overcome?	<p>One particular challenge is how to ensure a safe environment when students, faculty, and staff live in a variety of locations and have different social distancing practices away from campus.</p> <p>UK also needs to address the perception of students that a "normal start" means a similar experience to pre-Covid-19 academic years. UK must over communicate post-Covid-19 delivery and conditions will look like. UK's plans must be nimble to switch to an alternative format if conditions dictate such and we must be prepared to rapidly quarantine positive cases and deploy contact tracing to ensure the safety of others.</p> <p>UK has an opportunity and duty to work with LFUCG to address concerns about having students from all over the country come back to campus. If the campus population or the Lexington community has a more lax approach to Covid-19 precautions, it might increase the infection rate of both populations.</p> <p>UK needs to assist international students with immigration-VISA paperwork (if possible, if VISA are allowed).</p> <p>For laboratory classes and research, UK must reduce lab activities to ensure that shared equipment is being sanitized between each user. Research labs are secured spaces with locked doors at all times, so hand sanitizer must be made available and encouraged at the entrance to every lab. Disposable gloves should be used when using shared equipment in all labs.</p>
What are the benefits?	<p>A normal start provides the traditional, residential college experience desired by students. Done successfully and safely, UK would earn the reputation of being an innovative university which would enhance retention of students and increase enrollment. The large lecture redesign discussed below will make the university feel smaller by promoting small discussion groups and increasing the connection between faculty and students and between students and their peers. The network built and relationships that would result will have lasting benefits as students advance through their lives and careers.</p> <p>Successful accomplishment of this contingency lessens the negative financial impact created by Covid-19 closings.</p>

Questions	Reinvented Campus (Normal Start)
<p>What are the implications of delivery of service?</p>	<p>Large lectures should be redesigned to the flipped classroom model - use the best faculty to teach through online lectures and videos and supplement it with live group discussion. This will require the need for additional TAs. Other options include splitting into smaller sections would require more instructors. Some large lectures they need to be taught live, could be moved to Memorial Coliseum to ensure proper social distancing.</p> <p>Classrooms redesign would include reducing, removing, or covering seats in order to enforce social distancing and installing plexiglass dividers in appropriate areas to protect the instructors from the students in the same classrooms.</p> <p>Class schedule redesign would include classes outdoors when possible, expanding instructional hours through 9 pm and adding Saturday classes if necessary, scheduling classes at staggered times to reduce foot traffic through buildings and across campus at the same time each day.</p> <p>Campus redesign includes establishing one-way North-South and East-West walking routes when possible through campus. Large buildings should establish one entrance and one exit and separate up staircases from down staircases when possible. Public restrooms will require extra cleaning and limited number of users at a time.</p> <p>Housing redesign should include an opportunity to safely have one person per bed rather than one per room to avoid isolation. This will require providing sanitizing supplies to each suite and requiring students to wipe down surfaces including bathrooms. Thought should be given to testing all students for the antibody and matching those with the antibody to those without it as roommates to keep from giving the virus to each other (if this is scientifically proven to be a solution.) Greek housing have additional challenges due to the "community-style bathrooms" in many of their houses. At least one residence hall or floor needs to be reserved for students that are Covid-19 positive as a place to quarantine.</p> <p>Dining redesign may require the elimination of buffets and other self-service. Grab and go options, prepackaged items for purchase, pre-ordered hot meals (likely ordered through a smartphone app) and take-out should be promoted. Specific cohorts should be designated times for dining to reduce density in the dining halls. Reduced seating and single-use disposable utensils should be required to ensure proper social distancing. Plexiglass should be installed in appropriate places including cash register locations to protect staff. Food delivery will be required for any students that are in quarantine.</p> <p>Bus service will need to be addressed to ensure proper social distancing. Requiring passengers to wear a mask should be considered.</p>
<p>How is/isn't it in the best interest of students?</p>	<p>This scenario returns campus to as close to a pre-Covid-19 experience as safely possible. It allows students in-person interactions with each other and the faculty.</p> <p>May increase Covid-19 exposure risk for students at high risk for complications (co-morbidities) and may result in increased anxiety and stress among students on campus, particularly those isolated in rooms with restricted interactions. This would require increased counselling center staff and having hours at the center that students can accommodate the schedules of students needing the services.</p> <p>Thought must be given to protecting students with high-risk health conditions so they can safely participate in classes.</p>

Questions	Reinvented Campus (Normal Start)
How is/isn't it in the best interest of faculty?	<p>This scenario returns campus to as close to a pre-Covid-19 experience as safely possible. Faculty that may have been exhausted by the quick transition to online can return to more familiar teaching styles. This contingency allows students in-person interactions with each other and the faculty.</p> <p>May increase Covid-19 exposure risk especially to high-risk faculty and result in increased stress levels. Faculty may be concerned about safety if in the same rooms students.</p> <p>Thought needs to be given how to protect faculty members with high-risk health conditions so they can safely participate in classes.</p>
