

**Questions from Academic Council Members During May 28, 2020 Meeting
Answers Provided by Senior Leadership**

- 1. Is there testing capacity to test all the personnel now on campus? What is the false-negative rate of Duke's PCR test?**

Yes, we have the capacity to do as many tests as are needed and we expect that will continue. Duke Health reports approximately a 2 percent false negative rate.

- 2. How quickly do we get test results at Duke? Had experience with a test that took 3-4 days to get results. That isn't good enough is it?**

Test results are available in 24 hours.

- 3. Are faculty on campus going to be tested regularly? Is the university going to provide face masks to students, staff and faculty?**

Our approach to testing continues to evolve based on a number of factors, including local and national conditions, and changes in testing technology. We are relying on guidance from a committee of School of Medicine experts in infectious disease and laboratory operations. We are currently testing any symptomatic faculty, staff, or student who is either working or living on campus. For the fall semester, we plan to test all undergraduate students before the start of class.

We provide masks to every employee on campus and will provide masks to all faculty, staff and students at the start of the fall semester.

- 4. Is the University considering other screening options like testing waste water from individual dorms? And will contact tracing involve apps that automatically transmit location data to facilitate tracing?**

Based on the recommendation of our testing committee, we are not planning to test waste water from the residential dorms.

We already have a robust contact tracing system for employees that will continue to expand as the campus population grows. We also plan to implement a contact tracing app with further details still to be determined.

- 5. Is there the possibility of live streaming of in-person classes? This seems ideal to me.**

We currently have the capability to live stream classes through Zoom and other platforms, and many faculty have utilized this technology over the past several months and will do so in the fall. Duke Learning Innovation has a suite of tools and training for faculty to improve their current offerings and build new courses using synchronous and asynchronous approaches.

- 6. What will be the policy for holding field trips or field-based courses off-campus?**

There will be a review process for off-campus travel. Approval will depend on the specific situation: can students and faculty maintain social distance on the trip? Will they have to stay overnight at a hotel and what are the safety plans? What is the plan for transportation? In any case, students and faculty will have to agree to abide by health and safety protocols before approval will be granted.

7. How will student expectations be guided? Students were understanding as we finished the spring semester. Will they be as understanding with online delivery this fall, especially if they are on campus? How will students feel if they are on campus but all their classes are online only?

We have been in regular contact with students regarding the new structure of classes for the fall semester. In addition, faculty who teach large enrollment classes (which cannot be accommodated in-person) have been connected with Duke Learning Innovation to develop online materials over the summer. Duke Learning Innovation is also creating a suite of tools and training to assist all faculty in preparing to lead seminars, lectures, discussions and other teaching approaches in this new environment.

8. Can we require synchronous online participation if we think that is appropriate?

We prefer that faculty not require synchronous online participation. First, students who are unable to return to campus could be excluded from these classes because of their location/time zone and other unique circumstances. Second, we hope that faculty will appreciate the need to adopt inclusive practices — if a department hosts an in-person section, we ask that it offer an online section of the same course (that may meet at a different time), or offer the course as a hybrid (remote/in person) section.

9. For cleaning - can we utilize the technology airlines use to clean planes between flights in a short amount of time?

We are using state-of-the-art cleaning techniques developed by Duke's Environmental Health and Safety team, which oversees sanitation and hygiene in our hospitals and laboratories. All spaces (classrooms, offices, labs, buses, etc.) will receive frequent and regular cleaning.

10. There is a big difference between synchronous and asynchronous online teaching- so there are three modes and not just two.

Agree.

11. Will A&S be providing TA's for this novel teaching situation? low increasing TA support (meaning, in some cases, additional program funding for TA's)? The status of Bass TA's is unclear for fall — what I have heard is inadequate for a TA (½ the usual TA stipend).

Please check with Trinity College leadership.

12. Will graduate students TAs also have the option of not teaching F-2-F classes, like the option the faculty will have?

Each school will set the policy for its graduate students.

13. It sounds like we are trying to assume proctored exams. Will there be a mechanism for remote proctoring at least some exams for students forced (for one reason or another) to not physically be on campus?

We are not currently planning for remote proctoring.

14. Eliminating fall break and spring break means that we will not be able to run our field courses during those time periods. So if we are allowed to run these important courses, in person, when could we do so?

We are working on “immersion blocks” that would be periods of time at the end of each semester that could be used for this purpose.

15. If classes start August 17, when will orientation begin?

Many required components of Orientation will be conducted online before and after new students arrive in Durham beginning the week of August 10, with a concentrated amount of coordinated all-student programs August 13-16. We expect to conduct online advising sessions on Friday August 14.

16. Will there be information about the risk-analytic models Duke uses to make decisions about the fall? For example, what is the assumed value of face-to-face instruction relative to the risk of having students/faculty/staff in the hospital/ICU?

All our planning has been guided by a team of Duke medical experts. Their latest guidance has indicated that with a combination of daily symptom monitoring, social distancing, masking, building cleaning, and personal hygiene, the risks in education and lab settings are minimal. Our three hospitals, to date, have not experienced internal spread, while attending to hundreds of patients.

