

A photograph of the University of Kentucky campus during autumn. The scene features several historic brick buildings with white architectural details. In the foreground, a large tree with vibrant orange and yellow leaves stands prominently. To the right, a white building with a tall, ornate steeple is visible. The background shows a mix of older and newer structures, including a modern building with a glass facade. The sky is a clear, pale blue.

UNIVERSITY OF KENTUCKY

UK'S PLAYBOOK FOR REINVENTED OPERATIONS

FALL 2020

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JUNE 16, 2020

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LETTER FROM PRESIDENT CAPILOUTO

Throughout our history, we have met challenges with a sense of resolve and tenacity – always mindful that our mission could meet any moment of adversity.

More than a century ago, faced with a flu pandemic, those who came before us converted an armory into an infirmary, serving 400 patients in dire need. When we were called to help and heal, we answered.

Nearly nine decades ago, in the midst of The Great Depression, some publicly opined that our university would close its doors within the month. Though we faced dire financial straits, we persevered.

Over the passage of tumultuous times, we always have met challenges in ways that, ultimately, positioned our community to emerge stronger and to continue honoring our mission as Kentucky's university. Today, we are being asked again to meet the moment. We are tasked with finding a way to thrive in the midst of trials unlike any most of us have ever experienced.

A pandemic has afflicted millions and disrupted daily life in ways we never imagined possible. At the same time, our country is facing a crisis of conscience in confronting the systemic effects of racism throughout our society.

In the pages that follow, we offer a playbook for how we will move forward.

We are responding with a collective commitment to reinvent ourselves – fortified by our historic and vital missions of education, research, service and care and committed to creating new foundations. We will emerge stronger, nimbler and even more dedicated to serving our state and our world.

We know, too, that a sense of safety can't only be safety from physical illness. It must include a community safe from the destructiveness of hate and the overt and pernicious impact of racism. We can't eliminate risk. But we can minimize it. And we can't eliminate prejudice, but we can work together toward truly being a community of acceptance.

Guided by science and decades of practice in clinical care and public health, we can take comprehensive, common-sense steps to protect community health. That will mean, in some cases, changing old habits and thinking of different ways to accomplish long-standing goals. And, even as we take these steps, we must ensure that, in physical distancing to protect our health, we find ways to draw closer together as a community, united in common purpose toward a greater sense of understanding around shared values.

We can do this.

As poet and UK faculty member, Frank X Walker, has said of this place, "there is no vaccination against ignorance, but there is us. There is this university."

In the pages that follow, we put our marker in the ground for how we will meet the moment once again.

Elie Capiluto



GUIDING PRINCIPLES

- We will plan for reinvented operations on the first day of classes that includes resuming residential living on our campus.
- We will, in everything that we do, work to ensure the health, safety and well-being of everyone in our community.
- We will incorporate all mission-critical areas into our overall plan. UK HealthCare and UK Research are working through detailed restart plans. UK 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.



OUR PROCESS

This playbook for a reinvented and reimagined campus opening this fall is the culmination of the work of more than 500 people across our campus over the course of more than three months. In an important sense, it underscores the deep commitment of an entire campus – a campus community committed to the mission of the University of Kentucky to educate, to serve, to conduct research and to provide care.

A global pandemic disrupted daily life for all of us. But it never altered our mission or our ambitions. This playbook provides the broad outlines for how this community is positioning UK to thrive again in a new environment. As such, we understand that old ways of doing things will yield to new techniques and plans, new policies and approaches, as part of a comprehensive effort to keep our community safe and well.

To that end, our process has been designed to maximize campus input, a sense of transparency throughout and a commitment to ongoing communication with and feedback from our campus community.

Highlights of that process include:

- Nineteen workstreams have been meeting since March to address issues related to COVID-19. Members and teams have been added and created over time to ensure a comprehensive response to this unprecedented crisis.
- In April, three teams – comprised of faculty, staff and students – met daily for two weeks to develop broad plans around a continuum of contingencies for reopening this fall.
- Those plans were refined into the first status report, which was sent to the campus on May 21. The campus then provided more than 4,600 responses to a survey about the status report, offering valuable feedback for how to continue to refine our planning.
- A second status report was released on May 29, and another nearly 2,000 responses were offered by the campus.
- Feedback from the survey was collected and incorporated by workstreams into another revision of the status report.
- The University of Kentucky's Playbook for Reinvented Operations was released on June 16.
- The workstreams will now develop implementation and operational plans around the campus restart playbook.
- Other critical areas – UK HealthCare, UK Research and UK Athletics – have been developing phased restart plans as well that are at different points in their respective implementation timelines. Summaries of those phased processes are detailed in this Playbook and are integrated into the overall campus plan.
- The appendix provides more details about each of the workstream reports.

uky.edu/fall2020

REMOTE LEARNING AS A CONTINGENCY

We plan to return to campus for the fall 2020 semester, offering the residential educational experience that distinguishes the University of Kentucky. This restart plan for the academic campus, for reinvented and safe operations, has been the primary focus of our efforts and energies.

At the same time, we are preparing a backup plan – for fully online or remote learning – that would be utilized in the event that COVID-19 spikes in a way that forces changes in federal and state guidance to keep our community safe. The 19 workstreams have developed operational reports, which were provided to the campus for feedback alongside the reinvented operations scenario in May. Those contingency plans are available if needed; however, our primary focus is on reinvented operations.

As such, the following report – and the workstream recommendations detailed in the appendix – focus on in-person course delivery and a residential student experience.



QUICK FACTS

EMPLOYEES

will begin to return in a
phased approach

MID-TO-LATE JULY

AUGUST

17

students will begin
in-person classes

**IN-PERSON
INSTRUCTION**

will conclude at

**THANKSGIVING
BREAK**

- Undergraduate students will begin classes on August 17 (some graduate health and professional programs operate on a different calendar; students should contact their programs for more information).
- The academic calendar will not include fall break and will include in-class instruction and campus operations on Labor Day. Final examinations will be administered remotely after Thanksgiving break.
- Individuals in at-risk groups, or those who are living with an individual or individuals with higher risk, will work with their supervisors, directors or unit heads—in consultation with Human Resources and the Office of Institutional Equity and Equal Opportunity—on potential alternatives or strategies to reduce risk and exposure. Similarly, students considered at higher risk can work with Student and Academic Life and the Disability Resource Center for alternative learning options to mitigate risk.
- All faculty, staff and students must self-assess for symptoms daily. An updated list of symptoms based on Centers for Disease Control and Prevention (CDC) recommendations will be communicated to campus and be posted on campus signage. A technology-based application will be made available for daily symptom checks and assessment.
- Students will receive a START kit with appropriate information, instructions and personal protective equipment (PPE).
- Masks will be required unless individuals are alone in a room, eating, drinking, or exercising or when it interferes with required curricular activities.
- A committee is being formed to examine potential issues with respect to masks and other requirements to ensure they are enforced equitably and fairly.
- Social distancing practices will be required. Specifically, individuals should be at least six feet apart unless required by specific curricular activities.
- Specific plans for individual classrooms and common areas will be developed based on area limitations and options. Occupancy in rooms will be guided by overall room capacity.
- For classes where in-person learning is required (e.g., laboratory sciences), the university may expand hours of operation to accommodate smaller class sizes.
- Enhanced sanitation of the environment will be conducted, and adequate hand sanitizer will be provided. Plans for regular disinfection of frequently touched surfaces and common areas will be implemented.
- Dining halls will operate with modifications that include transition of self-serve food options to served food options and pre-packaged options. Seating in key dining areas will be significantly reduced and adjusted to comply with recommendations from the CDC and UK's START team.
- Room assignments in residence halls may change to ensure UK meets appropriate CDC and UK's START team's guidelines. The university will contact students should any changes occur.

REINVENTING *safe and healthy* OPERATIONS



START (SCREENING, TESTING AND TRACING TO ACCELERATE RESTART AND TRANSITION) TEAM

An interdisciplinary group of UK HealthCare physicians and clinical and research leaders at the University of Kentucky—the START team—has been meeting for several months to examine the health and safety issues related to reinvented and safe operations for our campus this fall.

The team was formed to develop strategies to ensure a safe and healthy return to reinvented operations. In addition, the team will advise on optimal hygiene practices that prevent the transmission of COVID-19 within the UK community.

Because this is an ongoing and evolving situation that will require constant evaluation, the START team will continue to analyze, evaluate and advise the Emergency Operations Center (EOC) as evidence changes, treatments emerge and strategies evolve.

The START team was asked to address these high-level questions:

1. How do we return to a residential experience with a mix of face-to-face and online instruction within reinvented operations, fully prepared to prevent, detect, manage, treat and contain COVID-19?
2. In reinvented operations, how do we make possible learning, healing and service for our entire community, including those who are at most at risk for serious illness related to COVID-19?

One of the pillars of UK's plans for reopening and reinventing operations this fall will be the plans and processes established for testing, screening, contact tracing and quarantining if members of our community contract the virus. To that end, the following outlines initial guidelines for each of those areas that will be developed into operational plans by the appropriate workstreams.

SCREENING

The overlying principle is reduction and/or containment of new infections, especially in areas where group spread may lead to new infections or superspreading. Although many infected individuals are asymptomatic, symptoms occur in a majority of those infected, and immediate containment is critical. CDC recommendations and emerging data underscore the importance of daily symptom checks.

To best optimize effective screening, the following guidelines are recommended:

- Students will receive a START kit with appropriate information, instructions and PPE.
 - All faculty, staff and students must do a daily self-assessment for possible symptoms. An updated list of symptoms based on CDC recommendations will be available and posted on campus signage and distributed through other campus communication. Signage with instructions and resources for campus visitors also will be prominently displayed with instructions about how to complete the self-assessment prior to engaging in university business.
 - UK will provide and require a technology-based application for daily symptom checks and self-attestation.
- Checks for verification, compliance and guidance related to health and safety may occur at key stations throughout the campus, as well as in designated prioritized areas. The distribution and number of these wellness stations will be modified in alignment with emerging evidence and data.
 - Key wellness stations will provide educational materials and maintain a supply of PPE as needed and as available (face masks, disinfectant, etc.). Additional assessments may occur at these stations as evidence and technology evolves.
 - Anyone with a positive screen (one or more symptoms) will be instructed to not enter any campus buildings and should contact a health care provider or University Health Service for instructions on viral testing, appropriate quarantine and care.



TESTING

Viral testing for COVID-19 is one of the best and most efficient ways to reduce the number of new infections and the percentage of spread, especially to high-risk individuals. Moreover, transmission of COVID-19 by asymptomatic carriers is a significant issue, and studies have shown that a high percentage of younger people are asymptomatic. Yet, they are still capable of spreading the virus to others over a long period of time.

The high sensitivity and specificity of PCR-based (polymerase chain reaction) viral testing makes it useful for “ruling out” infection—even in areas with low prevalence rates. To optimize testing, the following guidelines will be implemented as UK returns this fall:

- Viral testing will be conducted on all individuals with symptoms or for those exposed to COVID-19-infected individuals.
- To reduce the level of asymptomatic spread leading to new infections, initial viral testing for students will be conducted prior to or during the first week of returning to campus, with timing and specifics dependent on emerging evidence and data.
- Additional viral testing should be encouraged and available for all faculty and staff, particularly among individuals in selected groups and prioritized areas where social distancing is more challenging (e.g. individuals with high-risk exposure including recent contact with an infected individual).
- Antibody (serological) testing is not required but may be considered for anyone undergoing viral testing. Specific recommendations may be made as more evidence emerges on its usefulness.
- Retesting is recommended in selected groups in prioritized areas in which social distancing is challenging (timing and selection of groups and/or randomization will be based on best available evidence).
- Infection rates will be monitored on campus and in the community, and additional randomized testing may be implemented to further reduce new infections and spread.
- Monitoring with testing of pooled samples or wastewater will be considered pending validation, emerging evidence and reliable data.



ISOLATION, PERSONAL PROTECTIVE EQUIPMENT (PPE) AND SOCIAL DISTANCING

A guiding principle for reducing viral infection includes efforts to reduce the distance the virus can travel through the air (e.g., masks), as well as actual social distancing or isolation of infected individuals. In other words, we need to reduce as much as possible the accessibility of the virus to other individuals.

Challenges clearly exist in reaching this goal. Options need to be considered for areas, dependent on the density of people in a particular area (classrooms, hallways, etc.), areas with poor ventilation and areas with congested entrances and exits. Although guidelines discuss basic principles such as distancing by greater than six feet, modifications will be required for specific facilities and activities with specific curriculum requirements. To decrease viral accessibility to other individuals, the following guidelines are recommended:

- Masks will be required unless individuals are alone in a room, eating, drinking or exercising or when it interferes with required curricular activities.
- Social distancing practices will be utilized. Specifically, individuals should be at least six feet apart unless required by specific curricular requirements and activities.
- Plans to promote individual practices that reduce transmission (e.g., hand washing, cough and sneeze etiquette, touching of face, etc.) will be advanced.
- Specific plans for individual rooms, halls and areas will be developed based on area limitations and options. Occupancy in rooms should to be guided by overall room capacity.
- Classes where in-person learning is required (i.e., laboratory sciences, etc.), will consider expanding hours of operation for smaller class sizes.
- Any queueing areas will have floor signage to indicate where to stand to promote social distancing.
- Elevators will limit capacity in accordance with recommendations from CDC- or state-issued guidelines. Signage will be utilized to promote social distancing.
- Physical health protection barriers will be utilized to reduce aerosolization spread, where appropriate (e.g., plexiglass or clear plastic sneeze guards at reception areas, food services and other areas with a high frequency of face-to-face contact).
- Appropriate instructions and information signage will be in place at all appropriate locations.
- Tele-options or remote work options for key services will remain in place when possible.
- Transportation will be monitored and modified related to frequency and occupancy to assure proper social distancing.
- Enhanced sanitation of the environment will be conducted, and adequate hand sanitizer will be provided (e.g., alcohol-based hand rubs or handwashing with soap and water, plans for regular disinfection of frequently touched surfaces and common areas).

CONTACT TRACING AND QUARANTINE

Contact tracing is a means to identify newly infected individuals early by finding those at high risk because of a significant contact with a proven infected person. To effectively implement contact tracing, UK will:

- Initiate contact tracing for incident cases (positive PCR-based viral testing) in faculty, students and staff.
- Implement a hybrid approach that combines “in-person” contact tracing with digital technology implemented as appropriate, based on emerging technology and data.
- Partner where possible with state and other local and national partnerships to best collect, assess and contact individuals that are exposed to infected people.
- Develop an educational program for the campus community to train and certify individuals to initiate contact tracing, using established protocols for reporting.
- Create and implement plans for a digital approach to assist contact tracing efforts, which will be assessed as data and technology emerges.
- Outline safeguards to ensure consent is obtained and confidentially provided for those involved in contact tracing.
- Develop a process for ensuring that exposed individuals – as indicated by contact tracing – are assessed by a health care provider and that testing and quarantining are considered based on the details of the interaction and current evidence.
- Ensure that facilities are available to accommodate people requiring isolation who do not have opportunities for appropriate isolation off campus.
- Assess and monitor mental health needs during any form of isolation.
- Continue with guidelines requiring that community members testing positive should self-isolate until at least 14 days have passed from their initial symptom onset date and they have been fever-free for three days with improvement in their respiratory symptoms.
- Continue to monitor and understand (a) background coronavirus infection rates at UK and (b) asymptomatic transmission to allow interruption of undetected transmission chains.

