Scenario 3: Hybrid

First Day of class	Changes to Academic Calendar	Total Weeks of Instruction	Finals Week
August 24 • Online instruction Sept. 14 • In-person instruction until Thanksgiving break (Nov. 24)	Eliminate fall break	Online • 3 weeks In person • 10 weeks, 2 days Total • 13 weeks, 2 days	Dates TBD (semester could end at Thanksgiving break or afterward, online) Finals administered online

Move-in/K Week

- Move-in after Labor Day: Extended move-in days to meet social distancing guidelines
- K Week: Meet social distancing guidelines as defined by state/CDC health and safety guidelines. Consider virtual options

Course Delivery

- Develop a process that would allow specific at-risk faculty the option to convert courses to online
- Develop infrastructure/training to video-record all in-person class meetings so students may choose to attend remotely
- Offer large in-person classes (number to be based on the CDC guidelines) online, in multiple smaller sections or in hybrid format
- Implement alternating in-person attendance policy into Blue and White teams (Blue=in-person week/day 1, White=remote week/day 1 and alternate week/day) when social distancing guidelines can't be achieved during the normal in-person delivery period of Sept.14 - Nov. 24
- Limit the number of students in a lab to meet health and safety guidelines
- Develop protocol for mandatory experiential learning (med students, education, etc.)
- Colleges/departments create in-person lab/experiential/studio/performance course plans that meet health and safety requirements
- Include health and safety information in course syllabi
- Encourage outdoor class instruction when possible (instructors should make plans for recording/remote students before taking classes outside)
- Colleges/departments create detailed plans for implementing transition to online course delivery in the event of COVID-19 resurgence affecting campus operations

- Stagger and extend transition time between classes throughout the day to ease class-change congestion
    - If necessary, potentially extend instruction week to include evenings and Saturday
- This scenario provides possibility for extended online winter intercession course offerings
- Develop plan for common hour exams, during in-person course delivery period
- Administer final examinations online
- Option for winter intercession to be extended (4 weeks) or remain the same (2 weeks) in the alternative version.

Student Support Services

- Special programming to support the first three weeks of semester being online
- Develop expanded technology support throughout semester
- Offer online student support services (leverage esports partnership)
- Provide virtual/remote advising and other student services
- Provide co-curricular programming to build resilience and reduce isolation
- Provide ongoing training on UK's public health measures
- Create special, branded on-campus experiences for first-year students
    - Consider: special courses, UK Core courses only for first-year students, special check-ins with advisors, check-ins with wellness coaches, tailored co-curricular planning for cohorts
- Create special, branded on-campus experiences for sophomores
    - Consider: focus on development of rising sophomores who lost crucial spring semester of first year, concierge support and service package similar to first-year services
- Create special, branded on-campus experiences for graduating students
    - Consider: concierge support and service package for graduating seniors with elements from other initiatives, but with emphasis on post-graduation success, such as internships, career readiness programs, networking events, check-ins with career advisors

Academic Facilities

- Redesigned classrooms, study spaces and computer labs to accommodate state/CDC health and safety guidelines
    - Seating capacity: remove/cover seats to allow for physical distancing
    - Signage noting seating capacity and importance of social distancing
    - Identify and assess underutilized space on campus that can be used for instruction
    - Plastic barriers
- Create pedestrian flow patterns in buildings to reduce exposure
    - Hallways, stairwells, elevators, bathrooms, etc.
    - Designate specific entry and exit points to buildings

        o   Install hands-free door openers where possible
- Make cleaning supplies available in classrooms and throughout facilities
  - Communicate to faculty, students and staff about cleaning workspaces before/after use (desks, computers, etc.)
  - Facilities Management to develop deep cleaning plan

Outdoor spaces

- Redesign pedestrian flows
- Create spaces to ease outdoor instruction when possible

Events

- Implement state/CDC health and safety guidelines (consider size, students)
  - Develop screening procedures
  - No non-UK groups for indoor events

Campus Recreation

- Implement state/CDC health and safety guidelines
  - Restrict inside group sports
  - Stagger times for gym/equipment use
  - Create cleaning plan for equipment and facilities
  - Communicate social distancing protocols in facilities
  - Develop practical, healthy plan for club sports (inbound, outbound travel, etc.)

Housing

- Minimize gatherings and promote clean environment. Align housing assignments with health and safety protocols
  - Align housing assignments with health and safety protocols
  - Transition Active Learning Spaces into living spaces
  - Implement visitor restriction policies
  - Educate residence hall staff on state/CDC health and safety guidelines
  - Create signage communicating health and safety protocols
  - Provide healthy living starter kit – hand sanitizer, wipes, masks
  - Identify residence hall for quarantine

Health and Wellness

- Administer readiness-to-return survey prior to fall semester
  - Include questions related to different dimensions of wellness
  - Include questions related to COVID-19 screening
- Expand services to reduce isolation and address physical, financial and mental health, including broad access to counseling

Dining

- Facilitate social distancing in dining services
  - No self-service buffets
  - Prepackaged food
  - Pre-orders for pickup or campus delivery made available through an app
- Facilitate social distancing in dining spaces
  - Plastic barriers at check-out
  - Reduced seating
  - Protocols for line queuing
  - Incorporate periods for deep cleaning into daily schedule

Transportation

- Buses, Cars, Zipcars, WildCarts
  - Limit number of riders
  - Incorporate downtime for cleaning into daily schedule
- Bikes and Scooters
  - Communicate best practices for cleaning and safety
- Wild Cab
  - Adhere to health and safety guidelines recommended by the CDC (similar to Uber, Lyft, etc.)

Testing, Screening and Prevention

- Viral and antibody testing available for all employees and students
  - Prior to or as close to the individual's return to campus
  - Repeat at intervals
- Communicate the use of screening app to facilitate early detection
- Develop and implement contact tracing plan
- Encourage use of face coverings in alignment with state/CDC health and safety guidelines
- Create suite of measures to inform community about policies on hygiene and social distancing
- Make PPE available for all with guidelines and policies for distribution

Employees

- Encourage remote work when possible
- Use Zoom and Microsoft Teams as options for in-person meetings and collaboration
- Provide ongoing training on UK's public health measures
- Ensure all community members can access mental health and physical well-being services

Communication

- Ensure students are fully informed of contingency plans for their continued learning in each course if a switch to fully online is necessary
- Communicate clear expectations of reinvented normal should be communicated prior to the fall and frequently reinforced (e.g., physical distancing, masks)
- Communicate the university's plan, emphasize safety and high-quality instruction
- Emphasize values of transparency, health, safety, guiding principles

Benefits	Challenges
- Provides flexibility with finals schedule - Provides increased sense of community and in-person service provision for populations historically at risk for attrition (e.g., first-time students; disrupted 2nd year students; 1st generation; marginalized & minoritized populations, etc.). - Decreased vulnerability for population in case of COVID-19 resurgence. - Provides the campus community with greater operational flexibility in case of resurgence. May be most nimble approach of the four.	- Disruptive in the context of varying schedule and significant logistical questions around class schedules and variability - Need infrastructure/training to administer finals online. - Need for/cost of more technology support and equipment - How would this compete with peer institutions that choose normal operations/start time? - Increased flexibility and options for operation may result in heightened confusion and inconsistency in application of procedure. - Financial concerns; loss of auxiliary revenue.