How is/isn't it in the best interest of staff?	<p>This scenario returns campus to as close to a pre-Covid-19 experience as safely possible. Staff who are able to successfully work remotely should continue to do so in order to reduce density on campus.</p> <p>There most likely will be a need for some staff to work staggered schedules to ensure services are available when the students need them.</p> <p>This scenario may put older staff and those with underlying conditions at risk for complications and increased anxiety of being on campus. There are also significant concerns among staff about availability of childcare and elder daycare, particularly if local schools are not in session.</p>
What should we prevent from happening?	<p>To avoid further disruption and financial impact, UK must prevent future outbreaks of Covid-19 on campus and in the hospitals. UK must be totally transparent to prevent any perception of "cover up" in the event of bad outcomes and over communicate to prevent unfounded rumors from circulating.</p> <p>UK needs to prevent the perception that a reinvented normal is only about finances. UK must emphasize its principles about preserving the mission - education, research, service and health care.</p> <p>UK must also prevent faculty, students and staff with compromised immune systems from feeling obligated to work or learn in an environment that may negatively impact their health.</p>
What opportunities does this present to us to think or operate differently?	<p>UK should continue to develop its virtual/remote capabilities both for work and for educating students. The expansion of online educational capabilities will make UK a leader in adult education and lifelong learning opportunities. It could also lead to partnership possibilities with InStride, or other industry intermediaries, working to partner with businesses with the management of their employee tuition benefit program.</p> <p>For staff, UK should develop permanent remote work policies. Enabled continued telework (or a hybrid) could reduce the need for expanded office space in some areas including off campus leases.</p> <p>UK could expand the "mini-college" or LLP model in keeping groups smaller to lesson widespread exposures. We know these are successful and this could offer us the ability to put programs in place for all students. These cohorts can live, dine, and study together and create a strong bond between students during their time at UK. At the same time, it would help to control the spread of and containment of Covid-19.</p> <p>As has been mentioned in the implication of delivery of service section above, UK can redesign many aspects of the campus and of educational delivery. These include <u>the increase use of flipped classrooms, smaller class sizes, and the use of block scheduling.</u></p>
How does it position us well?	<p>Using entrepreneurial principles to reinvent normal, UK will be seen as a leader in crisis management and educational innovation. The new practices and programs in place would position UK as the provider of safe and normal operations and set the institution on a course to thrive on the other side of this pandemic.</p>

Questions	Reinvented Campus (Normal Start)
Are there significant costs?	<p>There will be expenses related to safely and quickly returning to reinvented normal operations. The largest expense will be staffing needs related to Covid-19 testing and daily health screening, additional TAs to staff smaller class sizes, personnel to manage the LLP or mini-college programs, and increased staff at student mental health services and counseling. Other expenses include additional cleaning of facilities, providing hand sanitizer stations, and supplying PPE for students, faculty, and staff.</p> <p>If less density is chosen for student housing, there will be a decrease in auxiliary revenues and a decrease in tuition because fewer students will be able to enjoy a residential campus experience.</p>
Are there significant risks?	<p>Largest risk for this option is to the health of students, faculty and staff. If UK is unable to respond rapidly to new cases, it risks outbreaks as well as poor publicity and potential lawsuits that will follow.</p>
What else do you want/need "us" to think about?	<p>"Nobody Knows Anything" (until you test it.) The following is a list of concepts for consideration. These options could be implemented throughout the entire campus or could be implemented through specific cohorts to test their effectiveness. Once tested, the best ideas can then become the reinvented normal at UK and a model for other institutions.</p> <ol style="list-style-type: none"> <li>1. Offering a menu of options for students/parents to select; (include special "gap year" programming for students that don't want to commit to a full semester/year this time.)</li> <li>2. Consider students in "pods" (similar to LLPs), in which students live and learn together (easier to contact trace if infections occur), in which instructors come to students for class in res hall classrooms when available;</li> <li>3. Consider low residency model, with select students only on campus (e.g., first year students; or low-income students; or graduate students; or students with laboratory or studio requirements);</li> <li>4. Consider block scheduling (e.g., classes occurring every 5 - 8 weeks, with students taking 2-3 classes at a time);</li> <li>5. Consider ending Fall on campus classes after Thanksgiving, then finish the last few weeks and finals online.</li> <li>6. Consider requiring a 2-week mini quarantine at the beginning of each return to campus (students can take one online intensive class ("mini-mester") during this period of time – It could be a skills based career readiness type program or a regular full-time academic class.</li> <li>7. Consider how UK satisfies graduation requirements for internships, student teaching, etc. if other businesses/schools don't reopen.