■ WHEN ARE EMPLOYEES AND STUDENTS GOING TO RETURN?

EMPLOYEES WILL BEGIN TO RETURN IN A PHASED APPROACH IN MID-TO-LATE JULY

Many UK operations will be performed differently to reduce the risk of COVID-19 transmission. These changes are designed to minimize on-site and in-person interactions, even as we provide a vibrant, residential experience for our students and continue to fulfill our missions of education, research, service and care. Staff and faculty have demonstrated how, for certain positions, much of the University's work can be accomplished remotely in the short-term. Against that backdrop, the university is developing an intentional process to identify which positions are critical to on-site operations to achieve a signature residential experience for students when they return in the fall.

Decisions to return positions to on-site work will be approved by unit supervisors, in consultation with senior administration. Additionally, we will continuously strive to sustain a productive and positive remote work experience as part of this new norm. Colleges and units will develop and

submit plans to address their distinctive needs and adhere to health and safety guidelines, with consideration for team members in high-risk populations. Plans will be approved at the dean/vice president level.

A communication strategy will be vital to providing employees with ample notice of a return to on-site operations and health and safety guidelines. Supervisors also will receive regular communication with tools to make decisions and to support both on-site and remote team members.

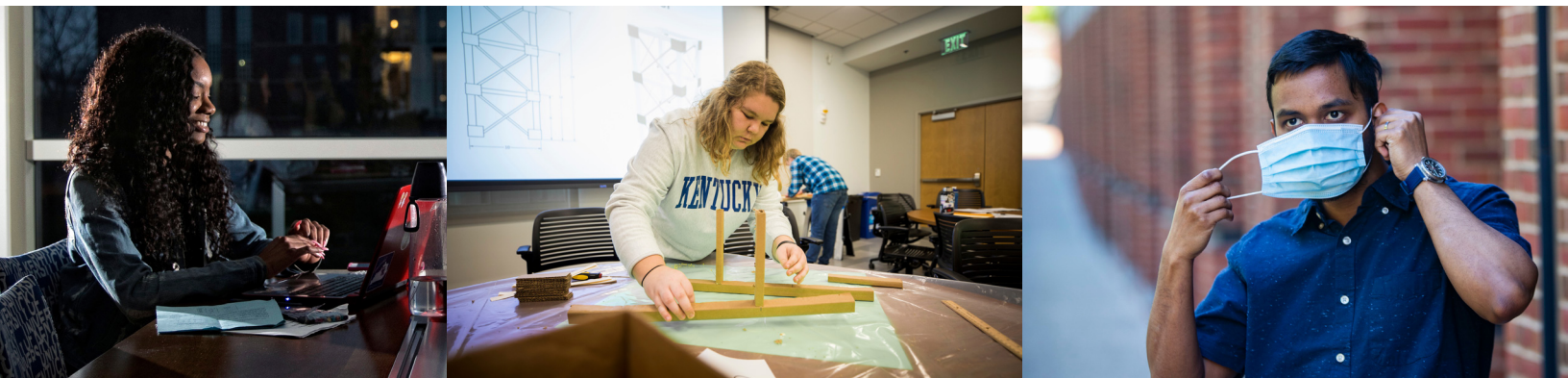


STUDENTS WILL BEGIN IN-PERSON CLASSES ON AUGUST 17

Students come first at the University of Kentucky. We will ensure they continue to experience the transformative curricular and co-curricular education that distinguishes UK by focusing on five broad areas of student success: learning; well-being; equity and access; community and belonging; and community-building through messaging.

- We will promote a learning environment to complement faculty and graduate teaching assistants through dual-mode service provision.
- We will communicate routinely with students their rights and employees their responsibilities pertaining to confidentiality and privacy laws. (HIPAA, FERPA, etc.).
- We will support an environment of accountability by requiring self-assessment and attestation for potential symptoms; proper care and assessment for symptoms; and proper isolation.
- We will support the well-being of our students through a holistic needs assessment and the delivery of support for both in-person and online and via teleservice.
- In everything we do, we will provide a high-quality college experience while maintaining the safety of our vulnerable students, as we continually work to address systemic racial health disparities that exist within our campus community.
- The university will instill within our students a sense of community while remaining physically distant, in accordance with CDC guidelines, in addition to providing a residential experience that establishes belonging and support for our students.
- As we work to build community, we will cultivate distinct experiences for undergraduate, graduate and professional students, as well as international students, through targeted communication. We will recommend expanding existing programs and processes to offer high-impact experiences to students, as well as explore existing and new opportunities related to mentorship, coaching and personal connections between the student community and faculty, staff and peer leaders.

Although the reinvented semester may allow for a greater number of variables that could impact the implementation of services and initiatives, this plan provides the foundation for success through flexibility in operations and focus on the identity development of our students.



ACADEMIC INSTRUCTION

Priority 1: Support Safe, Flexible Instruction in a Shifting Landscape

Providing effective, engaging instruction during a reinvented semester is a commitment to dual goals: providing students with opportunities for meeting learning objectives (some of which must be in person), while also accommodating the health and safety needs of the UK community. Courses also require extensive communication between instructors and students to provide support and to clarify expectations, goals, modalities and opportunities for interaction.

Supporting instructors as they design and deliver courses that meet these goals and engage students in multiple modes of instruction (with the possibility of sudden shifts) requires detailed, discipline-specific analysis of needs. The complex work of accounting for these demands at the program and course level will be entrusted to experts in the colleges and departments, whom the university will support with robust collaborations to provide timely, flexible, research-based approaches to effective, equitable teaching.

Priority 2: Facilitate Dynamic Experiential Learning Across Disciplines

In the case of in-person experiences in clinical, experiential, studio and laboratory courses, learning is not just a process of knowing but also of doing: the manipulation of materials, the movement of bodies, the experience of phenomena, the embeddedness of professional practice and the interaction with communities. These courses also carry weight in professional accreditation and licensure and, thus, require special attention to contact hours, demonstrated skills, performance, live critique and other requirements. We must attend to the unique challenge of facilitating these learning experiences in ways that accommodate safety measures.

Given the range of instructional challenges, the most crucial planning for experiential learning draws from expertise in the colleges and departments, with strategic support and partnerships in the academic support units. Colleges will receive clear logistical guidance and support to account for safety measures and space/seating allocation, as well as any additional guidelines provided by the START team.

Priority 3: Promote Meaningful Instructor and Student Interactions

Some of the most impactful experiences of college involve instructors and peers propelling students' growth. This is especially critical for graduate students balancing coursework, research, teaching and other tasks. Just as in-class instruction must follow safety measures, so too will these extended interactions require support and flexibility to ensure safety while meeting program expectations. UK will expand its teaching and learning infrastructure to support office hours conversations, small group collaborations, access to research materials, test taking and other learning activities.

Collaborative technologies will enhance these interactions, even when they have to be conducted remotely, and they also must account for the uneven field of digital access. Academic and student support areas such as UK Libraries, tutoring and coaching, counseling and the Disability Resource Center, among others, represent critical partnerships in making space—both literally and figuratively—for student connections and belonging.

LIVING

UK Housing is committed to providing a transformative residential education. Inherent to this goal is the commitment to provide continuity in student support and to ensure health and well-being. Thus, in everything we do, we will prioritize health and safety within UK's residence halls in alignment with CDC and UK's START team's guidelines. Safety measures include a robust communication plan and a commitment to working with students to ensure their understanding of and adherence to policies.

- Safety measures will emphasize social distancing and promote a clean environment.
- To that end, the university will extend move-in days to meet social distancing guidelines and residence hall staff will receive ongoing education and communication regarding state and CDC health and safety guidelines. Students will be contacted regarding move-in schedules and processes.
- Additionally, signage located throughout the facilities will communicate health and safety protocols.
- Students will receive a START kit with appropriate information, instructions and PPE. These kits will be available to students living off campus as well.
- Housing assignments will align with health and safety protocols in terms of room capacity.
- Common areas will remain open where possible to allow for student engagement and community building.
- The university will implement and enforce visitation policies consistent with health and safety protocols.
- Room assignments in residence halls may change to ensure UK meets appropriate CDC and UK's START team's guidelines. The university will contact students should any changes occur.
- For Greek housing, the university will work with house corps to be consistent with health and safety protocols.



EATING

Our goal is to provide excellent food and service in UK Dining, while practicing appropriate health and safety protocols in a clean, sanitized environment. Both residential facilities will operate in alignment with CDC and state guidelines, allowing restaurants to open with reduced seating capacities.

Our efforts will cover the primary responsibilities of UK Dining:

Residential dining (Champions Kitchen and Fresh Food Company)

- To comply with CDC and state guidelines and to boost guest throughput, both residential facilities will operate with reduced seating with served (rather than self-serve) stations and carry-out services.

Retail dining (all other dining locations)

- To comply with CDC, state and brand guidelines, retail facilities will operate with reduced seating and carry-out services.

Campus catering

- Campus catering will work with University Events and the EOC to adapt to current and future limits on the size of group events permitted on campus.



STUDENT LIFE, ACTIVITIES AND WELLNESS

The university strives to support the academic, emotional, financial and physical well-being of all members of its community, and, as we reinvent operations for the fall semester, we will continue to prioritize these areas as they relate to our students.

The pathway to providing these services requires a well-coordinated effort among various university units. To facilitate this collaboration, UK will focus heavily on five key areas that will serve as the foundation and framework in our process to reinvent the student experience: learning; well-being; equity and access; community and belonging; and community-building through messaging.

Learning

In accordance with CDC guidelines, the university will utilize virtual services to support academic success through programming in units such as CARES, Disability Resource Center, MathSkellar, The Study, Stuckert Career Center, Transformative Learning and The Writing Center. We also will simultaneously provide in-person academic services to support academic needs, while ensuring academic confidentiality. Thus dual-mode service model will provide high-quality support to students.

Well-being

The university will determine students' needs across the spectrum of well-being (academic, emotional, financial and physical) through holistic needs assessments. Services to support these needs will be delivered both in person and via tele-service, through units such as the Study, UK Counseling Center, Student Financial Wellness Center, University Health Service, etc. Additionally, in anticipation of a higher-than-normal volume of students who will need access to basic needs (food, housing and security), the university will continue to provide these resources.

Equity and Access

We will ensure a high-quality, safe college experience for our vulnerable student populations in coordination with the Disability Resource Center and other campus partners. Individual audiences should be met with individual experiences and strategic, targeted communication.

Importantly, we must also address systemic racial health disparities that exist across our campus community. We will continuously assess—and commit to improve—our efforts in supporting all of our students, across demographics, backgrounds, identities and perspectives.

Community and Belonging

We must instill a sense of community, acceptance and belonging in all aspects of student life, even while implementing the CDC's and UK's START team's guidelines.

During this time of physical distancing, we must be even more intentional in our efforts to provide an experience that establishes belonging and support for all students; we must ensure that all students know they are valued members of the UK family. Increased collaboration with campus units, particularly the Office for Institutional Diversity, will facilitate this process.

Community Building Through Messaging

The university will cultivate distinctive experiences through cohort-specific (first-year, graduate, international, etc.) messaging. Additionally, we encourage expanding existing programs and processes to offer high-impact practices to students.

We also will explore existing and new opportunities related to mentorship, as well as coaching and personal connections between the student community and faculty, staff and peer leaders.

NEXT STEPS



WHAT ARE THE NEXT STEPS IN THE RESTART PROCESS?

MOVING FORWARD

This playbook establishes the foundation for fulfilling UK's mission in a rapidly evolving landscape. The next step involves moving these broad guidelines—the playbook—into operational execution, while maintaining flexibility and developing a range of contingency plans.

The EOC will provide the playbook to the 19 workstreams, comprised of nearly 500 faculty, staff and students across the enterprise. These teams will coordinate efforts and develop detailed implementation plans based on their subject matter expertise.

As we have done at every step of this restart process, we will communicate the implementation plans widely to the campus community and gather feedback. Afterward, we will transition to support implementation at the academic and administrative unit levels, consistent with the university guidelines and policies. The EOC will continue to be engaged, supporting the workstreams and units as they carry out this important work.




APPENDIX





START TO THRIVE

Screening,
Testing and Tracing to
Accelerate
Restart and
Transition



Final

Introduction to START

The University of Kentucky offers a distinctive residential learning experience that spans from deeply challenging in-class activities, to volunteer opportunities during K Week, to cheering on the Wildcats and to broadening a student's world perspective. To that end, President Capilouto announced to the UK Board of Trustees and the university community his intention to reopen campus for the fall semester, continuing the important traditions of excellence in residence-based education, diversity of experience and extraordinary interconnectedness of our community for current and incoming students.

Our comprehensive campus includes 16 degree-granting colleges, a nationally ranked academic medical center and a robust assembly of research laboratories and educational facilities.

This is an ongoing and evolving situation that will require constant evaluation. The START team will continue to analyze, evaluate and advise the Emergency Operations Center (EOC) as evidence changes, treatments emerge and strategies evolve.

START Team Vision Statement: Our plans are to use available evidence and expertise to support a safe and reinvented normal return to campus. This is our duty to the students, patients, faculty and staff. We must cultivate a renewed trajectory of excellence in instruction, research, patient care and engagement for the campus, the Commonwealth and the world.

To accomplish this vision, President Eli Capilouto launched three Scenario Planning Teams to thoughtfully address several important questions:

1. How do we return to in-class instruction that now must be complemented by, and enhanced with, digital instruction for faculty and students living on or off campus?
2. What if we have to delay the start of the semester? What does that look like, and how do we shift those dates?
3. 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 resurgence of the virus?
4. 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 about to begin operations or is already open?

Along with these three teams, an additional team, **UK START** (Screening, Testing and Tracing to Accelerate Restart and Transition), was formed to develop strategies for screening, testing, tracing and treating students, faculty, staff, health care workers and patients on our campus to ensure a safe and healthy return to our reinvented normal. The START team was asked to address these high-level questions:

1. How do we return to a residential experience with a mix of face-to-face and online instruction within a reinvented normal, fully prepared to prevent, detect, manage, treat and contain COVID-19?
2. In the reinvented normal, how do we make possible learning, healing and service for our entire community, including those who are most at risk for serious illness related to COVID-19?

This team, **UK START**, led by Dean Robert S. DiPaola, MD, College of Medicine, includes members from multiple colleges and departments, who complement each other's strengths and areas of expertise.

