**Scenario 3: Hybrid**

<table>
<thead>
<tr>
<th>First Day of class</th>
<th>Changes to Academic Calendar</th>
<th>Total Weeks of Instruction</th>
<th>Finals Week</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Eliminate fall break</td>
<td>Online</td>
<td>Dates TBD (semester could end at Thanksgiving break or afterward, online)</td>
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<tr>
<td>September 14</td>
<td>Online instruction</td>
<td>In person</td>
<td>Finals administered online</td>
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<td></td>
<td>In-person instruction until Thanksgiving break (Nov. 24)</td>
<td>3 weeks</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>10 weeks, 2 days</td>
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<td></td>
<td></td>
<td>13 weeks, 2 days</td>
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**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
  o 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
  o 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
  o 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
  o 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
  o Seating capacity: remove/cover seats to allow for physical distancing
  o Signage noting seating capacity and importance of social distancing
  o Identify and assess underutilized space on campus that can be used for instruction
  o Plastic barriers
• Create pedestrian flow patterns in buildings to reduce exposure
  o Hallways, stairwells, elevators, bathrooms, etc.
  o 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
  o Communicate to faculty, students and staff about cleaning workspaces before/after use (desks, computers, etc.)
  o 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)
  o Develop screening procedures
  o No non-UK groups for indoor events

Campus Recreation

• Implement state/CDC health and safety guidelines
  o Restrict inside group sports
  o Stagger times for gym/equipment use
  o Create cleaning plan for equipment and facilities
  o Communicate social distancing protocols in facilities
  o 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
  o Align housing assignments with health and safety protocols
  o Transition Active Learning Spaces into living spaces
  o Implement visitor restriction policies
  o Educate residence hall staff on state/CDC health and safety guidelines
  o Create signage communicating health and safety protocols
  o Provide healthy living starter kit – hand sanitizer, wipes, masks
  o Identify residence hall for quarantine

Health and Wellness

• Administer readiness-to-return survey prior to fall semester
  o Include questions related to different dimensions of wellness
  o 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

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<thead>
<tr>
<th>Benefits</th>
<th>Challenges</th>
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<tr>
<td>• Provides flexibility with finals schedule</td>
<td>• Disruptive in the context of varying schedule and significant logistical questions around class schedules and variability</td>
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<td>• 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 &amp; minoritized populations, etc.).</td>
<td>• Need infrastructure/training to administer finals online.</td>
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<tr>
<td>• Decreased vulnerability for population in case of COVID-19 resurgence.</td>
<td>• Need for/cost of more technology support and equipment</td>
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<tr>
<td>• Provides the campus community with greater operational flexibility in case of resurgence. May be most nimble approach of the four.</td>
<td>• How would this compete with peer institutions that choose normal operations/start time?</td>
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<td></td>
<td>• Increased flexibility and options for operation may result in heightened confusion and inconsistency in application of procedure.</td>
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<td>• Financial concerns; loss of auxiliary revenue.</td>
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