</li> <li>8. Consider how to address possible implications for accreditation in programs particularly if there is a change to instruction hours or lab designs.</li> <li>9. Consider offering student programming around isolation/mental health challenges.</li> </ol> <p>In closing, how do you motivate the entire UK community to take personal and collective responsibility? For example, relatively few students not following the social distancing guidelines could lead to significant outbreaks. To make this work it is important that everybody understands that we're all in this together. Working together as a team is critical for success. This includes faculty, staff, students, administration, the surrounding Lexington community, etc. If we are unsuccessful, we won't make it to the end of the semester without disruption. If we are successful building the team and taking responsibility, it will enhance the sense of community at UK and</p>

President's charge	<b>What if we have to delay the start of the semester? What does that look like, and how do we shift those dates?</b>
Guiding Principle	
Questions	<b>Delayed Start (includes block schedule)</b>
Summary	Simply delaying the start of the semester allows for some heightened flexibility in the case of an increase of cases in August; however, the university is also put into a poorer strategic situation if a surge occurs in September or October. The option of block schedules could be advantageous, but also adds new complications for students nearing commencement and possibly for retention, as well as for faculty to have to adapt their courses to this option. In any event, a "readiness to return" survey should be considered for anyone (faculty, students, and staff) wishing to populate the campus. With a reduced period of instruction, the survey should also ask all faculty and instructors whether they would be comfortable with condensed blocks of 5-, 8-, 12-, or 16-week options that other institutions have similarly offered.
What do we need to overcome?	<p>The major concern is uncertainty of the length of delay needed until the pandemic diminishes. We don't know when or if a second wave of infections will occur making it difficult to predict when to start on a delayed schedule.</p> <p>Adjusting course plans to a schedule that does not follow traditional academic calendar will present challenges. Is the existing registration process flexible enough to handle block scheduling? The registration system might not be able to handle Fall courses that are taught in 4-week, 8-week or other compressed periods.</p> <p>Some students may need a very specific set of classes to graduate in December. What happens if all classes that a student planned to take in the fall semester are offered in a single block? The key is to offer options so that faculty can determine which type of block schedule best suits them and their students.</p> <p>For accreditation reasons, laboratory activities typically must occur in person; therefore, these courses must be given priority for resumption of in-person campus activity. This includes lab courses and laboratory research.</p> <p>Graduate/professional students should be granted an extension of time to complete their degree due to stoppage of labwork. UK must consider if lab research can safely resume before the delayed start.</p>
What are the benefits?	<p>A delayed start would make sense if a second outbreak occurs in July or August and may allow for additional time for the epidemic curve to diminish.</p> <p>Faculty who have taught summer courses are experienced in teaching 4-week courses and 8-week courses. UK can leverage their expertise to guide faculty who have not had the benefit of experience.</p> <p>Some classes could start in August while other courses whose faculty are comfortable teaching in a condensed timeframe could opt for a shorter block. Student workload must be balanced by faculty if one course is condensed into shorter block while another is longer so as not to overwhelm students and to avoid diminishing student experience and quality.</p>

Questions	Delayed Start (includes block schedule)
What are the implications of delivery of service?	<p>A delayed start would require changing to block scheduling to allow for more nimble shifts to alternative formats. To ensure completion of courses due to a delayed start, there are multiple options for block schedules of 8 weeks or less.</p> <p>Block scheduling allows for greater flexibility in a semester of unknown length. For example, a later start followed by two 5-week blocks would allow students to return home after the Thanksgiving break. A three-week fully online "mini-semester" could occur in December.</p> <p>A two week mini-quarantine at the beginning of the semester (or any other time there is a break and people return to campus) may be appropriate.</p> <p>It is important to offer credit such as Experiential Education or an internship credit within students' degree programs to allow students the choice of independent learning near where they live with local partners. Such partners could include not only institutions of education but also private firms that can provide PPE and proper safety protocols. These are opportunities where students can gain UK credit for a local learning experience similar to "study abroad" programs but completed on a local site.</p> <p>With a delayed start, the availability of summer campus employment for students, especially international students, is important. Graduate students who have already been a teaching assistant (TA) would appreciate the opportunity to work as a digital instructor to assist faculty in setting up remote learning programming for the fall semester.</p>
How is/isn't it in the best interest of students?	<p>In-person classes are preferred by many students; if a delayed start allows for in-person classes, students may prefer this scenario.</p> <p>A delayed start allows international students additional time to complete entry-visa requirements as embassies open again.</p> <p>In-person classes would likely increase risk for students to COVID-19.</p> <p>Students will face more uncertainty regarding when they can move in to their housing arrangements.</p> <p>Changes to scheduling may prove difficult for students who need specific required courses for graduation.</p>