Team Membership

- Robert “Bob” DiPaola, MD – Dean, College of Medicine (Team Lead)
- Donna Arnett, PhD – Dean, College of Public Health
- Susanne Arnold, MD – Associate Director of Clinical Translation, Markey Cancer Center
- Becky Dutch, PhD – Chair, Department of Molecular and Cellular Biochemistry
- Derek Forster, MD – Medical Director, Infection Prevention and Control, UK HealthCare
- C. Darrell Jennings, MD – Chair, Department of Pathology and Laboratory Medicine
- Jill Kolesar, PharmD – Professor of Pharmacy and Director of the Precision Medicine Center
- Ian McClure, JD – Executive Director, Office of Technology Commercialization
- Brian Nichols – Chief Information Officer, Information Technology Services
- John Phillips – Vice President for Ambulatory Services, UK HealthCare
- Captain Evan Ramsay – UK Police Department and Emergency Operations Center Liaison
- Frank Romanelli, PharmD, MPH – Professor, Department of Pharmacy Practice and Science
- Jennifer Rose, Chief Administrative Officer, UK HealthCare
- Colleen Swartz, DNP – Vice President for Hospital Operations, UK HealthCare
- Heidi Weiss, PhD – Director, Biostatistics Shared Resource Facility

Guiding Principle

To return to a safe and healthy campus, as quickly as possible, that sets the institution on a transition course to thrive.

Scope of Work

- Essential to any plan toward our reinvented normal operations is the health and safety of our stakeholders.
 - 1) Students
 - 2) Patients
 - 3) Health care providers
 - 4) Faculty
 - 5) Staff
 - 6) Local community
 - 7) Visitors and vendors
- UK HealthCare, UK Research, UK Athletics and other areas are currently returning to safe and reinvented normal operations.
- In addition, Scenario Planning Teams (SPT) generated conceptual plans to address contingencies for core academic and student support operations.
- SPT and individual unit plans will be coordinated and supported by the EOC through the 19 EOC workstreams.
- A plan to address health and safety must undergird possible restart scenarios and be coordinated at the institutional level through the EOC.

Goals

- Create defined strategies toward return to safe operations under each contingency that include: **(1) COVID-19 infection screening and testing; (2) COVID-19 antibody testing; (3) isolation, personal protective equipment (PPE) and social distancing; (4) contact tracing; and (5) quarantine.**
- Create protocol(s) for polymerase chain reaction (PCR) virus testing and/or serological antibody testing supported by the best available scientific evidence.
- Prioritize the safe return to reinvented normal operations for our patients and students and those who directly serve them – our health care providers, faculty and staff.

Work Groups

Three work groups were formed within the START team to focus on key elements of the plan considering current and emerging evidence, recent experiences with testing and screening at UK HealthCare, collaboration and information being shared by educators across the country, as well as national projections of various scenarios for the COVID-19 pandemic.

1) Screening, Isolation, PPE and Social Distancing

- a. Co-leads
 - i. John Phillips
 - ii. Colleen Swartz, DNP
- b. Members
 - i. Susanne Arnold, MD
 - ii. Becky Dutch, PhD
 - iii. Derek Forster, MD
 - iv. Jill Kolesar, PharmD

2) Antibody and PCR-Based Viral Testing

- a. Co-leads
 - i. Derek Forster, MD
 - ii. Jennifer Rose
- b. Members
 - i. Susanne Arnold MD
 - ii. Becky Dutch, PhD
 - iii. C. Darrell Jennings, MD
 - iv. Ian McClure, JD
 - v. John Phillips
 - vi. Colleen Swartz, DNP
 - vii. Heidi Weiss, PhD

3) Contact Tracing and Quarantine

- a. Lead
 - i. Donna Arnett, PhD
- b. Members
 - i. Becky Dutch, PhD
 - ii. C. Darrell Jennings, MD
 - iii. Ian McClure, JD
 - iv. Brian Nichols
 - v. John Phillips
 - vi. Frank Romanelli, PharmD, MPH
 - vii. Colleen Swartz, DNP

Overall Principles for Health and Safety

Transmission of COVID-19 occurs by close contact, often through aerosolization and surface spread. Given a high transmission rate, efforts need to be made to keep asymptomatic and symptomatic infected individuals from infecting additional people. This can be accomplished by disadvantaging the virus by increasing the distance it would need to travel, decreasing its ability to spread through aerosol by the use of masks, and isolation of infected individuals long enough so the virus dies off before populating and surviving in a new host. Basic overall principles then include the following:

- Maintaining social distancing assuming any individual might have an asymptomatic viral infection.
- Wearing personal protective equipment given that it is possible that many individuals may have an asymptomatic infection.
- Limiting large gatherings, understanding that superspreading situations occur when many people gather because the virus in any asymptomatic individual has additional opportunities to infect others.
- Keeping surfaces disinfected, assuming that any surface or item touched by another individual might have the virus that maintains viability for multiple days.
- Communicating optimal hygiene practices that prevent the transmission of COVID-19 including proper hand washing, sneeze and cough etiquette, face touching, etc.
- Being accountable to others by requiring self-assessment and attestation for potential symptoms, proper care and assessment for symptoms and proper isolation.
- Outlining methods and policies of screening, testing, contact tracing, personal protective equipment and distancing should be instituted, communicated and monitored.
- Maintaining general preventive health care including influenza and other Centers for Disease Control (CDC) recommended vaccinations.
- Creating physical health protection barriers to reduce aerosolization spread to be used where appropriate (e.g., plexiglass or clear plastic sneeze guards at reception areas, food services and other areas with a high frequency of face-to-face contact).
- Communicating, educating and identifying methods to foster adherence to social distancing that should be instituted (e.g., markings on floors, chairs, tables, etc., to assure six-foot distancing).

- Updating guidelines based on new information as it becomes available from the CDC, state government, workplace rules and university policies.

START Screening

Although many infected individuals are asymptomatic, symptoms occur in a majority of those infected, and immediate containment is critical. The overlying principle is to reduce or contain the number of new infections in individuals, especially in areas where group spread may lead to many new infections or superspreading. Based on CDC recommendations with attention to emerging data, assurance of daily symptom checks will be important.

To best optimize effective screening, the following guidelines are recommended:

- All faculty, staff and students must self-assess for symptoms daily. An updated list of symptoms based on CDC recommendations will be available and posted on campus signage and communications (students will also receive a START kit with appropriate information, instructions and PPE).
- UK will make available and require a technology-based application for daily symptom checks and self-attestation.
- Checks for verification, compliance and for guidance related to health and safety may occur at key stations throughout the campus as well as in designated prioritized areas. The distribution and number of these stations will be modified as evidence and data suggests.
- Key stations will have educational materials and maintain a supply of PPE as needed and as available (face masks, disinfectant, etc.). Additional assessments may occur at these stations as evidence and technology evolves.
- Signage with instructions on symptom checks will be visible for visitors to the campus as well as information and guidance at key stations
- Anyone with a positive screen should not enter any campus building and be referred to a health care provider or University Health Service for viral testing, appropriate quarantine and care.

START Testing

Transmission of COVID-19 by asymptomatic carriers is a significant issue, and studies have shown that a high percentage of younger people are asymptomatic and still capable of spreading the virus to others. The high sensitivity and specificity of PCR-based viral testing makes it useful for “ruling out” infection – even in areas with low prevalence rates. With an overall principle to reduce the number of new infections and the percentage of spread, especially to high-risk individuals, viral testing will be important for appropriate individuals in prioritized settings.

To best optimize testing, the following guidelines are recommended:

- Viral testing should be conducted on all individuals with symptoms or for those with significant exposures to COVID-19 infected individuals.
- To reduce the level of asymptomatic spread leading to new infections, we strongly encourage initial viral testing for students prior to or during the first week of returning to campus (perhaps made available during a “testing week” on campus return), with timing and specifics dependent on emerging evidence and data.
- Additional viral testing should be encouraged and available for all faculty and staff and encouraged among faculty and staff in selected groups and prioritized areas where social distancing is more challenging (e.g. individuals with high-risk exposure including recent contact with an infected individual or prolonged contact with individuals or crowd in which social distancing and other precautions were not optimal).
- Antibody (serological) testing is not required but may be considered for anyone undergoing viral testing. Specific recommendations may be made as more evidence emerges on its usefulness.
- Re-testing is recommended in selected groups (e.g. individuals with chronic lung disease, immunocompromised, with diabetes, over 65) and in prioritized areas in which social distancing is challenging (e.g. curriculum that requires close contact, food services area, etc., as well as residence halls for students). Timing and selection of groups and/or randomization will be based on best available evidence.
- Infection rates will be monitored on campus and in the community, and additional randomized testing may be implemented to further reduce new infections and spread.
- Monitoring with testing of pooled samples or wastewater will be considered pending validation, emerging evidence and reliable data.
- We will comply with national, state and local public health policy and privacy laws related to reporting positive test results or other matters.

START Isolation, Personal Protective Equipment and Social Distancing

As noted, an overall principle to reduce viral infection includes efforts to reduce the distance virus can travel in aerosol (e.g., masks) as well as actual social distancing or isolation of infected individuals. In other words, we need to reduce as much as possible the virus' accessibility to other individuals. Clearly challenges exist, and options need to be considered, particularly for areas dependent on the density of people in a particular area (classrooms, hallways, etc.), areas with poor ventilation and areas with congested entrances and exits. Current guidelines discuss basic principles such as distancing by greater than six feet. Modifications will be required for specific facilities and activities with specific curriculum requirements.

To best decrease viral accessibility to other individuals, the following guidelines are recommended:

- Wearing masks will be required unless alone in a room, while eating or drinking, or when it would interfere with required curricular requirements and activities.
- Social distancing should be optimized at all times. Individuals should be at least six feet apart unless required by specific curricular requirements and activities.
- Advancing plans to promote individual practices that reduce transmission (e.g., hand washing, cough and sneeze etiquette, touching of face, etc.).
- Specific plans for individual rooms, halls and areas are recommended based on area limitations and options. Occupancy in rooms should to be guided by overall room capacity.
- Classes where in-person learning is required (i.e., laboratory sciences, etc.), should consider broadening hours of operation or utilizing sections in order to accommodate smaller class sizes.
- Any queueing areas should have floor signage to indicate where to stand to promote social distancing.
- Elevators should limit capacity in accordance with any CDC or state-issued guidelines and have signage to promote social distancing.
- Any intake areas should be assessed for appropriate physical health protection barriers.
- Signage should be in place at all appropriate locations.
- Tele-options for key services should remain in place when possible.

- Transportation should be monitored and modified related to frequency and occupancy to assure proper social distancing.
- Physical health protection barriers in any high-volume arrival areas should be considered.
- Enhanced sanitation of all environments should be instituted and adequate hand sanitizer products (e.g., alcohol-based hand rubs or handwashing with soap and water, plans for regular disinfection of frequently touched surfaces and common areas) be provided.

START Contact Tracing and Quarantine

Efforts to more quickly identify infected individuals before they potentially transmit to others is a basic principle to reduce the levels of overall infection. Such an effort must be coupled with means to decrease the virus' ability to travel from an identified infected individual to another individual via aerosolization or contact transfer. Contact tracing is, therefore, a means to identify such newly infected individuals early by finding those at high risk because of a significant contact with a proven infected person.

To best identify new cases earlier through contact tracing, the following guidelines are recommended:

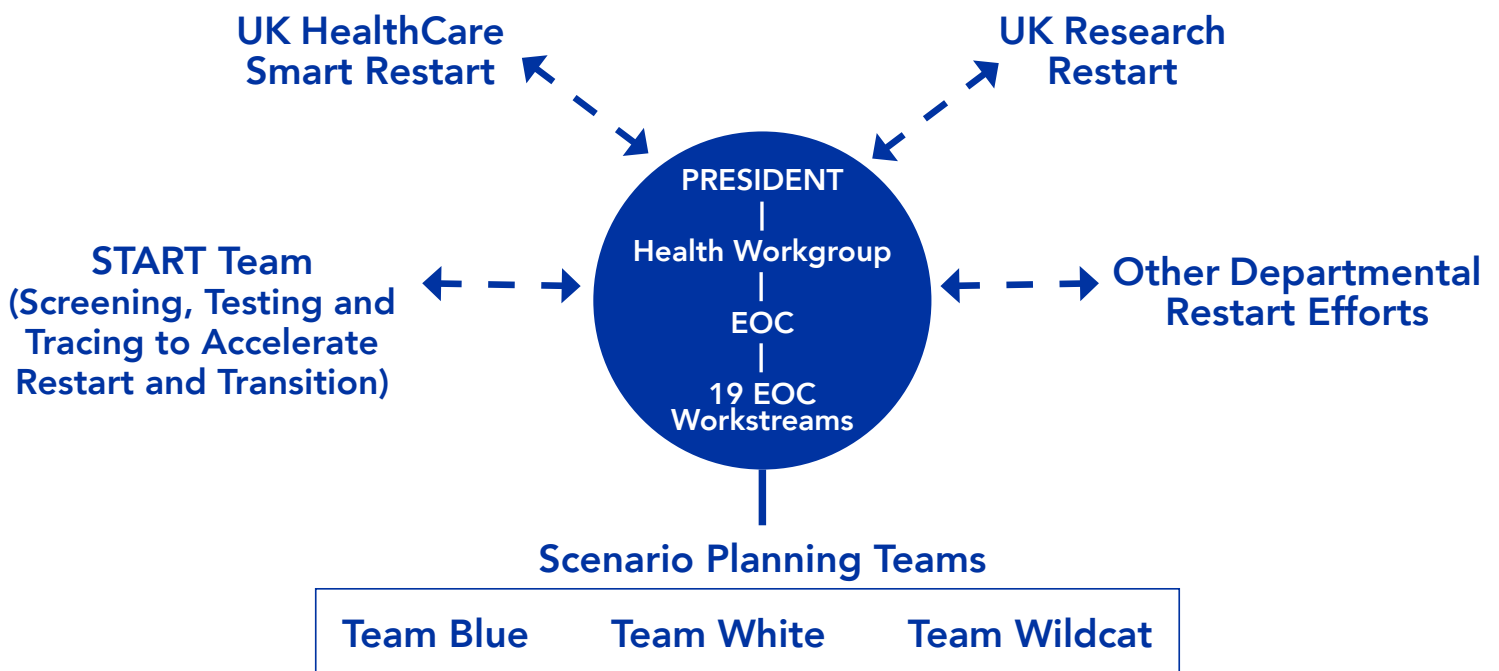
- UK will initiate contact tracing for incident cases (positive PCR-based viral testing) in faculty, students and staff.
- A hybrid approach will be implemented that combines “in-person” contact tracing with digital technology implemented as appropriate based on emerging technology and data.
- UK will plan to partner where possible with state and other local and national partnerships to best collect, assess and contact individuals who are exposed to infected people.
- Educational programs will be implemented to train and certify individuals to initiate contact tracing, using established protocols for reporting.
- Plans for a digital approach will be assessed as data and technology emerges, to decrease staffing requirements.
- Attention to consent and confidentiality will be optimized.
- Exposed individuals, as indicated by contact tracing, should be assessed by a health care provider, and testing and quarantining considered based on the details of the interaction and current evidence.
- Facilities will be available to accommodate all resident students requiring isolation without opportunities for appropriate isolation off campus. Additionally, facilities will be made available when possible for other students, faculty and staff requiring isolation without opportunities for appropriate isolation off campus.
- Mental health needs will be assessed at baseline and every day during any form of isolation.