17. Can we inform faculty about the projected timeline?

This has been done.

18. Will there be a way to allow students who worked to get in to popular classes be given some kind of preference for re-registering?

All students will have to re-register in July and it is not possible to auto-enroll them in classes. However, students will use the regular bookbagging process, which already has priorities by class and major.

19. Dining areas are typically very crowded, especially at lunch. How will this be addressed?

We are currently expanding the delivery and take-out capacity in all our on campus dining areas, and we are planning for a number of outdoor and take-out options.

20. First-year writing - the one course required of ALL undergrads. Staffing courses is critical. When will we know how many first-year students will be enrolling this fall?

We should know by the third week of July, which will likely be our deferral deadline.

21. If more students want to return to campus than we can accommodate, how will we prioritize the selections?

At this time we do not believe this will be a problem—we are securing sufficient housing for all who want to return.

22. Do we have a sense of how many faculty will choose to teach online?

We don't know yet—initial surveys in several schools indicate about 40% of faculty would like to teach exclusively online, but this may change as circumstances change.

23. 'Social distance' ranges from e.g. stay at home to maintain 6-ft distances. It seems that some of the safety measures are better designed for minimizing contact over aerosol transmission.

Yes and mandatory masking in indoor or crowded public spaces in particular is most critical.

24. Can we discuss the timeline for the course re-registration process with our departments? We need to be planning for that ASAP, given the complexity of changing schedules.

This has been done.

25. How will Duke coordinate with k-12 schools on regular but unplanned closures that will disrupt teaching and staffing across the university?

There are many school systems and private schools in the region and each will have their own policies in addition to guidance from the state of NC. We believe that having back-up online material that can be mobilized right away, team teaching and hybrid format in place will minimize disruption to Duke classes in case some or all local school systems need to close.

26. Current plan for use of east campus for instruction?

East Campus will have a different role than usual in the next academic year. It will not be the first-year campus — rather, first year students will be housed on East and West Campuses to reduce density. However, students will be living on East Campus, and two residence halls have been outfitted as isolation and quarantine spaces for students. At this time, we expect to make minimal use of East Campus classrooms in order to reduce the need for crowded buses. However, we are working with faculty to accommodate classes and activities (like music) that require specialized spaces. Faculty with offices on East Campus who are assigned a classroom on West Campus will be provided with daily parking permits for the days they are schedule to teach on West Campus.

27. Athletics?

This is still under discussion.

28. Can we have a discussion among faculty teaching first-year seminars to discuss best practices in case we have to allow for asynchronous participation?

Yes, this is underway.

29. Can the libraries be opened to enable summer faculty research?

The Library reopening plan is available on the Library website.

30. How much does the existing risk assessment depend on models of student compliance with conduct rules, especially in spaces that are difficult to monitor (suites, off campus housing)? And are those models optimistic or pessimistic?

This is a great and very tough question, and the reason we have mobilized students, faculty and behavioral experts to help develop the Duke Compact. There are few scientific models for what we and every other university in the country are about to do, but we are doing everything we can to encourage compliance with our safety expectations: make it a culture, discern between sanctioning flagrant violations with severe consequences with educating students on more minor (forgot my mask en route to the bathroom) infractions.

31. There is a distinction to be made between faculty who *want* to teach F2F and faculty who actually *can*. There are some faculty who want to teach F2F who really shouldn't and quite frankly *can't*, despite their willingness to do so.

Agree.

32. UNC chemistry dept taped a number of chemistry labs for completion of the spring term during rapid closure. I expect planning to start such now for fall.

Agree.

33. How will food services change?

We are still developing the plans but they will likely include more takeaway, outdoor venues and little or no indoor seating. We plan to use the experience we've had since March serving students with drop-off delivery at pickup points across campus, too.

34. Why not get rid of buses to East except for service for those who have to use them? Close campus drive to vehicle traffic and make it a route for skateboards, bikes, scooters, etc. Students would love it.

While we will certainly encourage and facilitate these alternatives for students, there will still need to be bus and other transit options for those who need them because of schedules, and other extenuating circumstances. It will not be possible to close Campus Drive to vehicles, though.

35. To reiterate a question vis A&S teaching planning: I'd like to hear more specifically from the Graduate School - are 1:1 advisor student meetings discouraged? Might grad student instructor

courses run? And again, A&S: will there be additional support for (additional) TA's to manage this new complexity in course? Will planned Bass TA's be supported? (And of course, TA's should not be forced to teach F2F if they don't want to, with a good plan to protect their prerogative.)

Advisor-student meetings are not discouraged. Obviously, if the same meeting can be held remotely versus face-to-face, it would be better to do remotely. If face-to-face is desired, you should observe the guidelines, wear a mask and physically distance six feet apart. Graduate instructor courses may run.

36. The library re-opening plan was not clear

The Library plan is available on its website.

37. On F2F - new mask sounds great -but could we come up with some way to have a microphone that students could connect to via Bluetooth so everyone can keep their masks on and hear the instructor who is also masked during the entire class?

We are working with OIT to identify the best mechanisms to support voice projection in the different classroom and teaching spaces on campus.