How is/isn't it in the best interest of faculty?	<p>A delayed start could give 9-month faculty more time to prepare online course material, assuming that UK provides the necessary digital support after employing and training graduate student TAs to help faculty.</p> <p>In-person classes would likely increase the risk of Covid-19 exposure. Additionally, faculty would have to adjust to different time frames within which to deliver instruction if courses are compressed.</p>
How is/isn't it in the best interest of staff?	<p>In-person classes would likely increase risk for staff to Covid-19; staff who are able to successfully work remotely should continue to do so in order to reduce density on campus</p> <p>Most likely will require different work schedules for some staff to ensure services are available when the students need them.</p> <p>Staff workload may be unrealistically high if all classes need to convert to block schedules over the summer period. Alternatively, the staff workload may decrease substantially during a delayed start, because few students will be on campus that require the services normally provided.</p>



Questions	Delayed Start (includes block schedule)
What should we prevent from happening?	<p>UK should minimize the compression of class schedules to the extent possible. In a delayed start contingency, if the epidemic does not slow, courses must be delivered online in compressed schedule.</p> <p>UK Public Relations needs to help "tell the story" in a timely manner to avoid unfounded rumors from circulating. Communicate regularly and be totally transparent to prevent any perception of "cover up" in the event of bad outcomes.</p> <p>UK must also prevent faculty, students and staff with compromised immune systems from feeling obligated to work or learn in an environment that may negatively impact their physical, mental, or emotional health.</p>
What opportunities does this present to us to think or operate differently?	<p>The delayed start allows for a redesign of academic calendar and greater flexibility of scheduling classes.</p> <p>There are more options for experimentation in both online and in-person formats that could have long-term positive impacts on higher education.</p>
How does it position us well?	<p>A delayed start allows for nimble shifts to alternative formats of instruction. This scenario allows faculty to essentially start from scratch, with fewer strings involved when they restructure their syllabi and courses.</p> <p>UK can be seen as a leader in crisis innovation. A delayed start can signal that UK is responsive to the concerns of the entire community and its best interests by making decisions which limit transmission of the virus. Further, this option allows for a progressive start to the semester as discussed in other sections of this document.</p>
Are there significant costs?	<p>Costs are similar to in-person; any cost savings due to a shorter semester are likely offset by reduced auxiliary revenue.</p> <p>The costs may be substantial if UK reduces course fees and tuition due to reduced length of the semester. We have set precedent for refunding/crediting auxiliary revenue for any period that we don't have "normal" instruction period.</p> <p>The university and its housing and dining partners will take a revenue hit if they can't charge housing and dining for the initial part of the semester. The cascade effect is that more UK employees may be subjected to the impacts of Low Operational Activity and/or take further cuts to pay and benefits.</p> <p>Additional expenses may be incurred in ensuring that academic advisors and the university registrar have the tools and training to handle various block scheduling arrangements and different periods of enrollment.</p>
Are there significant risks?	<p>Risks of exposure to Covid-19 remains when in-person classes are offered before there is a vaccine.</p> <p>An outbreak is a financial liability leading to potential litigation. UK may need to have a "hold harmless" waiver with all students, but could negatively impact public relations leading to distrust or fear from the student body. Students could view such a waiver as the university shifting its responsibility to take care of its most financially vulnerable population.</p> <p>With delayed start, frequent communication must be coordinated well to avoid misinformation. In the end, we must ask ourselves if a delayed start would be most beneficial. Lost time at the beginning of the semester together with an earlier end time and uncertainties of the pandemic might create the most stressful of the scenarios.</p>

Questions	Delayed Start (includes block schedule)
<p>What else do you want/need "us" to think about?</p>	<p>A significant portion of the student body already have binding lease agreements for off-campus housing for the fall semester; a delayed start would not alter the off-campus student population. Special credit-earning online programs should be considered to keep these students academically productive prior to the start of face-to-face classes.</p> <p>For on-campus housing, UK needs to clearly communicate any reimbursement (or credit) policies if the event of shorter semester.</p> <p>Consider communicating the substantial benefit of a delayed start if this scenario is chosen. For examples, the delay is necessary to acquire enough PPE for student faculty and staff to safely attend face-to-face classes.</p> <p>Consider special arrangements in advance if the teaching assistant (TA) workload increases beyond 20 hours per week to prepare for and execute a condensed schedule.</p> <p>Consider cancelling fall break to allow for more class days if the semester starts late.</p> <p>In a delayed start, we need to consider if graduate research can continue on the normal schedule. Due to less density on campus prior to the delayed start, there is a smaller chance of Covid-19 transmission as long as safety protocols are followed.</p>

President's charge	<b>What would a hybrid approach look like, in which we are online for part of the semester and in class for another part, if there is a re-emergence of the virus?</b>