- Although future guidelines may be modified based on emerging data, currently persons testing positive should self-isolate until at least 14 days after the initial onset of symptoms and after being afebrile (fever-free) for three days with improvement in their respiratory symptoms.
- UK will continue to monitor and understand (a) background coronavirus infection rates and (b) asymptomatic transmission to allow for interruption of undetected transmission chains.
- UK will continue to make alternatives available for learning, work and teaching off site (consistent with guidelines) when possible.

President's COVID-19 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
- David Blackwell, Provost
- Sonja Feist-Price, Vice President for Institutional Diversity
- Lisa Cassis, Vice President for Research
- Tom Harris, Vice President for University Relations

Return to Safe and Reinvented Normal Operations



Health Workgroup Committee

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
- Jon Gent, Chair, Staff Senate
- Aaron Cramer, Chair, University Senate
- 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
- David Blackwell, Provost
- Kim Wilson, Vice President and Chief Human Resources Officer
- Sonja Feist-Price, Vice President for Institutional Diversity

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

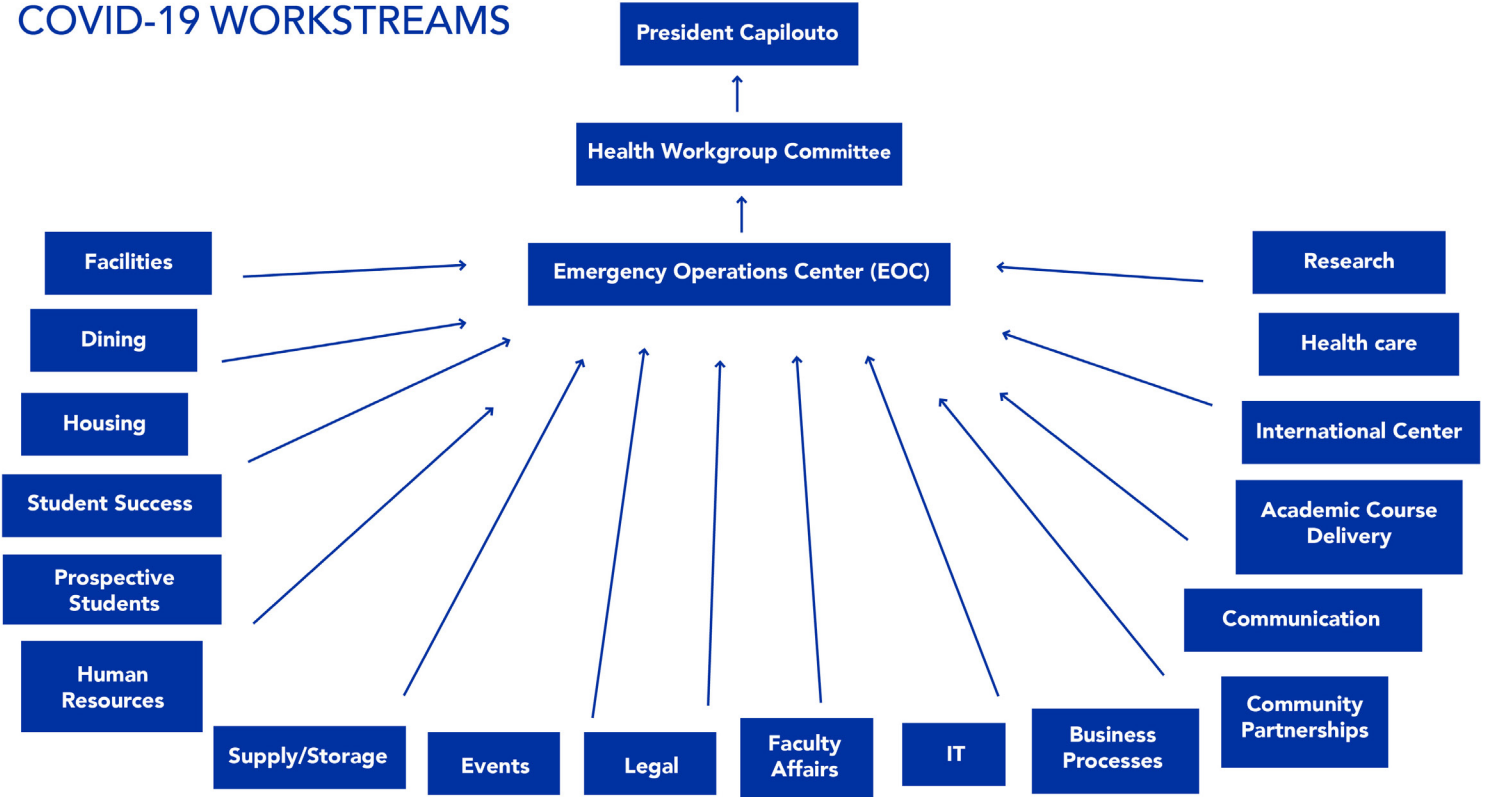
Student Success: Andrew Smith, Assistant Provost for Student Well-being / Tony Colella, Assistant Provost for Enrollment Management / Nick Kehrwald, Dean of Students

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



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 Associate 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, Tracing and Testing to Accelerate Restart and Transition) Team

An interdisciplinary group of health clinical and research leaders at the University of Kentucky—the START Team—has been meeting for several months to examine the health and safety issues related to reinvented and safe operations for our campus this fall. Major health policy considerations include:

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

START Team

- **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

The playbook outlined in the preceding pages represents the approved recommendations of President Capilouto and his senior administrative team overseeing the institution's response to COVID-19 and plans for reinvented operations in August. While the workstream reports contained in the appendix following this page provide valuable context and background, the playbook's approved recommendations represent the controlling source or guide for policies and operations.

Similarly, to the extent there are questions regarding how different areas or workstreams may contemplate health and safety needs, the START report is the controlling source for outlining how UK will approach health needs for the campus during the return to reinvented operations.



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 will require 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 academic course delivery workstream recommends a broad assessment of remote instruction during the spring semester.

A. Action Items:

- TLAI conducts faculty focus groups to document challenges, constraints and opportunities of remote instruction to inform instructors’ preparation for the fall semester.
- TLAI will draw from faculty and staff expertise to design additional and ongoing assessments of remote and flexible instruction.

- TLAI 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.
- 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.
- Assessment of remote and flexible teaching should be thoughtfully designed and implemented in an ongoing way to inform plans for fall instruction.
- Assessment of instruction should involve both student and instructor feedback in an inclusive way (e.g., including NTT faculty and graduate instructors).
- Assessment should be grounded in best practices and informed by expertise in educational research.

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

- The academic course delivery workstream, in consultation with faculty, will finalize and distribute a list of instructional strategies by type and size of course. Using these strategies as a starting point, colleges and departments can develop effective plans for fall instruction based on their expertise and disciplinary context. College plans should indicate plans and procedures for each type of course and, in some cases, each individual course. While the Instructional strategies chart attempts to be comprehensive, it is not exhaustive, nor is it meant as a substitute for teaching strategies that are attuned to the intellectual project of teaching in a particular course, by a particular instructor, in a particular discipline.

General Recommendations for All Courses

- The academic course delivery 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. Instructors may use their office phones remotely via Microsoft Teams.)
- The academic course delivery workstream recommends the use of Canvas modules, course templates and other online course organization strategies for centralizing course materials and communications.

Action Items:

- TLAI convenes a cross-disciplinary focus group of faculty to inform the development of the menu of instructional options for fall.
- The academic course delivery workstream distributes a menu of instructional options for courses based on class size and pedagogical approach to distribute to colleges.
- 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.

- The 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.
- Safe, flexible instruction must balance an attention to the complexities of course delivery (e.g., students physically present as well as remote, multiple pathways of learning and modes of teaching) with limited time and resources for course production and class management.
- Similarly, plans for instruction must balance effective course design and teaching practices with considerations for the safety of both students and instructors. Some courses may better adapt to remote contexts, while others may demand more interactions in-person. Active and collaborative learning will engage students in a unique campus experience, but instructors also must design these activities with campus safety practices in mind (e.g., distancing, sanitizing, PPE).
- While colleges and departments will make plans for course delivery that best fit their goals, overall plans for fall instruction must still acknowledge the varied needs and contexts of teaching across the professions and disciplines.
- Expectations for safe and flexible course delivery differ, sometimes dramatically, among and between instructors, staff, students, families and other stakeholders. Course management, format and delivery will depend on the needs of the instructor, the students, the program, the discipline and other factors. Clear and consistent communication (e.g., mode of delivery, time of meetings, type of course, expectations for participation) will ensure that instructors and students are on the same page.

Upgrades to Teaching and Learning Infrastructure

The following areas (A) built environment and (B) digital environment have been identified by the academic course delivery 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 (e.g., Faculty Media Depot, the Hive).
- UK Libraries will develop flexible service delivery models that support access to information resources/collections, information literacy instruction, reference

consultation, and access to physical spaces that are in line with campus guidelines and that meet the needs of students, faculty and researchers.

- Locate space for graduate instructors to work, possibly partnering with UK Libraries.
- 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 to allow for classroom recording.

Digital Environment Action Items

- Improve technological infrastructure to ensure 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.

Enhanced Faculty Development Action Items

TLAI and its constituent units—CELТ, 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.

- Continue to offer Workshops/Consultations and Develop Instructional Resources
 - Flexible course design and strategic choices for modes of delivery
 - Active and collaborative learning in a reinvented normal
 - Accessible, equitable, and inclusive teaching practices
 - Creating an engaging learning environment of community and belonging
 - Assessing student learning in meaningful ways
 - Innovative digital pedagogies
- 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 early in the course launch to allow time for improvements.
- 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 TLAИ/CELТ or colleges/departments).
 - Reinvigorate "UK Teaching Community," a Slack channel hosted by CELТ.
 - Offer summer TA mentor program.
- Continue Offering TLAИ Virtual Office Hours and Virtual Consultations

- 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 the Office of Faculty Advancement, 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.
- Develop strategic process for connecting instructors with the available resources and development opportunities, especially those who may not be aware of them, or who may not be as likely to seek them out.
- Points of emphasis for faculty development should include ways of engaging with students, designing and delivering experiential courses, teaching flexibly

for in-person and remote students, and facilitating accessible, equitable, and inclusive learning environments.

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. Decisions about new proctoring technology should prioritize accessibility and equity of use.
- Faculty should clearly communicate plans for assessments to students at the start of the semester.
- Faculty should continue to explore unique assessment opportunities across the disciplines.

Preparing Students for Fall Semester

The academic course delivery 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. It also bears mentioning that the uncertainty of the global health crisis paired with violence and oppression of minority groups must also be a priority in the design of learning experiences. Courses must be spaces of belonging and safety, that protect and welcome the voices of the most vulnerable of our students, faculty and staff.

- Collaborate with student success workstream to develop resources for students (e.g., already completed “life hack” videos for online learning).
- Communicate with students the importance of a safe and equitable learning environment that all instructors, staff, and students must work to build.
- 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.
- Encourage faculty to provide advance and consistent information about courses so that students may plan accordingly. Include, among other information, the number of synchronous online meetings and when those will occur.
- Colleges should work to support graduate and undergraduate students alike in navigating the realities of flexible instruction. Furthermore, expectations for graduate students responsible for teaching and assisting with courses should be a priority within the plans for flexible instruction
- 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. The communication of these expectations should also include attention to the protection of those minority groups susceptible to racism and oppression.

- The overarching message of much of the feedback indicated a need for more information and guidelines regarding the Fall semester. Students, parents, and instructors alike voiced an eagerness for more information to truly understand what “reinvented normal” will look like.
- Students and parents indicated a great need for clear expectations for in-person, remote, and out-of-class interactions and assignments so that they can prepare for that experience.
- Steps must be taken to balance health and safety needs with quality instruction. Community members expressed a need to feel as though the University and individual courses have their wellbeing at the root of all decisions.
- To many, the methods and procedures of hybrid and flexible course delivery are unfamiliar and somewhat intimidating and will warrant clear communication of expectations on the part of instructors.
- Students articulated a desire for equitable access to in-person learning opportunities.

NEXT STEPS

In addition to the steps identified in the sections above, the following next steps represent the most immediate action items for the academic course delivery 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 academic course delivery 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

The University of Kentucky plays an important role in the State's economy. We provide employment to approximately 19,000 employees, spend over \$4.4 billion annually and educate more than 30,000 students many of whom will remain in the Commonwealth and become our future workforce. We are a residential campus where more than 7,000 undergraduate students reside in new residence halls (none have the traditional down-the-hall community bathrooms). Our budget has been dramatically affected by the COVID-19 pandemic. We face disruption in enrollment patterns, state support, endowment income, philanthropy and research grants and contracts.

Shifting to online-only course delivery during spring 2020 has provided valuable insight into remote teaching, learning and work. At the same time, the sharp increase in unemployment rates and the associated declines in household income will lead to greater need for financial aid. Thus, even if enrollment grows, net tuition and other student revenue may decline. An important consideration for reopening is understanding the risk of contagion and the interventions that may be needed.

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

Background:

The university has a flat rate full-time tuition assessment policy for both undergraduate and graduate students. Generally, the full-time per semester rates are charged to undergraduate students enrolled for twelve (12) or more credit hours and graduate and professional practice doctoral students enrolled for nine (9) or more credit hours. This pricing structure applies to courses coded as traditional and/or hybrid, meaning course requirements include a mix of in-person and remote instruction. Undergraduate courses offered fully online (i.e., Internet, web-based delivery mode) are assessed using the Undergraduate Online Learning Rate. Tuition is assessed separate and in addition to tuition and mandatory fees for any other courses. There is no full-time tuition cap for

undergraduate online courses. The Undergraduate Online Learning Rate is the same for resident and non-resident undergraduate students. There is no separate tuition rate for graduate courses offered fully online. However, graduate students enrolled fully online are assessed the applicable resident rate, regardless of residency. In addition to tuition and mandatory fees, a \$10 per credit hour Distance Learning Fee is assessed for all courses utilizing any distance (off-campus), internet, compressed or web-based delivery mode.

1. Provide transparent and clear tuition and fee pricing structure for in-person or virtual

If UK has to change the calendar because of a surge in COVID-19, moving to online or remote learning, the university will be transparent about potential changes for, and impact on, tuition and fees.