Guiding Principle	
Questions	<b>Hybrid Semester</b>
Summary	<p>A hybrid model is inclusive of both online and in-person instruction, with an overall goal to return to full occupancy and instruction on-campus by the end of the semester. The model also encourages the University to implement a progressive or phased on-campus occupancy strategy in which a selected population begins on-campus instruction and residency in the fall as scheduled, while other students start the semester fully online. The online student population would be welcomed on-campus later in the fall for their move to in-person instruction and residency. Additionally, this model provides all stakeholders with the opportunity to opt into the educational modality that best fits their individual needs. However, all concerns mentioned in the normal and fully online modality would still need to be addressed: anxiety, social distancing, capacity to test, etc. In any event, a "readiness to return" survey should be considered for anyone (faculty, students, and staff) wishing to populate the campus.</p>
What do we need to overcome?	<p>Students' negative perception of online classes persists. While they extended grace given the circumstances that led to all online classes in Spring 2020, students will not rightly expect to receive a better online product moving forward. This requires faculty training and preparation time that will be especially difficult for faculty with 9-month appointments. UK needs to overcome the perception that online delivery is inferior and should be priced lower and balance this with the faculty belief that it actually takes more work to deliver quality online content. Online pricing needs to be reviewed and it is important to explain the rationale behind the variance in tuition (there is going to be one) between online and in-person classes.</p> <p>Effective communication strategy is critical to the success of this model. The institution must communicate/overcommunicate clear Covid-19-related protocols and campus/in-classroom behaviors. Additionally, communication must ease fear and anxiety held by students, parents, faculty and staff. Further communication strategies must encourage a paradigm shift in the ways in which a modified operation is viewed.</p> <p>Technology - The institution must be prepared to deploy technology for contact tracing, Covid-19 testing capacity for students, faculty and staff, and enhance quality of on-line delivery experience.</p> <p>Protocols- The university must be prepared to outline a protocol for physical distancing in the classroom, auxiliaries (Student Center, Recreation Facilities and Programming, Dining, and Housing) as well as reinforce expectations. Further, a "carrot and stick" plan must be developed for enforcing standards. The institution also needs to develop a contingency plan should health conditions change and the need to switch to a fully online modality become necessary. In addition, the university would need to identify space and protocols for students and staff that test positive for Covid-19 as well as protocol for how students continue their course instruction.</p> <p>Scheduling- with a hybrid model the institution needs to decide what courses are taught online and what courses would be offered in-person. Should the university consider block scheduling and if so does our current registration process provide the flexibility needed for potential registration changes. For example, some students may need a very specific set of classes to graduate in December. What happens if all classes that a student planned to take in the fall semester are only offered in a single block? The key is to offer options so that faculty can determine which type of block schedule best suits them and their students.</p> <p>Lab research work shifts should be considered to minimize personnel interactions and follow the Vice President for Research protocols.</p>
What are the benefits?	<p>The Hybrid model honors the announcement of an August 24th start date while providing the most flexibility for students, faculty and staff in educational modality options. In fact, the University may consider using a "menu" which allows students to select their preferred courses and delivery modality. As more students take the option of online classes, there will be less on-campus density. When done well, the Hybrid Semester will be a sustainable option for the future and UK will be seen as a trailblazer in providing quality dual educational instruction.</p> <p>Financially, this model lessens the amount of projected loss of revenue from auxiliary units compared to a fully-online contingency and the delayed start. Because so many courses are already being taken online, if UK needs to redeploy fully online courses, there will be less disruption compared to moving every class from in-person to online.</p> <p>With the campus open for in-person activity, research can return to full capacity.</p>

Questions	Hybrid Semester
What are the implications of delivery of service?	<p>A hybrid approach would require most courses to be offered both online and in-person; however, the online format could be delivered either synchronously or asynchronously. Courses could meet for a longer duration but less frequently (e.g. weekly rather than T/R or M/W/F). This is an agile approach affording the ability to pivot, while also allowing for a preservation of an on-campus student experience albeit a modified one. UK may also want to consider 8-week or shorter course schedules discussed in other contingencies for added flexibility.</p> <p>There would be a need to address the variance in tuition rates for on-line vs on campus instruction due to the false perception by students/parents that online could be less expensive to deliver since physical resources on campus are not being used as extensively.</p>
How is/isn't it in the best interest of students?	<p>This option provides the most flexibility and choice for the students. For those that choose online course delivery, it provides the most certainty of instruction and is a benefit for international students who may not be able to obtain an entry visa in time for an August 24th arrival.</p> <p>This option can be perceived as a disruption to the academic calendar; however, it does fulfill students' desire to have some in-person activities.</p> <p>Potential exposure to the Covid-19 virus is not minimized to the same extent a fully online modality does.</p>
How is/isn't it in the best interest of faculty?	<p>Faculty who prefer to teach online (including some who wish to reduce risk of exposure to Covid-19) could contribute significantly in this scenario. It does, however, place a greater burden on faculty to adjust to two different modes of instruction.</p> <p>In-person classes would likely increase risk of Covid-19 exposure for faculty.</p>
How is/isn't it in the best interest of staff?	<p>This scenario should be safer for staff than the normal start or the delay start scenarios. Staff who are able to successfully work remotely should continue to do so in order to reduce density on campus.</p> <p>There most likely will be a need for some staff to work different schedules to ensure services are available when the students need them.</p> <p>This scenario may put older staff and those with underlying conditions at risk for complications and increased anxiety of being on campus. There are also significant concerns among staff about availability of childcare especially if local schools are not in session.</p>
What should we prevent from happening?	<p>UK should work to avoid multiple starts and stops. Online courses would not be disrupted; however, if circumstances dictate a return to fully online would be required.</p> <p>UK Public Relations needs to "tell the story" in a timely manner to avoid unfounded rumors from circulating. Communicate regularly and be totally transparent to prevent any perception of "cover up" in the event of bad outcomes.</p> <p>UK must also prevent faculty, students and staff with compromised immune systems from feeling obligated to work or learn in an environment that may negatively impact their health needs or concerns.</p>
What opportunities does this present to us to think of or operate differently?	<p>As this is a hybrid, it presents the same opportunities of Normal Start and Fully Online and provides an opportunity to enhance the quality of online and in-person instruction and services.</p> <p>If UK elects to use a "menu" approach, it gives students choices and flexibility while empowering students with the responsibility of determining their education delivery method.</p> <p>The hybrid approach presents an opportunity for UK to develop stronger relationships with its local external partners as they work together in keeping the campus community safe and healthy.</p>

Questions	Hybrid Semester
How does it position us well?	<p>The hybrid approach allows for nimble shifts to alternative formats with the potential of allowing different departments and colleges to customize their response.</p> <p>UK can be seen as a leader in crisis innovation and educational innovation.</p>
Are there significant costs?	<p>The costs are duplicative as it requires implementation of both normal start and fully online protocols. However much of the hardware expense for students has been achieved in Spring 2020, and first year students will be equipped with an iPad.</p> <p>There will be added costs in technology to ensure high quality online instruction, including new software and hardware. Furthermore, because of the in-person instruction, there will be the need for adequate testing and other safety protocols for students, faculty and staff on-campus.</p> <p>There will be a loss of auxiliary revenue and the services auxiliaries provide with that revenue from students who are not on-campus and engaging in online services.</p>
Are there significant risks?	<p>The most significant risk for this option is the health of students, faculty and staff; if UK is unable to respond rapidly to new cases, then it risks outbreaks and poor public health.</p> <p>If UK empowers students to make their own decisions (giving the "menu" option) it may mitigate legal liability.</p> <p>There is a significant risk in disrupting the student experience if students must move to a completely on-line modality mid-semester. A mid-semester change would also place faculty in a difficult position to switch classes that they have prepared for in-class instruction to online.</p> <p>It may be difficult (or at least time consuming) for the institution to project the demand for each modality.</p>
What else do you want/need "us" to think about?	<p>The institution should evaluate the tuition variance between taking online courses vs. in person instruction. Anecdotally, student perception is that online instruction should cost less and faculty believes that online instruction requires more work and should cost more. How can pricing be structured to meet the needs of both stakeholders or at least help each stakeholder understand the concerns of the other?</p> <p>A University happens in community and must continue to do so...perhaps through virtual LLPs. Consider creating a transition curriculum that helps students prepare all aspects of returning to campus (and potentially leaving campus again).</p> <p>Consider prioritization and qualifiers like urgency of on-campus activities for students to complete degree requirements (at all levels: undergraduate or graduate/professional student). Directors of Graduate Studies or Directors of Undergraduate Studies could make this determination case-by-case and inform the colleges so appropriate administrative personnel can evaluate how many people are on campus each week and to help contact trace. Graduate and professional students who need to complete in-person lab activities (in accordance with laboratory regulations) would find this option helpful provided there is a robust mechanism in place to ensure laboratory safety and to report PI abuses. Seniors with final projects that must be done in-person should be able to request campus access as needed.</p> <p>Consider setting aside a residence hall for students who may test positive for Covid-19.</p>

President's charge	What if events make a fully online approach to instruction necessary again? How would that transition take place, and what do we do with a campus that is already open?