2. Make remote work as an option for selected roles, provide phased return options for some roles and implement innovative work practices

To emerge stronger, we believe that “one size fits all” is not an appropriate staffing plan for reopening. Some units can effectively work remotely and should be encouraged to evaluate multiple staffing options and a phased approach to return to campus will ensure that the university can provide physical distancing and operate safely. Special consideration should be provided for vulnerable populations within the faculty, staff, students and close family. Additional considerations for remote work will need to be balanced with the needs of the students and the educational mission of the university. To emerge stronger, the university should promote work from home options even beyond the pandemic. Fewer employees on campus may alleviate space constraints, lower operating costs, promote work life balance, reduce the need to lease or build more facilities, decrease traffic around campus, increase availability of parking and provide potentially positive environmental impact through the reduction of greenhouse gases related to automobile use. As a related matter, if employees are in a work from home status beyond June 30, we should evaluate changing the withholding of local taxes to the county where the employees live.

3. Implement innovative business practices

In March, university faculty, staff, students and our community adapted quickly to provide online teaching and learning and relocated most business processes to a remote work environment. This unprecedented transformation was achieved with

minimal time to plan. This fall, we recommend enhancing the use of technology to provide innovative experiences that support teaching, learning, service, building community and work, whether it be on premise or remote. Other groups will make recommendations on the academic components, so our focus will be on the business practice activities. A virtual office has been proven workable, especially with the ability to stream video meetings and connect teams through a variety of resources. We recommend the use of technology in conjunction with limited in-person meetings and an expansion of online training offerings for faculty and staff to include remote collaboration and productivity software like Teams and Zoom. These tools have facilitated improved communication, greater teamwork and stronger collaboration and reduced the need for large in-person gatherings. To facilitate a permanent move to remote work for some employees, the university should evaluate existing policies to understand what employee benefits are currently offered in the remote work marketplace to ensure that UK remains competitive for top talent.

We recommend that temporary policies put in place during the pandemic be permanently adopted to replace paper processes with streamlined electronic methods and more forms and documents are completed digitally to include digital signatures and encryption for secure transmission. We shouldn't stop with what has already been implemented. Further transition of paper-driven processes is a priority to streamline methods and automate process, particularly addressing those areas that have the need to exchange personal and identifiable documentation.

We recommend that the university go cashless as much as possible. To avoid employees from handling cash (even if wearing latex gloves), payment with credit/debit cards or digital wallet applications (e.g., touchless pay, Apple Pay, Android Pay, Samsung Pay, etc.) should be encouraged. Additionally, online payment should be promoted in lieu of in-person payment, where possible. Special provisions will need to be made to ensure that this change does not negatively impact lower socio-economic individuals.

We recommend that units evaluate travel plans and limit where appropriate. Continue travel restrictions based on the CDC travel alert Level 3 and State Department travel advisory Level 4.

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 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

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.
- Consider an online chat feature.
- 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, department 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 other groups 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.
 - Address recurring questions received in coronavirus@uky.edu inbox.
- Create 3-5 minute IGTV video update from the president 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, Zoom/Teams community-building and messaging.
 - Consider toolkits for different audiences or subpages for different audiences, including faculty members and others, i.e. what to say to a student who has tested positive, recommendations on 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.
 - Push latest updates or important announcements out on their social channels as well as Group.me network.

Regular briefings

- Consider providing daily or weekly updates 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.
- Explore more platforms and avenues to communicate with parents.

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 takeovers with various campus organizations.
 - Open it up for students to ask questions.

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.
 - Add restart landing page.
 - Include information about COVID-19.
- Consider sending yard signs to university community, such as faculty, staff and other interested partners.

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, executive vice president for finance and administration, vice president for institutional diversity, vice president for research and chief student affairs officer.
- 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.
- Work with EM to ensure incoming first-year students receive regular updates.
- Coordinate with human resources to provide tools for supervisors to communicate with respective teams.
 - Clearly communicate who sets policy for UK HealthCare staff vs. campus staff.
- 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.
 - 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.
 - 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.
 - 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
 - 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.
 - 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, clinical and practicum settings, 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), state and local health guidelines to promote health and safety, these activities should be maintained as safely as possible as part of an on-campus fall experience.

In particular, clinical and practicum settings, student teaching, internships and other curricular programs that require placement with community partners for certification and licensure purposes must continue in some form. However this will be dependent on the willingness of schools and other community partners to act as hosts for our students and their ability to adhere to the CDC guidelines.

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 by 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 and the START team will establish for our students, faculty and staff.

To position us best to adhere successfully to social distancing on campus, meetings with visitors and community and business partners that can happen

effectively remotely (via Zoom, GoToMeeting, conference calls, etc.), should continue to be conducted in this 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 and students 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 practicum (service-learning, internships, EXP credit, capstone projects, clinical practice requirements, practicum, shadowing, 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-practicum and practicum courses 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 practicum 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 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 K-12 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
 - Students will work with their host teachers to help with NTI.
 - 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.

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
 - 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/>
 - 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/>
 - 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 Practicum

Most experiential education and practicum activities during the spring and summer were interrupted due to COVID-19. Internships, co-ops, service-learning projects, practicum, 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, preceptors and faculty allow students remote work options to the greatest extent possible.
- Community and employer partners, preceptors and faculty 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.
- Healthcare based clinical settings will offer evidenced-based practice and enforced protocols for student safety that will be consistent with or in some cases exceed the CDC recommendations. Given the spectrum of other practicum and clinical settings, and variety of student engagement and roles in those settings, sites will be expected to adhere to CDC recommendations for student safety while being flexible in allowing agencies to determine how to best implement policies to ensure health, safety and security for students, employees and clients. The University has a responsibility to protect the health of our faculty, staff and students. Therefore, should agencies not be able to indicate compliance with published CDC guidelines, alternative sites will be explored.
- 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.
- If students feel unsafe to participate in a required practicum or experiential learning experience, every effort should be made to provide alternative learning opportunities. If a student is unexpectedly exposed to COVID-19 infection at their learning site, students should adhere to UK START guidelines as well as notify their UK-sponsoring unit and their experiential learning site.
- Timely and regular consultation and communication with community partners and host sites.
- 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.

The above represents guiding principles only as we plan for a variety of different scenarios across dozens of disciplines. Health-related colleges and other programs with clinical education requirements by accreditation bodies will need to develop detailed protocols and guidelines to ensure safety as well as accreditation compliance.

Students engaging in work practicum and experiential education with partner institutions should follow the guidelines set in place by the CDC in accordance with the type of business where the activity takes place. The existing recommendations, modeled upon CDC guidance, may include the following adaptations for students in practicum, 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).
- Social distancing should be maintained (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>).
- 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).

- Routine handwashing and use of hand sanitizers should be practiced at all times in accordance with CDC best practices (<https://www.cdc.gov/handwashing/when-how-handwashing.html>)
- 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 and other COVID-19 policies to facilitate compliance.
- 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:

- Require signed student waivers.
- Assure community partners agree to follow CDC and Kentucky safety guidelines.
- Students should be given the resources to report violations of the community partners agreement to a UK designated office or department.
- Require students and community partners to follow University PPE 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; nursing and other health college students; and/or federal work-study students could be recruited as contact tracers and properly trained utilizing UK onsite experts from the various colleges as well as other available resources, such as a [free course](#) launched by the Bloomberg School of Public Health at Johns Hopkins University.
- Communicate the importance of following safety protocols and utilizing GivePulse to all UK student organizations that are engaging in UK-sanctioned volunteer activities.
- Communicate and streamline information/resources to students that want to work with community partners.
- Ensure resources are comprehensive and accessible to both on and off-campus students.
- 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)
 - 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 same guidelines set in place by Cooperative Extension for faculty and staff. 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. Students and employees who are not on approved leave status will continue to telework when not in the office. Students and employees should not be required to be physically present if they have an accommodation request pending with or approved from the university ADA coordinator.
- Students and Extension 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).
- Social distancing should be maintained (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>).
- 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 students and 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 students and public employees should maximize social distancing and wear faces masks in the vehicle.

Office Guidelines

- Extension Offices will 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.
- Display notices that encourage hand hygiene at the entrance to the workplace and in other workplace areas where they are likely to be seen.
- Place guidance of markers on the floor in 6-foot intervals to encourage social distancing of clients waiting for counter service.
- Offices will provide 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 or student at a time.
- Common areas should be sanitized- each student and employee will be responsible for sanitizing before and after each use.
- Offices/workstations should be sanitized- each student and employee should sanitize his/her office or workstation at arrival and before departure each day.
- High-touch areas, including tables, workstations, keyboards, telephones, handrails, door handles and knobs, light switches, countertops, desks, faucets, sinks, etc. should be cleaned at least twice per day (See CDC website for additional guidance regarding cleaning and disinfection.)
- Sharing of office supplies and equipment should be avoided. If sharing is essential, all items should be disinfected before and after use.
- Gloves or other recommended personal protective equipment (PPE) should be worn and replaced regularly if your job duties include touching items often touched by others (e.g. credit cards, cash, paper, computers, copiers, etc.).
- University-defined COVID-19 safety protocols based on CDC health and safety guidelines should be followed.

Service Practices

- Services should be provided through contactless methods as currently recommended. Farm visits are allowed per social distancing guidance as an essential agriculture business function.

Meetings/Events

- University-defined COVID-19 safety protocols based on CDC health and safety guidelines should be followed.

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

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, GoToMeeting, conference calls, etc.), should continue to be conducted in that manner. UK should not allow groups of visitors to campus 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 — of keeping our students, faculty and staff safe while 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. We recognize that our recommendation to limit groups of visitors to campus to sizes that can effectively socially distance has great implications for enrollment management and for events on campus. However, UK's ability to hold and maintain an on campus residential experience for our students will in many ways depend on our ability to contain and control 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 while also examining ways to alter in-person events in order to adhere to social distancing and public health guidelines.

The university also needs to take steps to support and equip high traffic community and visitor areas to campus to be able to handle a range of potential community and visitor interactions, including but not limited to:

- Developing and providing training for enforcement of public health guidelines (roles, responsibilities, talking points, dos and don'ts, etc.)
- Providing masks, gloves and any other supplies needed to enforce social distancing and public health guidelines to all high-traffic community and visitor areas
- Documenting and widely distributing a plan for who to call and what to do if a visitor to campus refuses to follow public health guidelines

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 and students 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 and students 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 and students 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 and students with preschool age students on work schedules and work-at-home opportunities.

The situation for preschool and school-aged children – and therefore their parents and guardians – is likely to be fluid and evolve over the course of the fall. Just as we are developing multiple scenarios and contingencies, so are schools and daycare facilities. There is no guarantee that the local school system and daycare facilities will choose to be open for in-person services on the same schedule and calendar that UK intends to be open. Therefore, we recommend that the university maintain WFH and flex schedule arrangements through the fall, where practical and effective. In addition to preparing UK for, rather than reacting to, the decisions of schools and daycares, continued WFH and flex schedule arrangements will help decompress the number of people on campus at any given time and best position UK to successfully adhere to social distancing guidelines.

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 and public health 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, the university needs to be aware of 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.

UK participates with Commerce Lexington, Lexington Fayette Urban County Government and the KY Cabinet for Economic Development when recruiting new or growing existing companies. This partnership between academia, business and government also address areas of workforce training and land use.

All business engagement activities will follow the safety and health guidelines established by UK's START workstream.

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 off-campus housing. UK could provide landlords with safety and health guidelines that UK plans to establish in on-campus residence halls which may be used as reference material for off-campus landlords to either follow or establish their own guidelines.

UK has an opportunity to work with LFUCG to address concerns about having students from all over the country (and world) come back to Lexington. If the student population or the Lexington community has a more lenient approach to COVID-19 precautions, it might increase the infection rate of both populations. One particular challenge is how to ensure a safe campus environment when students, faculty and staff (and campus visitors) live in a variety of locations and have different safety and health practices away from campus. Consistent communication of the START workstream's safety and health protocols and on-campus enforcement, as well as messaging of shared accountability ("we're all in this together"), will be important.

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, practicum, etc.
 - Protocols and expectations for visiting campus

Guidelines should be based on latest CDC guidance and include clear steps to take in the event of non-compliance.

- **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. 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 is necessary 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, healthcare facilities, social service agencies and the local health department and state government.
- **Procurement** – When determining amounts of PPE and cleaning supplies needed, community partner interactions and visitors to campus need to be taken into account.

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 Practicum

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:

- UK Colleges
- 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
- Churches, Mosques, Synagogues and other Places of Worship

Potential Associated Costs:

- Provision of PPE
- Personal travel expense reimbursements

- Additional resources may be required to facilitate students conducting internships, co-ops, clinical rotations, practicums, service-learning projects and EXP courses online. Conducting these types of experiential learning online may also pose unique challenges to some organizations, especially non-profits which are known to be limited in resources like technology.

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. Specific areas for documentation include:
 - Guidance for minimizing on campus visitors
 - Guidance on maximum group size for meetings/events on campus
 - Continued use of remote meeting technologies with community and business partners
 - Clear steps to take in the event of non-compliance
- 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, Visitors Center, Singletary Center and Art Museum 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
 - Post maximum capacities for each bus.
 - Provide 6' social distance zones on the ground as heavily used bus stops to encourage social distancing.
 - Provide pandemic guidelines and service changes on bus stop signage
 - Evaluate Lextran, UK and other opportunities to augment campus service with additional buses to address capacity shortfalls related to social distancing capacity limitations.
 - Consider opportunities to partner with Lextran to promote use of personal protective equipment (PPE) to members of the university community who rely on public transportation as their primary commuting methods and provide such PPE when unavailable or where financial constraints prevent individual use.
- Zipcar.
 - Communicate Zipcar pandemic guidelines on marketing materials and at vehicles.
 - Work with Zipcar to regularly communicate with UK members regarding pandemic related updates.
 - Partner with Zipcar to communicate any potential exposure risks when possible.
- Bird

- Continue to plan and coordinate fall e-scooter share launch.
- Publish vendor cleaning and sanitation regimens and communicate safety guidelines and recommended prevention measures for individual users.

UK Units / Leaders:

- Transportation Services

Key Community (and business) Partners

- Lextran
- ZipCar
- Bird

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
 - Establish guidelines for in-person activities.
 - Number of people allowed in a meeting.
 - Other social distancing, PPE requirements.

- Career Fairs/Recruitment
 - 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
- Off Campus Student Advising

Key Community Contacts:

- Local property owners

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.

DINING

INTRODUCTION

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

As part of the university community, it is our responsibility to enrich and nourish our students' and guests' 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 service in UK Dining units, while practicing appropriate health and safety protocols between our staff members and between staff and students and guests, while maintaining a clean, sanitized environment.

To that end, UK Dining will start as conservatively as possible. As our reimagined world 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: Both residential facilities will operate in alignment with state guidelines allowing restaurants to open at certain maximum seating capacities. Official seating capacities for Champions Kitchen and Fresh Food Company are 750 and 900, respectively. The current 30 percent capacity calculation implemented by the state means that, at maximum, 225 students/guests and staff can be in Champions Kitchen and 270 students/guests and staff can be in Fresh Food Company. UK Dining staff will be stationed at the door of each facility, allowing students/guests in as students/guests leave, making sure that the total number of students/guests and staff inside the unit does not exceed the new capacities. Capacities will adjust if state guidelines adjust,

and dining rooms may open if students/guest throughput can still be at a maximum while allowing some guests to sit down in the unit.