Guiding Principle	
Questions	Fully Online
Summary	Going fully online for our programs in the Fall semester has the greatest potential to mitigate the health risks for our university community, but will likely lead to low enrollment and retention of students. In addition, this path puts our staff at risk of further Low Operational Activity effects and more reductions in force. It 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. While there are advantages for this option, it should be prevented unless entirely necessary.
What do we need to overcome?	<p>Students' negative perception of online classes persists. While students were forgiving given the circumstances that led to all online classes in Spring 2020, students expect to receive a better online product moving forward. Online instruction is not perfect, nor is it necessarily inferior to face-to-face instruction. Each type of delivery has its own strengths and weaknesses. UK needs to overcome the perception that online delivery is inferior and should be priced lower and balance this with the faculty's belief that it is actually more work to deliver quality online content. Online pricing needs to be reviewed and it is important to explain the rationale behind any variation in tuition between online and in-person classes.</p> <p>Nine-month faculty may not have enough time to develop their fall online classes. Further, right now access to campus facilities to use the Media Depot, lightboard, video rooms and editing setups is restricted. The longer it takes to reopen campus to faculty and staff, the less time there will be to use these facilities before classes start.</p> <p>It is more challenging for the university to serve the community without a student presence on campus.</p> <p>Proctoring online exams and quizzes can be challenging. Respondus (or other software-only solutions) is cheaper but puts a significant portion of the burden on the faculty teaching the course. It only catches cheating and documents cheating. ProctorU (or other live proctor solutions) is more expensive, but it proctors the exam rather than leaving that to the instructor. It will redirect a student away from a cheating activity rather than simply document it.</p> <p>One of the challenges of online delivery is retention of the material especially when students wait until the last minute to do their work. Having higher frequency activities or assignments may help with maintaining a more consistent effort and provide better learning outcomes.</p> <p>Many courses would need approval for online delivery from the University Senate. The normal process for this takes quite a while, so there would need to be another blanket, one-time approval for all courses to be delivered online in the fall.</p> <p>All students need to have adequate internet connections and computers with a camera, microphone and speaker. UK must ensure that all graduate/professional students are able to remotely access their work computers. There should be weekly workshops on how research can continue remotely, in more creative ways such as shifting to acquiring data online.</p>
What are the benefits?	<p>In a world with rapid, unpredictable changes, this option provides the most certainty. With no face-to-face classes, there would be no need for the disruption associated with changing delivery styles mid-semester. Once a decision is made on this option, UK would not need to consider as many contingency plans and focus time and resources toward this plan. Given the relative certainty, it would make it easier for students to stay on time for targeted graduation date.</p> <p>Since this option has the fewest people on campus, this scenario might make it easier for some parts of campus (e.g., research and staff) to return to campus and resume more normal operations with a lesser chance of Covid-19 exposure. It also has the lowest risk of UK-related Covid-19 spread for students that would otherwise live on campus.</p> <p>Using the technology and tools required for online learning, this option might best prepare students for the digital workplace of the future.</p>

Questions	Fully Online
What are the implications of delivery of service?	<p>Quality must improve: Many students (and parents) feel that they provided much grace related to "quality" of online delivery this Spring. Expectations will shift for online semester with months to plan. Instructors must find a safe way to schedule Media Depot, video, and training time to deliver students an online experience that is fresh for the fall semester.</p> <p>Faculty need the assistance of instructional designers to better deliver material in an online format. Online courses should also involve more Zoom-type, small discussion groups to give students the opportunity to interact live with peers and instructors/TAs. Breakout rooms in Zoom allow faculty to have students work in smaller groups; use of these utilities must be encouraged.</p>
How is/isn't it in the best interest of students?	<p>This is the one alternative that we could announce well in advance that wouldn't need to change if Covid-19 worsened in the fall. The other alternatives are all susceptible to changes to alternative deliveries either shortly before the semester starts or during the semester. There is more certainty of delivery and less potential disruption if we choose online. Consequently, this approach would allow students to stay on track for targeted graduation date.</p> <p>Many students are eager to get back to campus which is not possible in this scenario.</p> <p>Students that have TA roles are part student and part employee. The employee part would likely mean that they would be part of the campus presence even though other students will not be back on campus.</p>
How is/isn't it in the best interest of faculty?	<p>Nine-month faculty will have a particularly difficult time preparing robust and vibrant online content within their nine-month window. Additionally, faculty will need to adapt to teaching to a camera rather than a classroom and learn some additional software. They are already worn out after the move to online this spring.</p> <p>This option probably has the highest workload for the faculty. Much of this type of work would be new to the faculty.</p>
How is/isn't it in the best interest of staff?	<p>Many staff will experience economic hardship due to the lack of need for in-person student services, limited need for custodial services, housing, dining and other auxiliaries.</p> <p>This option might provide the most opportunities to work from home or work different hours.</p>
What should we prevent from happening?	<p>UK should prevent a fully-online semester unless there is no other feasible option.</p> <p>UK should not let others write the narrative for this option. While it might not be the option that is preferred, there are still plenty of benefits. Even before coronavirus many businesses used Zoom (or similar) extensively. Business people regularly have meetings, give presentations, negotiate, and more online. After Covid-19 has passed, there will be more use of these tools than before the crisis. UK is a good, safe place to learn how to use these tools effectively. This option might be the best way to prepare them for the digital workplace of the future.</p> <p>UK Public Relations will need to "tell the story" in a timely manner to avoid unfounded rumors from circulating. Communicate regularly and be totally transparent to prevent any perception of "cover up" in the event of bad outcomes.</p>

Questions	Fully Online
<p>What opportunities does this present to us to think of operating differently?</p>	<p>Offering a fully online fall semester opens a strategy whereby UK emerges from the crises in a leadership position in online undergraduate degree delivery.</p> <p>UK needs to move people away from thinking that online instruction means simply replicating a face-to-face course online. The simplest example is that an asynchro course with video instruction should not have 50 or 75 minute videos just because the typical face-to-face class is 50 or 75 minutes long. Videos should be shorter, topic videos generally lasting 8 to 12 minutes.</p> <p>UK could use students to help with some aspects of online delivery. This could be valuable experience for students in instructional design, video production and editing etc. With the experiences that these students get in helping out, they could get paid, develop skills and experience that would make them highly valued in the post COVID-19 world.</p> <p>Create virtual LLPs for all students so they have social interaction with peers with similar interests.</p> <p>Reimagine what student activities look like. This generation already connects digitally with each other frequently and comfortably. We should find ways to have new digital activities that are fun and engaging networking opportunities.</p>
<p>How does it position us well?</p>	<p>Going online positions UK as a leader in online course delivery for the future and reinvents/enhances a revenue stream (UK Online) by expanding the UK community globally.</p> <p>Going online puts UK in position to be a valuable partner with InStride (or similar online course delivery company) to deliver courses to employees of large companies utilizing their tuition reimbursement employee benefit.</p> <p>If UK becomes an online delivery leader, we may attract students from other universities that are not happy with the course delivery they are receiving. We would also need to make transferring credits easy for this to be an opportunity.</p>
<p>Are there significant costs?</p>	<p>In the event that mandatory student fees are reduced/eliminated, how do areas that depend on those fees continue to serve students once students return to campus for a traditional residential experience?</p> <p>Some auxiliary services will not be needed. All revenue generated by students to the local economy will be lost.</p> <p>If all classes are online, all tuition would be charged at the resident tuition rate. UK will need to incur costs to add instructional designers and expand production facilities. There will also be increased costs to pay for additional software like Camtasia, etc.</p>
<p>Are there significant risks?</p>	<p>Risk of Covid-19 infection of faculty, staff, students remains; however risk related to on-campus interaction is drastically reduced.</p> <p>Once students leave campus for an entire semester, there is risk of them not returning.</p>



Questions	Fully Online
<p>What else do you want/need "us" to think about?</p>	<p>Will there be sufficient testing available to afford certain student populations that must operate in community to do so on-campus (fine arts ensembles, athletics to research teams, etc.)? Can UK use its extension offices in each county as technology hubs (wi-fi, hardware check-out/check-in, help desk, etc).</p> <p>A large portion of the student body already have signed lease agreements in off-campus housing; therefore, a delayed start would not alter the off-campus student population. Special, credit-earning online programs should be considered to keep these students busy and to help prevent large student groups congregating through Lexington.</p> <p>Create virtual LLPs for all students so they have social interaction with peers with similar interests.</p> <p>International students have some special challenges or benefits depending on their home country/situation. International students that have trouble getting entry by the beginning of the fall semester could still take their courses. In some international locations, quality internet connections may be difficult to obtain. Some countries may not allow students to take US online classes or restrict internet or proctoring services.</p> <p>Consider the threat of many students taking a gap year as an opportunity to develop robust "gap year" programming (credit bearing, experiential) to engage hesitant first-year UK students and a selling tool to recruit new students leaning toward attending other universities in 2021. This could include courses that would help students be better prepared for college, getting a couple core courses under their belt, or gaining valuable career readiness skills.</p>