Students will swipe their IDs to pay for their meals; plexiglass will separate the students from the UK Dining staff members. UK Dining staff will be stationed within the unit, enforcing distancing guidelines. UK Dining staff (all wearing gloves and masks) will serve all foods at all stations, including condiment areas and beverage areas. No points of self service will be available in the dining units; all meals will be served to-go, either in reusable to-go containers or disposable containers. All residential students will be provided a to-go container in their room upon move in. Disposable flatware and canned Coke products (including water and other beverages) 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.

Delivering meals to the residential facilities is a challenge. 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 students/guests to order ahead and pick up their food at one point, rather than travelling throughout the unit.

Students/guest counts for the two residential facilities during fall 2019 were consistent at 9,000 combined students/guests per day, Monday to Friday. This demand will make providing lunch to the campus population extremely difficult. Therefore, dining will offer residential grab-n-go meals at the Wildcat Pantry @ Holmes Hall, the Wildcat Pantry @ the 90 and Wildcat Pantry @ JSB. Students can use their meal swipes to purchase a pre-packed meal solution consisting of a sandwich, salad, or wrap with a side and a drink. Intermezzo will offer a lunch time meal swipe equivalency.

Retail Dining: To comply with state guidelines allowing restaurants to open at 30 percent maximum seating capacity, and to maximize student/guest throughput, all retail facilities with enclosed, dedicated (not part of a common study space or other common space) dining rooms will operate in alignment with these guidelines. UK Dining staff will enforce social distancing guidelines for students/guests in line. Cash registers will be separated from students/guests by plexiglass dividers 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 guests will adjust to meet the new, reimagined operations. 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, staff wearing appropriate PPE and payment/check in areas, touchless payment, 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 students/guests, touchless payment, if possible.

IMPLEMENTATION OUTLINE

Residential Dining/Athletics Meals/Snacks:

- UK Dining residential management
 - Establish a process to count students/guests 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/guests 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

- Conduct daily health checks of all UK Dining retail management and staff.
- Provide daily PPE for all UK Dining retail management and staff.
- Schedule breaks between meal periods to thoroughly clean residential units during residential hours of operation .
- Consider UK health and safety expectations of patrons in dining facilities.
- Menu Development
 - Provide 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 students/guests.
 - 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
 - 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 align with state and CDC guidelines for new in-unit capacities
 - Determine plan and technology for how to effectively count students/guests 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
 - Conduct daily health checks of all UK Dining retail management and staff
 - Provide daily PPE for all UK Dining retail management and staff
 - Clean retail units throughout the day. It will be important for the public to be confident in the fact that UK Dining is cleaning.
 - Develop system to remind staff to clean every so often in retail units
 - Development menus
 - Notify Coke of change in service (fountain to cans)
- Cash register area modifications
 - Determine if we can we go touchless/cashless
 - Determine 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 six; stands with eight registers would drop to four
 - Mark concourse to facilitate social distancing
 - Install partitions at all stands to separate staff from guests
 - Adjust menus 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 students/guests
 - 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
- Communication plan
 - Work with national brands for a marketing campaign (email, social media, YouTube videos) educating incoming first time UK students how to best approach eating with UK Dining and the importance of masks, gloves, etc.
 - Develop communication plan for K Week
- Prepackaged to go/delivery plan
 - Action item: Grubhub can be used as a mobile ordering app. The student/guest 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.
 - Develop and implement feedback plan
 - Develop/circulate 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
 - Conduct daily health checks of UK Catering staff

- Provide appropriate PPE for all UK Catering staff
- Menu Development
 - Adjust menu to reflect reimagined context – no self-service
 - Provide bottle beverages rather than coffee service
- Service modifications
 - Remove self-service options
 - Allow staff wearing PPE to 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
 - Utilize voice of consumer cards
 - Contact UK Dining listserv
 - Utilize Athletics Event Planning reporting

NEXT STEPS

- Determine 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

The submitted plan for University of Kentucky events and meetings has been created for the well-being of students, faculty, staff, event/meeting organizers and visitors to the university, to provide an enriching student experience, safe working environment and welcoming atmosphere for all who come onto campus. The university is working on a fluid and evolving plan that adheres to CDC and local government guidelines to provide an exceptional experience. This plan must take into consideration the well-being of the faculty and staff necessary to plan and organize many of the university events, as well as the vast number of off-campus visitors who might be visiting the University of Kentucky. Our goal for fall 2020 is to continue to allow events on campus that operate in a way that keeps our campus community safe and healthy.

Events include, but are not limited to banquets, ceremonies, concerts, theatrical and dance performances, conferences, intramural sports, movies, fundraising activities, exhibits/fairs, lectures, meetings, receptions and social gatherings.

UK Athletics serves as a partner to the Office of University Events. Regarding athletic events being hosted on campus, all University of Kentucky, NCAA and SEC guidelines and recommendations will be followed. UK Athletics anticipates guidance from governing bodies on a reinvented campus and once received will work them into University of Kentucky Status Reports.

UK event management professionals utilize the following terms in practice, and in this document, to refer to parties involved in producing an event on campus:

- Event Manager: An event manager is an individual employed in the Office of University Events. An event manager guides clients through the event proposal process. It is possible to have one contact who is both an event manager and Facility Coordinator. However, facility coordinators are not always an event manager.
- Facility Coordinator: An individual responsible for approving use of space on campus.
- Event Organizer: An individual/group who is responsible for planning an event, including the date/time, nature of event, program, location, invitations, promotions, registration, etc.

- Attendees: Those who are spectators, fans, audience members etc., who are present for the enjoyment of the event and play no role in presenting, organizing or producing the event.
- Participant: Those who actively play a role in the event as a performer, athlete, speaker, etc.

To prepare UK for a reinvented normal, the events workstream has identified five categories that are being evaluated:

- Requirements, Guidelines and Best Practices: The Office of University Events will provide consistent guidelines and necessary requirements for all events on campus. Requirements will provide a rubric for which events will be evaluated to determine if they can proceed safely. If guidelines cannot be met by the event organizer, then it will not be approved. Best practices will provide additional guidance for events that proceed to be as safe and successful as possible.
- Facilities: Space will be in high demand. Facility coordinators will work with event organizers to consider space utilization/priorities, scheduling blocks for cleaning between events, staffing considerations, setup modifications and capacity for meeting and event spaces. It is recognized that state and CDC guidance for events and/or gatherings may change, resulting in changes to the allowed capacity determined for an event in a specific venue. Facility coordinators will work closely with event organizers to evaluate the appropriate number of attendees at an event.
- Attendees and Participants: The university must have a consistent process for the safety of attendees and participants. Meetings and events on campus include faculty, staff, students, non-UK attendees, minors, vulnerable populations, domestic/international travel, vendors and other parties. This workstream will work with community partners, student success and prospective students workstreams as well as incorporate START processes for these populations to attend events safely.
- Event Staff: Event staff must utilize consistent protocols for staff providing support for events. This protocol applies to, but is not limited to, production staff, event staff, entertainment, external vendors, set-up team, student employees, facilities, etc. This protocol will be fully developed as additional guidance and/or updates are released by the state, CDC, UK START, facilities and other workstreams and will incorporate additional guidance from professional event industry organizations.
- Accurate Records: For reporting, management, scheduling and promotions it is critical to maintain a centralized record of activities on campus (meetings,

events, classes, etc.). Event documentation should be housed within the Event Management System (EMS) to provide a centralized hub for meetings and events on campus. Establishing a true system of record will improve the user experience for scheduling events, increase opportunities for coordination with service providers on campus and increase campus safety.

IMPLEMENTATION OUTLINE

The events workstream has developed subgroups focused on the categories below:

- Guidelines/Best Practices and Requirements: Determine best practices/guidelines and requirements, while adhering to the CDC and local guidelines, that can be implemented across various events on campus. Please note requirements are subject to change based on CDC and local guidelines. Items below will be addressed in full detail as we move into the next phase of the reinvented plan:
 - Events must adhere to social distancing requirements by maintaining six feet between individuals as requested by CDC and local guidelines.
 - Events must provide or give access to COVID-19 prevention supplies and personal protective equipment, such as hand sanitizer, to event staff, participants and attendees.
 - Attendees, participants and event staff must follow university policy for face coverings (masks).
 - In-person meetings and events should have a virtual component where appropriate to increase accessibility for those who cannot safely attend or do not feel comfortable attending in-person.
 - Event organizers should track RSVP's to ensure social distancing and avoid capacity concerns.
 - Event organizers should communicate clear expectations to attendees prior to the event and discourage participants who are sick from coming to the meeting and/or event.
 - Self-service food options (buffet, drink station, etc.) should be avoided.
 - Temporary signage throughout the event may be necessary to remind participants to engage in everyday preventive actions to help prevent the spread of COVID-19.
 - If possible, event organizers should work with facility coordinators to identify a space that can be used to isolate participants who become ill at the event.

- Larger events that can maintain social distancing should have a staggered check-in (if applicable) and ingress/egress plan.
 - Social activities where CDC guidelines cannot be followed (dances, receptions, etc.) should be avoided.
- Facilities: Follow facilities workstream recommendations for modified setups, limited capacities, technology and time required for resetting and cleaning space between meetings and events. Facilities workstream recommendations and CDC guidelines will be applied to provide modified setups and capacities for non-academic and multi-purpose spaces.
 - Events workstream shall work with facilities workstream to determine cleaning frequency and requirements based on the nature of event, recognizing some events will have more extensive or different needs based on size and nature of event. Cleaning and sanitization of spaces before, during and after each event should be documented to ensure accurate records are kept.
 - Events workstream shall work with A/V Services to maintain inventory on room equipment for remote delivery options of events where applicable.
- Attendees and Participants: Screening requirements for attendees and participants (UK and Non-UK attendees) will adhere to the START (Screening Testing and Tracing to Accelerate Restart and Transition) plan.
 - Attendees will be required to follow the university's health, safety and hygiene protocols and may be required to utilize face coverings (masks).
 - UK health and safety protocols for participants (UK and non-UK attendees) shall be applied to all attendees and participants.
 - Events workstream will develop options for event organizers to maintain RSVPs for their meetings/events to assist with participant documentation and capacity constraints.
 - Events workstream will review initial intake questions for events to determine if more information/options are needed to accurately assess the event.
- Event Staff: Production, entertainment, external vendors, set-up team etc. to follow new health and safety protocols as determined by START/Emergency Operations Center, facilities and other workstreams. Procedures will also be developed using guidance from event industry professionals in entertainment, attractions, ticketing, athletics, etc.
 - Event staff will be required to utilize PPE in accordance with the

university's health and safety protocols and follow guidance for proper personal hygiene. Additionally, a procedure will be developed following university protocols for handling non-compliance, both for UK staff and external vendors.

- Event staff will be tested and screened in accordance with the university's health and safety protocols. Additionally, a procedure will be developed following university protocols for handling non-compliance.
 - A reporting procedure will be developed for a member of the event staff that falls ill or becomes symptomatic while at work. This procedure will work in tandem with the procedures developed by the UK START team for testing and contact tracing.
 - A reporting procedure will be developed for event staff if any participants in an event (event organizers, participants or attendees) fall ill or become symptomatic during the event. This procedure will work in tandem with the procedures developed by the UK START team for testing and contact tracing.
 - Event staff will be properly trained on social distancing in the workplace, proper use of PPE, proper cleaning and disinfecting techniques for equipment and workspaces (microphones, av equipment, radios etc.) and communicating these expectations with external vendors (such as equipment and service providers, entertainers and their staff).
 - Event staff that must work in closer proximity than accepted social distancing practices in effect (i.e. sound and lighting technicians working with performers, Set-up Teams, etc.) will ensure use of PPE, more frequent handwashing/hand sanitizer use and be respectful of distancing whenever possible.
- Communication: Educating campus stakeholders, event organizers and event attendees on how to comply with best practices will be key to the success of the reinvented normal. Standardized communications to faculty, staff, students and visitors will be critical. As the situation changes, best practices and guidelines could be adjusted to reflect new recommendations, at which point timely communication to event personnel will be crucial.
 - Clear and concise messaging across multiple channels to communicate that new protocols are in place for everyone's protection, leading to better compliance. Event organizers should begin communications prior to arrival on campus and be visible throughout the event venue, including at points of ingress/egress.
 - Transparency in communicating sanitization methods to provide

reassurance to participants who may be nervous about returning to mass gatherings.

- Transparency in communicating how private information is handled (taken at point of registration/ticket purchase) for contact tracing purposes.
- Clear communication of the university's expectations for external vendors (service and equipment providers, external performers and their staff).
- Accurate Reservation Records: Review strategies and develop an implementation plan for obtaining accurate records for all organized activities (meetings, events, etc.) on campus.
 - Facility coordinators and event managers will update records and enter notes on each event to ensure proper documentation of attendance figures, vendors and performers.

NEXT STEPS

- Guidelines and Requirements: Confirm, communicate and implement best practices from workstreams and event industry organizations. Create a rubric for event and meeting evaluation to ensure compliance with CDC, university and local requirements. Determine steps that must be taken to ensure compliance with guidelines and consequences of non-compliance. Continuously monitor as the situation evolves and new recommendations are made.
- 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. Apply the modified capacities and setups to the Event Management System (EMS) for event organizers to properly search for space to safely hold their meetings and/or events.
- Event Staff: Develop new protocols and training for Event Staff, incorporating new protocols that are developed by the UK START team, EOC and the human resources, facilities and other workstreams as applicable.
- Attendees and Participants: Collaborate with EOC on including options for UK health and safety protocols for event attendees and participants (UK and Non-UK). Develop options for tracking attendees & participants at events. Expand intake questionnaire to know attendee demographics and out-of-state travel for event and meeting submissions.
- Communication: Work with facilities and communication/marketing workstreams to create event signage database that can be downloaded by facilities staff and event organizers (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).

- Accurate Reservation Records: Continue to expand the Event Management System (EMS) to accurately reflect all reservations on campus spaces and define as the system of record for campus meetings and events.

FACILITIES

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

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 pedways 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.
 - 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**
 - 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**
 - Complete list of possible locations and seek approval for reassignment of spaces
 - 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**

FACULTY AFFAIRS

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 (OFA). Although it is apparent that this plan addresses primarily faculty with a significant teaching focus, attention needs to be paid also to faculty whose primary responsibility lies in extension, clinical service and research (e.g., Extension Title Series, Librarian Title Series, Clinical Title Series and Research Title Series). As faculty-in-training, attention also needs to be paid to teaching assistants as an important part of our instructional workforce.

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.

Priority Areas

UK currently has 2,987 full-time faculty and nearly an equal number of faculty that are part-time, adjunct, voluntary, or post-retirement. There also is a significant cadre of instructional teaching assistants that deliver quality instruction alongside our faculty members. Returning to a reinvented normal in the fall is a challenge, yet there is considerable support among current and prospective students, parents and faculty and staff for a safe fall return to campus. Although other workstreams are handling many facets of the reinvented normal that also impact faculty, most prevalently the HR workstream, the legal workstream, the academic/course delivery workstream and the research workstream (and perhaps the facilities workstream, among others), there are many faculty-related issues that require addressing that clearly belong in faculty affairs. Our workstream has already taken on the issues of probationary period delay and sabbatical leave administration, but the workstream remains available to provide input on other myriad matters that are unique to the faculty subgroup of UK team members.

The clear priority area for the faculty affairs workstream, based first on our work toward Status Report 1 but reinforced by comments during the review phase, lies in the provision of a safe and healthy workplace for the return to campus in the fall. This report starts with the presumption that the university will be able to provide adequate personal protection, testing, screening, contact tracing, isolation strategies and case reporting and tracking systems to successfully carry out the reinvented normal reopening scenario. Although the clear emphasis is on personal safety and health, the implementation outline that follows also addresses issues concerning safety of classroom facilities and the very important consideration of enhanced communications, between and among all levels of the administration, as well as how to best achieve behavioral expectations in and out of the classroom. One most immediate need is the development and administration of a readiness-to-return survey. Such a survey is essential to a smooth campus reopening and to a fair and equitable approach to work assignment, especially for the fall term.

The second and third priorities may be discussed simultaneously, since both involve decisions that ultimately impact faculty workload, assignment period and performance evaluation. It is important to emphasize the preference to promote and encourage remote work, whenever possible, consistent with quality instruction, research, service and administration. The unanimous perspective of the workstream members is that faculty members' best work can be achieved when faculty input is sought and thoughtfully considered in all matters related to work assignment (on-site vs remote), when work is done and how work is evaluated. The outline further details recommendations on such considerations as who determines work assignment, how modifications to DOE are made and approved, how off-assignment work and overloads

may be handled, the importance of continuity of instructional operations in the event of faculty illness or quarantine, possible delay or subordination of teacher course evaluations (TCEs) and periodic performance reviews, among other important issues.

IMPLEMENTATION OUTLINE

Safety and Health Issues

- Ensuring Faculty Safety and Health
 - Develop and administer a faculty readiness-to-return survey (Senate Council, faculty affairs workstream, 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. Survey results would be used to help determine the percentage of faculty who prefer to teach remotely and assess the more specific concerns to be addressed of faculty who would teach on campus.
 - Involve and consult instructors (i.e., full-time faculty, adjunct faculty, part-time instructors [PTIs] and teaching assistants) in decision-making regarding in-class teaching.
 - Achieve optimum work assignment for faculty/instructors at higher risk or with special needs, on a case-by-case basis.
 - Enable periodic testing for current (virus) or past (antibody) infection to control risk in accordance with START guidelines.
 - 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.
 - Provide clarity on university-sponsored faculty travel for professional activities.
 - Develop and ensure a consistent process for handling requests for remote work due to documented personal health and safety concerns, elevated risk (e.g., pregnancy), underlying health conditions, caring for elderly, or child care concerns (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 members' health and well-being. This process should not be the sole responsibility of unit or college administrators.

- Ensuring Safety of Classroom Facilities
 - Plan for and enable appropriate physical distancing in classrooms (and offices) in accordance with the facilities workstream.
 - Include HVAC considerations in evaluating safety of classrooms.
 - Develop and distribute guidelines for classroom and laboratory enforcement of safety protocols (e.g., PPE usage, social distancing, hygiene practices) and for notification protocols when infection occurs.
 - Communicate safety guidelines for person-to-person interactions between instructors and students.
 - Ensure any external speakers and guest lecturers are informed of safety guidelines prior to their presence on campus.

- 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, since a significant percentage of our instruction is performed by individuals who are not full-time faculty.
 - Improve communication concerning existing faculty TDL policy and procedures, as well as employee coverage under the Kentucky Worker's Compensation Act.
 - Provide clear guidance on advice to chairs and deans on making work assignments based on guidance from human resources, IEEO and general 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

- Workload and teaching assignment considerations described below shall take into account all types of instructors including full-time faculty, adjunct faculty, part-time instructors (PTIs) and graduate teaching assistants.
- Academic units will ensure that faculty members, PTIs and teaching assistants in high-risk health categories, or who otherwise are unable to work on-campus due to other factors (e.g., caregiving, spouse or parent at-risk), are considered for teaching assignments, including remote class delivery, that minimize health risk

while optimizing classroom utilization and the university's commitment to a residential experience (Provost, Deans, START workgroup).

- Create and communicate clear guidelines for vulnerable groups based on age, sex, race, health status and other elements of health risk for consideration of remote work assignment and campus access (Provost, IEEEO, Legal Counsel, OFA, University Senate).
- Department chairs and other academic leaders shall work with faculty members to adjust the DOE to reflect additional effort on teaching resulting from the COVID-19 pandemic.
- Academic units may consider overload payments, rollover of vacation, summer stipends (for 9- and 10-month faculty), or other appropriate arrangements to reward instruction-related effort outside the normal faculty contract period (Provost, Deans).
- Academic units shall plan for continuity of business and instructional operations in the event of faculty illness or quarantine. These plans may involve, for example, team teaching or back-up instruction for all courses offered.
- Communicate to chairs/directors best practices in determining workload and teaching assignments (faculty affairs workstream and OFA).

Performance Evaluation

- Continue to communicate and answer questions about the approved probationary period delays (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. Academic leaders shall reiterate that TCEs should be but one indicator of effective teaching in both periodic merit reviews, progress reviews and tenure/promotion decisions. Evaluation of teaching must go beyond student evaluations alone.
- Encourage wide use of faculty-administered mid-semester evaluations for evaluating teaching (deans, chairs, CELT), which is especially needed in the reinvented normal scenario.
- Include language in the annual Provost's memorandum that addresses the institution's decision to grant automatic approval of probationary period extension. Provide template language that can be sent to external promotion and tenure reviewers regarding the extension of the probationary period (Provost, OFA).

Faculty Support Needs

- Provide expanded technology support for faculty (including adjunct faculty, PTIs and teaching assistants) especially for effective remote or multi-modal course delivery, virtual office hours 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).
- Identify new faculty coming to the university this coming academic year to assess their preferences for teaching remotely versus teaching on campus and connect them with support resources so they can begin preparation of their courses.
- 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).
- 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).
- Address barriers to enforcing health and safety protocols and potential disparities in perceptions of, or actions toward, marginalized instructional faculty members’ adherence to facial covering usage.

NEXT STEPS

- Develop a list of priorities to address the issues identified herein, with an associated team lead.
- Develop and deliver readiness-to-return survey.
- Identify resources needed to accomplish each item selected.

HOUSING

INTRODUCTION

The housing workstream outlined the reinvented 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 safety 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 in the case that students develop COVID-19 and need to be isolated while they recover

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 10 (all dates are subject to change depending on the University's academic calendar).

- Move-in appointments will be scheduled uniformly regardless of the size of the residence hall with social distancing as a priority from Monday, August 10 through Sunday, August 16 (or a comparable time frame to allow for coordination with potential K Week activities; all dates subject to change).

- 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.
- To promote social distancing and prevent handling of students' personal items, we will provide tables and carts for students and families to unload their own belongings.
- Carts will be distributed in a decentralized manner and will be sanitized between use by each family.
- Marketing messages will be developed to promote safe and healthy welcome to campus.
 - Encourage students to bring minimal items
 - Encourage roommates not to move in at the same time to minimize the number of people in a room at one 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 a 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: We will proactively deep clean and decontaminate all high-touch areas within the residence halls 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 will 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 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.
- Mark the spaces, when applicable, 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.
- Encourage students to wipe down spaces when entering and leaving.

- Develop protocols to address personal use of kitchens, laundry rooms, elevators, lobby areas, hallways, stairwells, entrances and exits and courtyards have been outlined.
- Educate students, regarding emergency protocols: in the event of an emergency, it is appropriate to evacuate immediately as a group.
- Front desks and mail operations
 - 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.
 - Plexiglass barriers will be installed 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.)
 - 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
 - Masks for front desk staff
 - Gloves
 - Face shields for front desk staff so residents can see their face
 - Hand sanitizer and/or sanitizing wipes
 - 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 of their responsibilities in helping keep everyone safe and healthy in the community.

- The Office of Student Conduct will be engaged in creating policies on 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 recommendation for undergraduate room configurations in the residence halls is assigning no more than four students per restroom. Final room configurations will follow the START team's guidance.

- The housing transformation that began in 2012 was designed based on data showing that 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.
 - This 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 plan, in the situation where there are four-person suites (two rooms with two people each, with one shared bathroom between) or four-person apartments (four bedrooms with two shared bathrooms), 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 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:
 - Have signage for new occupancy limit
 - Have appointments to schedule use
 - Lock rooms and check out a key for access
 - Reduce furniture to encourage social distancing and decrease the number of students congregating
 - Limit use of rooms to only floor (or building) residents
 - Encourage students using the rooms to Zoom with team members/study partners who cannot access the rooms

Implement visitor safety policies

Many of the survey comments made clear the value that students place on social interaction and support and concerns about restrictions. The goal is to balance those needs with the guidance from the CDC and state health professionals with the understanding that as the situation and subsequent guidance changes, so will our policies.

- Recommend visitation be controlled or minimized to ensure that exposure risks are minimized. These scenarios will be subject to change, based on the current CDC guidelines.
 - 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.

- Scenario D: Normal visitation – should health guidelines allow
- 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 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.
- If visitation is permitted, safety protocols would include:
 - Follow UK health and safety protocols for health screening of visitors.
 - Following the University's protocol for wearing masks
 - Wiping down all spaces utilized by guests.
- 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
 - Identify students wearing masks
 - Promote policies related to hygiene of common spaces
 - Work with roommates who have concerns about COVID-19 and their roommates

Create signage communicating health and safety protocols

- Need to communicate expectations before students arrive – policies and expectations and follow the protocols as laid out by the UK START report
 - How students should monitor their health, such as temperature checks and understanding common symptoms of COVID-19
 - Infographic and Signs
 - 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
 - Determining what items, such as cleaning supplies or PPE, are recommended to bring to campus
 - Determining 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 in an environment of accountability
- Sanitizing wipes, again with recommendations on how often
- UK branded hand sanitizer (travel size); possibly 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

Identify residence hall for quarantine

- Recommendation:
 - Undergraduate and graduate residential facilities are needed for COVID-19 positive residential students who may need to self-quarantine.
 - All residential undergraduate students would need to be relocated
 - Roselle graduate students would need to be relocated

- 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 homes
- Use Ingels Hall for undergraduate residents who need to self-quarantine.
 - Ingels hall may need to open early for international students or students traveling from states with high COVID cases (“hot spots”) to self-quarantine for 14 days.
- Use 441 Rose Lane for graduate and family roommates who need to self-quarantine.
- 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
 - 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.
 - A dining employee will meet designated person to deliver meals.
 - The designated person will take food to rooms; set outside door in hallway.
 - 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
 - When appropriate and approved, small in-person gatherings will be offered

- 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 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
 - 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 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
 - Direct RAs to engage in more casual check-ins
 - Direct RAs to hold virtual office hours/study hours
 - Utilize GroupMe to send messaging/check-ins frequently
 - Counseling Center – offer 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 will be our priority
- 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.
- Solicit UK employee volunteers to communicate traffic/parking plans.
- Locate suppliers/determine cost of PPE/cleaning supplies and healthy living starter kits.

Minimize gatherings and promote clean environment

- 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 Public Relations and Strategic Communication and 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.
- 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

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 and will need clear guidelines on decision-making criteria.
- 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 and clearly communicate decision-making criteria for which positions should return to on-site operations. Include:
 - Who makes these decisions (responsibility at individual college and unit level recommended);
 - The job functions needed to achieve on-site operations;

- Compliance with health and safety protocols;
- 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);
- 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
 - Create appropriate productivity expectations and manage time in the reinvented normal and to communicate them to employees
 - Effectively lead staff whether working remotely or as a hybrid team (remote and on-site employee team)

- Keep remote workers connected and involved with what's happening on campus
 - 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.
- Changes in the K-12 school schedule may require 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.
- 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

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:*
 - 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.
 - 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

Information Technology Services (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 where ITS has been leading support efforts that will be continued – and improved – as we move into the academic year 2020-2021. These plans were developed with both ends of the spectrum in mind with regards to returning to campus– from a new residential experience to moving fully online.

- Technology in the classroom / online learning (including all current and future Audio/Video elements)
- Technology distribution
- Overall ITS customer service

Mission Statement: Every day is someone's first day of creating a new experience with UK. ITS is prepared to deliver a first-rate customer service experience. As the University evolves to meet the needs for new service delivery, ITS is cultivating new solutions today to prepare for tomorrow.

Due to COVID-19 and the cyber event earlier this year, there is a greater need to accelerate collaboration, coordination and centralization of IT systems, services and resources across the UK enterprise. Achieving a reinvented normal at UK relies on more efficient customer support and continuous technology adjustments to meet the needs of the University community.

IMPLEMENTATION OUTLINE

ITS Customer Services agents will continue to operate remotely to reduce unnecessary exposure to themselves and customers.

- Support the UK community by phone, email and chat in a timely manner
- Provide self-service customer remediation and support options through techhelpcenter.uky.edu and collaborating with external departments (e.g. Human Resources Training and Development)
- Provide on-site technical support through a drive up or walk up window for certain issues that require face-to-face or physical support

- Plexiglass windows and cleaning supplies will be on hand to ensure safety
- Location will be in a centralized area of campus that is convenient for customers, potentially near other support services
- Utilize 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 space for secured storage, package receiving and fulfillment activities for loaned devices or technology distribution.
 - This could be implemented through a locker or storage system that allows limited touchpoints and a more convenient self-service pick-up/drop-off experience for devices
- Application development resources for item and customer service fulfillment from initial request, to status updates, to delivery options including text, email and app integration.
 - Potential integrations with myUK portal, ServiceNow, myUK mobile app, mobile credential with Apple Pay, Wildcard IDs, etc.
 - Features could include appointment scheduling, virtual queue status, etc. This could emulate Amazon's method for tracking shipping or other established integrated service delivery models.
- Internet hotspots for every student, faculty and staff that expresses a need and doesn't have the resource readily available.

Technology in the classroom will be augmented to provide virtual options for class delivery

- **Phase I (to be completed in summer 2020)**
 - Install all technology and devices that enable Echo360 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-enhanced 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 hardware device(s) to the infrastructure/furniture 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

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

- Consider centrally-located service centers for ITS-provided devices. Currently Tech Help @ the Hub in William T. Young Library is a good example of this. This area could be expanded or moved to another location to provide additional central services when students return to campus. These central spaces will have social distancing practices in mind.
- Assist colleges with implementing smart classrooms in non-centrally scheduled classrooms.
- Based on decisions made re: centrally located services, 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 that does not encourage large groups to physically gather together. This could be an effective way to distribute iPads and other needed technology offerings to a broader section of students without need for extra staff and work day time constraints.
 - It will be important to ensure that there are processes for receiving, securing and cleaning devices that take advantage of a locker system, as well as the lockers themselves.

ITS will continue to work with key campus partners to implement mobile credentials into the UK Wildcard ID, allowing for increased functionality to mobile devices of students, faculty and staff.

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.

ITS will continue 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 the University continues their recommendation that all staff who are able to work remotely do so, this will to be a major focus that will require new processes and solutions as we gain experience and identify where gaps exist.
- ITS will expand the use of Two-Factor Log-In using Duo, a third-party multi-factor authentication tool, to increase the cybersecurity of key University applications and systems used by students, faculty and staff.

LEGAL

The Legal Workstream stands ready to support the planning and implementation efforts of the other workstreams, working in conjunction with the Office of the General Counsel, Institutional Equity and Equal Opportunity, Student and Academic Life, Human Resources, the Disability Resource Center and other campus units.

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

On-Campus Recruitment – Enrollment Management/Undergraduate Admission

Big Blue Open Houses/other college events

- Cap size and limit one guest per student
- 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
- Consider additional risk in allowing visits to high traffic areas such as residence halls and dining halls – perhaps set aside a designated area for visitors to these spaces
- Require masks for all visitors to protect current students with stronger language than previously used

Communication strategy for parents of prospective students

- Include on-campus health and safety protocols

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
- Require masks for all staff and visitors with stronger language than previously used
- Limit size of groups to follow social distancing guidelines

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

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.

- Procure 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

STUDENT SUCCESS

INTRODUCTION

The pathway to providing services that will 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

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

Theme 2: Well-Being

- Conduct a holistic Needs Assessment
- Deliver support both in-person and via tele-service
- Provide Basic Human Needs: Food, Housing, Security

Theme 3: Equity and Access

- Provide a 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 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

Employ dual-mode service provision (Transformative Learning, Academic Advising, SSS, CARES, DRC, Stuckert Career Center, among others)

- 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.

Ensure academic confidentiality (Registrar, Legal Counsel)

- Communicate routinely with students their rights and employees their responsibilities pertaining to confidentiality and privacy laws. (HIPAA, FERPA, etc.).

Conduct a holistic needs assessment (UK Student Wellness, UHS, Academic Colleges)

- Provide students with opportunities, in addition to ready-to-return survey, to vocalize their existing needs in a reimagined UK and world.
- Incorporate pertinent members of faculty and staff as well as a broad representation of the student body consistently to review the data and utilize it in practice (e.g., social distancing in buildings/classrooms) and in prevention messaging.

Deliver well-being support both in-person and via tele-service (UK Wellness, RecWell, UHS, UKCC, VIP, DRC, Student Financial Wellness)

- 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.
- We recognize the stressors that are placed on students due to social distancing policies. Therefore, we will place a particular emphasis on the mental well-being and building of resiliency among students through outreach and programmatic methods.

Provide Basic Human Needs: Food (financial support), Housing, Security (Financial Wellness, Financial Aid, ResLife, BISS, CoC)

- Expand communication to students and families regarding how to change FAFSA information due to higher than normal anticipated volume of students who will need to do so.
- Assure availability of housing options 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 Counsel, Community Engagement)

- Conduct regular extended hours for identified student services beyond 5 p.m.
- Provide education to faculty and staff through the DRC regarding 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)

- Disaggregate existing data as they pertain to racially marginalized populations to determine trends/needs resulting from the health impacts of racial battle fatigue.
- Emphasize strongly that we recognize that our response to COVID-19 does not exist within a vacuum, and we need to provide historically marginalized students with an experience that ensures not only their academic success, but their safety and well-being.

Instill within our students a sense of community while social distancing (Student Organizations and Activities, MLK Center, Dinkle-Mas Center, FSL, 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.
- Provide guidance to student organizations, including fraternities and sororities and religious organizations, on how they can follow state and CDC guidelines as they relate to recruitment of members, meetings and events, and offer support for and encourage the use of virtual platforms.
- Develop plans for organizations to follow state/CDC guidelines. For example, fraternity and sorority councils are working with staff on respective processes that allow them to provide virtual recruitment that also adhere to social distancing models.

Provide a residential experience that establishes belonging, support and mattering for our students (ResLife)

- Focus heavily on promoting Living Learning Programs (LLPs). These programs provide our students with the ability to establish cohorts, a heightened sense of belonging, increased academic success, and overall well-being.
- Utilize a similar cohorted model to determine ways to similarly impact students who live off campus.
- 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. Messaging may include regular communication of prevention practices and social norms marketing, and 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.
- Student and Academic Life staff will work with student organization leadership to develop the safest practices as student ownership of the process will be important for accountability.
- Develop a comprehensive, campus-wide response to racial healing and inequities (which includes health disparities).

SUPPLY AND STORAGE

INTRODUCTION

- Reinvented normal will require primary focus to be placed on procuring the supplies and equipment required to ensure our ability to adhere to the guidelines established in other workstreams regarding employee and facility safety. Support services, such as dining and housing, will also require significant rework.
- The work in creating an online environment will require fewer people on campus and that will cause facilities issues to be lessened. Significantly more attention in the technology area, both hardware and software and providing supplies and equipment to support the remote work environment will be required.
- The work in #1 and #2 will be accomplished in a supply chain environment that is extremely disrupted for certain items. Lead times are long for some items, so time is of the essence regarding 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/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.
- Many required items are currently available through the UK Supply Center. The supply chain for these items, while far from normal, has stabilized to some degree and that will allow available supplies to meet our demand if we are disciplined in our on-campus ordering processes. Supplies will need to be metered out to meet current needs and hoarding will not be allowed.

- Required quantities of PPE are hard to estimate so efforts have been made to procure supplies and store them in the Vaughn Warehouse. For example, over 200,000 surgical masks are currently available with an on-going reliable replenishment stream established. The partnership with the Beam Institute supplies a steady supply of hand sanitizer that we can rely on to meet our needs.
- 30,000 reusable masks have been ordered and will be available in inventory for ordering through the UK Supply Center.
- A supplier for clear masks has been identified and an order placed for a quantity that will meet our needs.

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 free of charge.
- Kits – UK will provide kits to students upon their arrival on campus for the fall semester. A common kit would include the following items.
 - Mask
 - Sanitizer
 - 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
 - 800 - 1,000 disposable hand sanitizer stations in elevators and other areas of need 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.

- Procedures for cleaning office space will be developed.

Facilities Systems

The Purchasing Division will source and purchase equipment and/or supplies identified by the facilities workstream or other workstreams 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
 - Insourced
 - Outsourced
- Contact tracing
 - Insourced
 - Outsourced
 - Technology application
- Thermometers
 - Personal
 - Crowd scanning

Logistics

- For common items like PPE, campus departments should order through the UK Supply Center. Initial supplies may be provided by central resources and available in building locations across campus. Should departments want to order additional supplies, they should base their order quantity on estimated 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 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.

Remote Work

Some staff will continue to work remotely in a reinvented normal environment, and even more will work remotely in an online environment. Equipment and supplies will be needed to facilitate their work in both scenarios.

- For UK funded transactions please utilize the Request for Business Process Exception Procedure administered by the Controller's Office.
- Guidance for purchasing equipment and supplies with personal funds, with or without reimbursement, will be developed and distributed once they are complete. There are contract, tax and inventory issues that need to be resolved.
- The Purchasing Division is working with several key suppliers such as Office Depo, Dell and CDW-G to obtain employee discounts. Specific guidance will be distributed as it is developed.

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
- Apps for contact tracing, way finding, etc.

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. In an online environment this additional space would not be required.

Surplus

Upon campus reopening, Surplus Property will need to return to normal operations. This includes public auctions. Procedures will need to be implemented in accordance with guidelines for UK health and safety protocols established by other workstreams.

NEXT STEPS

- Participate in relevant workstreams to identify requirements and develop specifications.
- Identify research needs of 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

The university's international operations in fall 2020 will be conducted with the following considerations in mind:

- We must protect the health of students, faculty and staff.
- We must aggressively message to international students and their families the measures we are taking safeguard the health of our students.
- We must further refine international travel policies in place for the pandemic and enable an equitable appeals process.
- We must adjust our strategies for serving international students and scholars given the adjusted academic calendar for fall 2020.
- 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.
- Overall, a reinvented normal fall 2020 semester presents challenges but there also are 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.

PRIORITY AREAS

The three main priorities under this scenario are: ensuring the health and academic success of international students and scholars; developing meaningful global learning opportunities for all students; and, managing the complex risks around international travel and operations.

International students and scholars, and international staff and faculty, face a complex situation this fall. First, we will immediately implement our plan and inform admitted students and continuing students about the dates they will need to arrive, so that they can attempt to obtain the necessary visas in time, arrange travel and so on. We will also send clear communications regarding UK's health and safety measures. We will continue to work with UK Healthcare, Housing and Dining on the logistics of arrival and quarantine where required. And we will continue to work with the colleges and others to ensure international students' course schedules are in compliance with federal regulations limiting online learning.

A second priority is to reinvent global learning if international mobility is not permitted or not possible. We are determined to ensure that each UK student has the opportunity for a meaningful global learning experience, even if Education Abroad in the traditional sense is not feasible. We will work with faculty to support and develop virtual exchanges, international online collaborative learning, connected global classrooms, global case studies and other innovative ways to bring global learning to our campus.

A third priority is to effectively manage international mobility of all UK students faculty and staff during this extremely complex period. Currently, due to COVID-19, the university is not permitting international travel on university-related business or for university-endorsed learning. We will work with UK's senior leadership to be ready to respond to a changing global landscape of health, safety and security risks and travel risk.

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. International students are required to have some portion of their course schedule in-person. 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 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 work with sponsoring agencies to ensure clarity about whether the current (spring and summer 2020) exceptions to the usual restriction on the number of credits taken online can be made also for fall 2020.
- 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. In accordance with current CDC and START team recommendations, UKIC is working with UK HealthCare, Housing and Dining to make arrangements for a 14 day isolation period for students arriving from countries designated as having “widespread on-going transmission” of COVID-19, to include 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 should consider 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 manage (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

- 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.

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.
- UKIC will expand existing communication plans to incorporate regular updates and information to be sent directly to UK employees on H1-B visas.

IMPLEMENTATION OUTLINE

International Students and Scholars (ISSS)

- We will add to our website an FAQ for all international students and scholars to address their likely questions on the campus fall restart.
- 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.

- To implement CDC-recommended self-isolation, some students will be instructed to arrive in Lexington at least 14 days 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.
- 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.
- 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 groups.
- 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.
- 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.

UK ATHLETICS

UK Athletics initiated its [phased restart plan](#) on June 8 in accordance with the outline established by the Southeastern Conference's Return to Activity and Medical Guidance Task Force.

Leading up to the return of student-athletes, UK Athletics began preparing facilities for use and worked to ensure proper protocols were in place. Moreover, the only staff that will be present at voluntary workouts will be athlete development and performance staff essential for the safety of student-athletes, including strength and conditioning staff, athletic trainers and nutrition staff. All other staff, including coaches, will continue to work remotely as they have since the University of Kentucky altered its operations in March due to the COVID-19 pandemic.

As student-athletes return to activity, the following protocols have been established and are being implemented:

- An initial screening process for each student-athlete prior to beginning voluntary activities that includes antibody testing
- Daily student-athlete and staff screening prior to entering a facility, including temperature checks and completion of a COVID-19 symptom questionnaire
- Acknowledgement of vulnerable populations for both student-athletes and staff and following recommended alternatives and restrictions
- Proactive education on COVID-19 best practices
- Establishment of single entry and exit procedures and securing other doors to minimize facility use
- Providing PPE for student-athletes and staff and setting rules for when masks must be worn

The phased return to activity began with the football team and included the following guidelines:

- Returning student-athletes who remained in Lexington began participating in voluntary workouts on June 8 after the initial screening process.
- Returners who are coming back to Lexington from out of town will begin the screening process on June 8 with the goal of beginning voluntary workouts on June 15.
- Newcomers will begin the screening process on June 15 with the goal of beginning voluntary workouts on June 22.

Return to activity plans for other teams will be announced as they are finalized. UK Athletics will also continue to actively monitor the situation surrounding COVID-19 and respond accordingly in collaboration with University of Kentucky leadership.

UK HEALTHCARE

In April, UK HealthCare began a phased restart approach in accordance with guidance from the state and CDC. The following describes the four-phased approach that UK HealthCare is implementing:

- Phase 1: Clinic visits, radiology, labs, perioperative and anesthesia
- Phase 2: Outpatient and ambulatory procedures
- Phases 3 and 4: Inpatient patient procedures

At the same time, in accordance with state guidelines, UK HealthCare is preserving a number of beds, as part of its surge capacity, to address health needs related to COVID-19. In addition, UK HealthCare has established detailed guidelines to protect health workers and patients during the pandemic. These include:

- Using screening tools within UK HealthCare facilities to support confidence in the safety of the environment for patients and employees.
- Promoting extra efforts in hand hygiene and cleanliness of the environment.
- Testing patients before procedures and testing all admitted patients.
- Allowing most patients to have only one designated visitor during the pandemic.
- Ensuring everyone is masked in shared and common areas.
- Maintaining six feet of distance – appropriate social distancing guidelines – reducing time and opportunity for virus transmission.
- Preserving PPE for teams who need it to protect themselves and patients.
- Using evidence-based protective procedures in high-risk situations or in areas where the virus can be transmitted.

UK RESEARCH

The [UK Resumption of Research Phased Plan](#) describes a phased plan of resuming research activity at the University of Kentucky. Restart efforts will be implemented over four phases, with varying percentages of research activity within each phase. This gradual resumption will decrease the likelihood of possible surges of infection and increase the time needed to obtain materials to resume more normal levels of research. The phased approach to resuming research activity will concur with all UK guidelines and will include new safety measures.

These plans place public health and safety as top priorities during any phase of resumed research. Supplemental information related to specific areas of human research will be made available through online training and website materials.

The following are guiding principles to resuming research activity for all phases:

- Social distancing (physical distance), defined as six feet of separation between individuals in a workspace, will be employed whenever possible when performing all research activities and during each phase. When six feet of distance is not possible for certain research activities, these efforts must be undertaken for as short a period of time as possible. Social distancing takes priority over the percent of normal research activity within any one phase.
- Appropriate PPE, cleaning and disinfection procedures, consistent with UK guidelines, must be available and employed within each phase.
- Remote research activities, whenever possible, will remain the first-choice option for all research personnel throughout these phases, until further notified by UK Research.

Phases of resumed research activity are defined in terms of percent activity and are as follows:

- Phase 1 represents restricted access to only the maintenance of essential and critical research capability (15-20% of normal access). Social distancing guidelines, defined above, take priority over percent of workspace occupation during this and subsequent phases. Phase 1 began on March 20.
- Phase 2 represents 20-50% of prior research activity, with new safety measures in place.
- Phase 3 represents 50-70% of prior research activity.
- Phase 4 represents a return to research activities (at 70-100% of prior activity).

